

# Foundations of Literacy

- Learning to Listen.
- Unless children can listen, and with growing attention they will be slow to understand and talk.
- Learning to listen is a major focus of attention. I provide daily speaking and listening activities.
- We learn songs and rhymes by heart.



# Time to Talk

- I plan 'talk time' sessions through the day. All children need frequent opportunities to talk.
- Talking partners.
- In the role-play area.
- Circle time.
- Memory Boxes



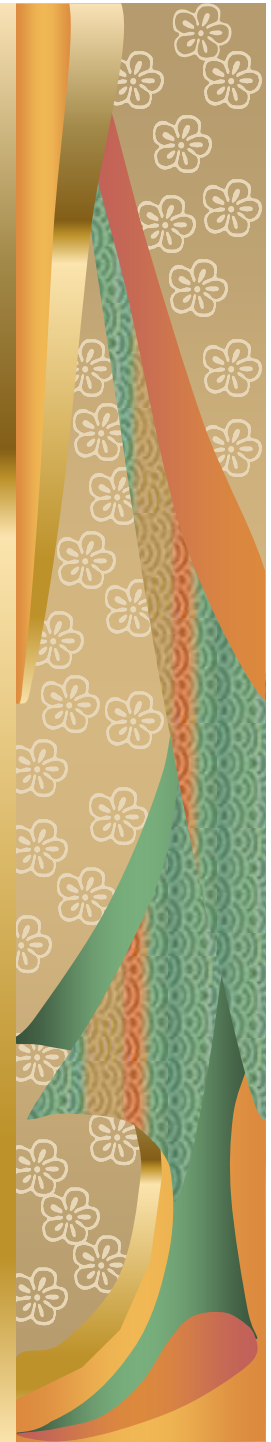
# Music, movement and memory

- Part of daily practice throughout the Foundation stage.
- A child's ability to keep a steady beat and appreciate rhythm helps children to discriminate syllables – 'beats' within a word. Children need to recognise rhyming patterns, critical for the learning of phonics.
- We sing action songs, finger rhymes and chants.



# Story time

- Before formal teaching of reading begins, we must first immerse children in ‘story language’- story telling and reading aloud.
- When children eventually write their own stories they will not struggle to invent characters, stories and plots.
- I read short picture books with lots of repetition – children begin to internalize the patterns of written language, they take the lead and ‘read’ the books.



# Learning about print

- Some lucky children learn to read sharing books with adults and our 'five a day routine', but we cannot assume this will happen. Most children need structured teaching. Learning to write is even more complex and requires physical co ordination of hand and eye movements. And is hardly ever 'picked up'.
- Children need experience in recognizing and being able to name the letters of alphabet. We sings songs to help this.
- Playing with letters helps them to know what letters are – play dough, printing. The more children play with letters the more confident they will be when they start phonics and handwriting.



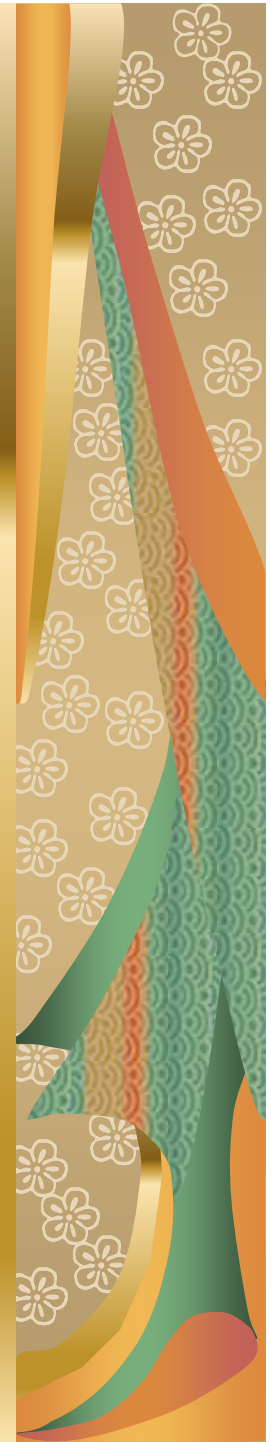
# Learning about print

- With repeated reading aloud of story books 'five a day' I also model reading other texts – recipes, posters, letters, information books etc., I demo how and why adults read. I write labels and notices for the classroom.
- Children will start to make writing part of their role-play. I make sure these areas are equipped with materials for writing.
- This emergent reading and writing will develop naturally into 'real' literacy skills.



# Phonological awareness

- This means awareness of sounds in language. I provide daily opportunities for children to join in with, recite and learn rhymes – helping children to be aware of individual speech sounds.
- The ‘Jolly Phonics’ technique of associating each sound with an action is a good way to help children remember the sounds.
- Right from the start we emphasise segmentation and blending – using the phonemes to ‘sound out’ words orally.
- It is important to make all games and activities fun!





# Writing

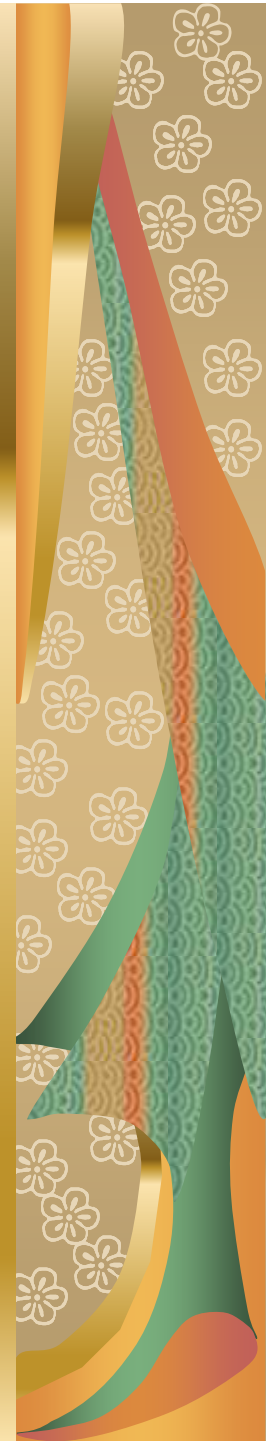
- I introduce the letter shapes through large – scale drawing, starting from the shoulder, then skywriting. When the children have acquired good hand-eye co-ordination and pencil grip, sounds and words can be written on individual whiteboards.
- All children enjoy write dance.





# Reading at Home 1

- It is important that you are both relaxed and ready to share a book together. Reading a little regularly is better than trying to cover a lot.
- Talk about the cover and what the book might be about will get your child interested.
- Predicting what will happen helps to develop reading skills, and talking about the story and pictures helps to introduce vocabulary and develop language.



## Reading at Home 2

- Do not worry if some words are missed out.
- Follow the words with your finger as your child reads.
- Praise success to make your child feel good about reading.
- Look at the pictures, talk about what you have read.
- If your child gets stuck on a word, say it aloud and don't ask, "What do you think it says?"
- Look at the first sound or read to the end of the sentence to work out the missing word.
- If your child sees you read s/he will think it is something important.

