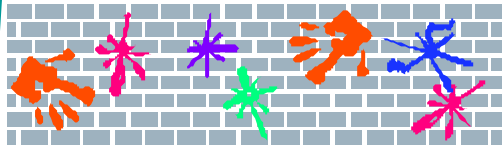


Literacy in the Foundation Stage



A practical resource for all practitioners working in
Nursery or Reception settings.



Literacy Materials for use in the Foundation Stage

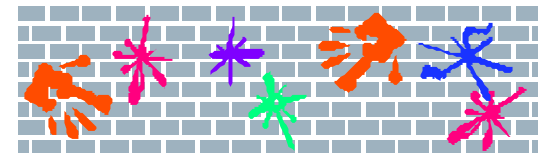
The following materials have been drawn from **good practice** in the teaching of literacy in the Foundation Stage in Derby City schools and Nurseries.

You will find the following in this resource

- ✓ A selection of literacy plans that show how a text can be used as the focus for all aspects of literacy teaching and learning.
- ✓ A bank of practical ideas based on the **Curriculum Guidance for the Foundation Stage**. The **Stepping Stones** and **Early Learning Goals** have been used as a basis for a wide range of literacy activities that cover speaking and listening, reading and writing.

The Literacy team is extremely grateful to everyone who supported and developed these materials, in particular;

Jane Taylor Price:	Chellaston Infant School
Caroline Eley:	Chellaston Infant School & Cavendish Close Infant School
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Leigh Mackay:	Allen Park Infant School & Allenton Primary
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Janet Harris:	St Chad's Infant School
Sally Stanley:	Derby City Early Years Team
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Frameworks for Planning Literacy using texts in the Foundation Stage

Framework for Planning Literacy Objectives Using Big Books in the Foundation Stage

Discussion time about feelings; How did Goldilocks feel when she broke the chair? How did baby bear feel? Use Hot-seating as a drama technique for this. Make porridge and talk about ingredients used. Use language of size and comparison.

Speaking & Listening Opportunities

Make and use puppets to retell the story.

Have fun saying the repetitive parts of the story using different 'sized' voices.

Retell the story of Goldilocks using storyboard, puppets, drama and songs

See Progression in Phonics Step1. Play games that focus on recognition of different voices of friends when blindfolded.

Set up a 3 Bears' Café selling food that is mentioned in the story or food that bears like—all in large, medium and small portions

Role Play Opportunities

Recreate the wood and the 3 bears cottage in small world play.

Recreate the 3 bears' cottage with different sized bowls, spoons, chairs and beds.

Links to Other Areas;
Mathematics—grouping, sizes comparative language, ordering, counting to and in 3s, measures

Text: Goldilocks and the 3 Bears
Genre: Traditional Story

Use tapes and picture books in a listening corner. Allow the children to tape their own version. Use digital cameras to photograph bears and different sized objects.

"My World—Goldilocks" program. Scan pictures from text onto interactive whiteboard—use as a resource to retell the story. Add a sound track by the children.

ICT Opportunities

Reading Opportunities

Make a non-fiction class or group book about bears using pictures, photographs and captions. Retell the story identifying some of the key words/. Use the text to recognise High Frequency Words. Read fiction books about other bears

Sequence pictures from the story. Read / share books about bears. Make a zig-zag book of the story. Make books in the shape of bears. Collect / read porridge recipes

Make door signs for the bears' cottage. Draw simple storyboards showing the main events. Provide letter writing materials to write letters to Goldilocks and the 3 Bears. Use different cut out bear shapes to write on. Make collections of different bears and label them –use different size fonts for the writing.

Writing Opportunities

Emergent writing opps: menus for the café. Add speech bubbles to pictures of the 3 Bears to show what they are saying. Write instructions for making porridge, Make into a recipe book. Make lists, receipts, orders for the 3 Bears' café Use other bear stories as a model for writing.

Framework for Planning Literacy Objectives Using Big Books in the Foundation Stage

Make up alternative endings to familiar Nursery Rhymes.
Use paired talk to discuss and retell related stories and rhymes; e.g. 'Little Lumpty' 'Twinkle Twinkle Chocolate Bar'
Use drama strategies: i.e. 'Freeze Framing and Thought Tapping' to depict the final moments of the rhyme—thought tap the key characters.
Listen to rhymes on tapes and listening stations
Continue with Progression in Phonics step 2

Speaking & Listening Opportunities

Follow instructions to make models of Humpty, Work in pairs and small groups to build his wall.
Listen to and recite Nursery rhymes
Use instruments to accompany rhymes
See Progression in Phonics Step 1&2

Recreate different roles from the rhyme by acting out using simple props
Use small world construction for role play—lego, duplo, asco bricks
Use 'Little Lumpty' as a basis for further role play ideas.

Role Play Opportunities

Use large construction materials to build a wall outside and inside.
Role play a builders' yard with tuff spot, sand, trowels, real bricks, tools, belts, hard hats.
Use trowels and brick moulds in wet sand.
Use Duplo and similar in small world play.

Links to Other Areas
Music—learn musical versions of nursery rhymes.
Science—materials
D&T—building strong walls for Humpty.

Text: Humpty Dumpty
Genre: Nursery Rhyme

Sing different Nursery Rhymes onto tape to produce own nursery rhyme tape.

Sherton Nursery Rhyme software
Use 'Dazzle' or similar art programme to paint pictures of Humpty.

ICT Opportunities

Display rhyming words from the poems in the music area—follow up and talk about in music/ singing time
Use a giant 3D Humpty on a wall to display key or rhyming words
Egg Treasure hunt—Use photos with labels of objects in the outdoor environment as clues.

Reading Opportunities

Shared Reading of Nursery Rhymes.
Conceal key words / rhyming words
Read class versions of rhymes.
Use Humpty's wall to display and read key / HF words

Print wall patterns using sponges / boxes
Use a wall frieze for a height chart—children draw themselves and label the chart.
Use tuff spot and paint for finger painting / brick prints—take prints off with paper and rollers
Mark making using different tools—large scale on outside walls and concrete using water, brushes and large and small chalks
Clip boards / Notebooks / whiteboards for boards for role play areas

Writing Opportunities

Compile a class nursery rhyme book with illustrations and emergent writing
Write safety instructions for the role play areas.
Shared and guided writing of new versions of Humpty Dumpty.

Framework for Planning Literacy Objectives Using Big Books in the Foundation Stage

Set up the home corner as the kitchen for making the Gingerbread Man. Include ingredients, packets, scales, recipe books, aprons, cutters, play dough. Use a screen and light source to create shadow puppets of the story.

Role Play Opportunities

Use illustrations to create a 3D model of the map of the story. Add small world figures for the story characters. Use story map props in the sand or tough spot. Use hand puppets (children can make these) to retell the story .

Record children retelling the story. Use digital camera and computer to produce own version of text. Program 'Romer' to follow the route the gingerbread man took. Set up a power point display depicting the different settings in the story—use in the role play area

ICT Opportunities

Listen to versions of the story on tape. Play sound Lotto to distinguish between the different animal sounds from the story. Use digital camera to photograph the GB man in different places -

Writing Opportunities

Shared writing opportunities—write simple sentences based on the story
Use laminated speech bubbles for writing dialogue from the story
Write simple instructions to make gingerbread men.
Label ingredients. Write shopping lists. Provide different shaped paper/cards for writing.
Make up a class version of the story.

Emergent writing opportunities—write a shopping list for ingredients.
Create own recipe cards
Make large and small scale books of the story
Gross motor skills—build 3D models— people / animals
Use rollers and cutters. Use one handed tools to cut out GB men

Join in the chorus “Run, run ...” Tap and clap out the chorus. Make up alternative verses “Jump, jump...”

Use storyboards and story maps as a support for retelling the story..
Go on print walks to look for different print

Text: The Gingerbread Man
Genre: Traditional Tale

Large / small copies of the story available in book area.
Make Story sacks available containing recipe cards, props, tape and book
Recognise print in the environment. Photograph the GB man next to familiar local signs. “Where is the GB man now?”
Use recipe cards and books
Match familiar text from environmental print to laminated cards.

Use paired talk as a strategy to discuss key events, what happens next, dilemmas etc
Use story maps, props, storyboards as a support for retelling the story.
Hot seat key characters—e.g. the fox, the woman
Ask children to make maps of their journeys to school and then use then to describe how they come to school.

Speaking & Listening Opportunities

Links to Other Areas
Mathematics—measurements, counting
Dance—movement of the animals / gingerbread man

Reading Opportunities

Read different versions of the story and compare the characters and endings.
Read and follow instructions for recipes / making finger puppets.
Sequence pictures to order the story.
Sequence words to make simple sentences from the text.
Make collections of texts about different animals in the story.

Framework for Planning Literacy Objectives Using Big Books in the Foundation Stage

Develop descriptive and comparative vocabulary through speaking, reading and writing.
 Paired talk—'tell your partner about what has happened to your bean today.'
 Invite an expert gardener to the class to talk about what they do.
 Gardeners Question Time—role play plant experts with questions about how to look after plants.

Speaking & Listening Opportunities

Turn taking when planting.
 Following instructions when planting seeds
 Reciting rhymes and poems linked to theme. "5 plump peas"
 Use story props/ story sacks to retell the story of Jack and the Beanstalk

Garden Centre Role Play—seeds, tools, plants to buy. Instructions for use.
 Include reading and writing materials; e.g. seed packets, catalogues, magazines
 If possible arrange a visit to a Garden Centre before setting this area up

Role Play Opportunities

Develop a Jack and the Beanstalk scenario in outside play.
 Provide compost, flower pots, spades, forks, seeds, whiteboards, tape measures

Links to Other Areas
Mathematics—measuring, comparative language
Science—growth / plants

Text: My Bean Diary
ISBN : 043509792X
Genre: Non-Fiction Recount

Use digital camera to take photographs of gardening / plants - use pictures in class book or interactive whiteboard.

Use a PowerPoint presentation to show different flowers/ plants for garden centre role play area.
 Take digital photographs of bean progress—put into class or group book
 Use 'Textease' to label plants / pictures

ICT Opportunities

Reading Opportunities

Shared reading of text.
 Selection of linked fiction / non-fiction texts read and available to class.— links to traditional tales
 Reading and matching plant parts labels
 Reading and following instructions for planting and caring for plants.
 Sequence recount correctly
 Attach high frequency words to large paper beanstalk

Selection of linked fiction / non-fiction texts read and available to class.
 Hide letters or children's names in compost in tough spot.
 Collect objects / pictures into flower pots labelled with initial sound.

Emergent writing opportunities—labelling plants
 Diary paper to write own diary
 Notes to Jack / Giant (provide a giant's letter for the children to respond to)
 Motor skills—sharing out/ picking up seeds with spoons/ tweezers
 Patterns in sand / compost / seeds and lentils etc
 Writing patterns on beanstalk leaves
 Plant seeds in letter shapes

Writing Opportunities

Shared writing—class diary on planted beans.
 Simple sentences written against photographs of bean plants.
 Writing table—letters to the giant—replying to "Dear class 3, this is what I did today..."
 Writing simple captions for 'Jasper and the beanstalk'
 Make and write seed packets for role play area
 Instructions on how best to look after a plant.
 Writing labels for parts of plant.

Framework for Planning Literacy Objectives Using Big Books in the Foundation Stage

Play description games based on the zoo animals
Develop descriptive language using a feely box—small, big, spiky, soft, cuddly
Continue progression in Phonics Tray Games based on Step 2/3
Play simple barrier games sequencing animals or placing objects on a grid.

Speaking & Listening Opportunities

Zoo animal songs
Sound Lotto
Play Progression in Phonics 'Tray Game' using zoo animals for initial sounds.

Play sound barrier games based on animal sounds.
Play simple barrier games sequencing zoo animals.

Make masks for role play
Develop animal characteristics through dance.
Make a wild animals area for role play.
Provide textured fabrics for dressing up.
Arrange a visit to a zoo before setting role play area up.

Role Play Opportunities

Use story sacks to retell the story.
Provide puppets and masks'
Provide different sized boxes and cartons with small world props.
Arrange a visit to a zoo before setting role play area up.

Links to Other Areas
Mathematics—sizes, patterns, sequencing
Science—living world
Art—Painting /drawing animals artists
D&T design a cage / wrap a parcel / make an animal mask

Text: 'Dear Zoo' by Rod Campbell
ISBN: 0333903714
Genre: Fiction—Patterned language

Use a computer projector to show different animals on a screen in the role play area.
Scan pictures and use as resource for games.

Use a word bank to click and drag labels to animals.
Use a drawing program to produce animal pictures. Make information sheets about different animals.

ICT Opportunities

Provide fiction and non-fiction texts in book boxes based on the animals in 'Dear Zoo'
Shared reading—join in the repetitive text
Play animal snap and dominoes. Match animals with initial sound cards.
Hide animals and matching initial letters in sand / jungle/ tough spot

Reading Opportunities

Provide fiction and non-fiction texts in book boxes based on the animals in 'Dear Zoo'
Shared reading—fill in missing adjectives (link with writing) Predict the animals that will be in the next box/parcel
Read linked non-fiction texts on animals.
Identify initial and final sounds in key words—link with Progression in Phonics

Provide emergent writing opportunities to; make lists of animals in the text
label animals and cages/boxes
write letters and address envelopes to the zoo
Print animal patterns / stripes to develop motor skills working left to right
Make writing patterns on animal shapes.

Writing Opportunities

Add new pages to the text, introducing new animals.
Write letters to the Zoo.
Write instructions for looking after animals from the text.
Make individual or class lift the flap books introducing different animals—link with phonic work.
Write simple sentences containing adjectives.

Framework for Planning Literacy Objectives Using Big Books in the Foundation Stage

- Sing the story as a chant.
- Talk about other animals the mouse might meet. How would the Gruffalo cook them? eg...bear burger
- Encourage children to ask questions about the Gruffalo. Dress a child up as Gruffalo and 'Hot Seat'.
- Continue rhyming strings, making up nonsense alliterative and rhyming couplets. PIPs Step 1
- Play 'Tray Game' PIPs Step 2 using animals.

Speaking & Listening Opportunities

- Talk about features of Gruffalo Describe what he looks like. Create paintings, sculptures with play dough and clay. Children talk about and describe their creations.
- Use different voices to imitate animals. Make animal sounds. PIPs Step 1.
- Chant story using body percussion.
- Repeat rhyme and rhythms and alliterative phrases.

- Act out story using masks.
- Pretend to be the Gruffalo-how would you walk, talk?
- Perform the story using speech bubbles linked to characters.

Role Play Opportunities

- Using 'tuff spot' to recreate wood using turf, rocks, twigs and sand. Small world animals to act out story and clay/plasticine Gruffalo.

Links to Other Areas
Science—animals and their habitats
D&T&Art—Make models, masks and paintings of new monsters.

Text: The Gruffalo
Julia Donaldson
ISBN 0-333-90176-2
Genre: Fiction-Patterned Language

- Use a OHP and acetates to create different moods in the role play area for the Gruffalo's wood.

- Use paint programs to create new monsters
- Select text from the book and match to pictures on screen or interactive whiteboard.

ICT Opportunities

- Collections of non-fiction books on animals/habitats.
- Listen to poems about animals.
 - Hunt for letters in the text.
 - Talk about illustrations. Children to find animals and insects 'hidden' in book.

Reading Opportunities

- Look at enlarged text and circle words that rhyme using acetate page cover.
- Predict words that have been covered.
- High frequency word hunt.

- Use animals featured in story for initial letter writing
- Draw and label imaginary monsters.

Writing Opportunities

- Animal alphabet frieze
- Create rhyming strings based on rhyming words from story.
- Use speech bubbles for children to write captions for characters.
- Write a question in a speech bubble to ask the Gruffalo.

***Literacy activities to support
Curriculum Guidance for the
Foundation Stage***

Use words and/or gestures, including body language such as eye contact and facial expression to communicate	Use simple statements and questions often linked to gestures	Have emerging self confidence to speak to others about wants and interests.	Interact with others, negotiating plans and activities and taking turns in conversation.
<p>Group activities</p> <ul style="list-style-type: none"> ❑ 'Pass the smile on.' Sit the children in a circle. Smile at the child next to you, encouraging them to use eye contact. They then have to pass the smile to the next person and so on until everyone in the circle is smiling. Repeat this by passing a grin, a grimace, a face, silly face, squeeze of the hand etc. ❑ Give the children large fun glasses to wear to encourage them to make eye contact. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Give children opportunities to play with small hand held mirrors, making sad, happy, angry etc faces . ❑ Use sensory play to retell familiar stories, e.g. The Gruffalo or 'We're Going on a Bear Hunt.' Set up a story map on a builder's tray using leaves, grass, stones etc. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Sit the children in a circle so they can all see one another. Make a gesture and ask the children to guess how you are feeling. Repeat this activity using other facial and body gestures. ❑ Sit the children in a circle so they can all see one another. Ask the child next to you "How do you feel today?" Pass the question around the circle so every child has the opportunity to ask a question and give a response. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide a wide range of role play opportunities based on the children's experiences or knowledge of story. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Be a good listener. Make time to ensure each child's talk is valued. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Encourage children to negotiate by providing limited resources; e.g. 3 spades in the sand when 5 children are playing there. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Use props such as teddies and microphones to consolidate turn taking behaviour <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Model phone conversations in role-play or as a character in the role play situation. E.g. doctor / patient ❑ Provide activities where children are required to work in pairs or small groups. ❑ Give pairs of children tasks to complete together. E.g. build a van big enough for all Postman Pat's letters.

	<p>Use intonation of rhythm and phrasing to make their meaning clear to others.</p>	<p>Use simple grammatical structures. Ask simple questions, often in the form of 'where?' or 'what?'</p>	
	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Read rhythmic stories with repetitive language and model character's voices using varied intonation and expression. ❑ Call and answer the register using different voices; e.g. high, low, squeaky, deep, bellowing etc ❑ Act out well known chants and repetitive phrases from familiar stories; e.g. The 3 Little Pigs, The Gingerbread Man. Split the children into 2 groups, with groups taking different parts or characters. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Model language in different role-play areas using a variety of voice intonations 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Use simple 'Hot seating' techniques to generate questions from the children. ❑ Use stories that use repetitive questions; i.e. "Brown Bear, Brown Bear" and "The Train Ride" <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide role-play opportunities linked to stories that use questions. E.g. 'The Train Ride' "Where are you going?" "What time do we arrive?" "What do you see?" ❑ Write questions and display them around the role play area. 	

		Talk alongside others rather than with them. Use talk to gain attention and initiate exchanges. Use action rather than talk to demonstrate or explain to others	
		Group activities <ul style="list-style-type: none">❑ During circle time emphasise the use of looking, speaking and listening skills. Use visual prompts to support children.❑ Model language structure required in different social situations. E.g. eye contact, saying please and thank you. Use puppets to model good and poor speaking and listening behaviours❑ Use a listening stick or magic microphone to develop clear behaviours for speaking and listening	

		<p>Initiate conversation, attend to and take account of what others say, and use talk to resolve disagreements.</p>	
		<p>Group Activities</p> <ul style="list-style-type: none"> □ Use Role-play or puppets to act out disagreements, encouraging children to suggest ways of resolving them. Model good eye contact and negotiating skills. <p>Planned Play Activities</p> <ul style="list-style-type: none"> □ Encourage children to negotiate their turn. Increase independence by enabling children to negotiate their turns by not always providing a turn taking system. 	
<p>Further ideas for activities / notes for future</p>			

<p>Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases</p>	<p>Listen to stories with increasing attention and recall.</p>	<p>Initiate a conversation, negotiate positions, pay attention to and take into account others' views.</p>	<p>Enjoy listening to and using spoken language, and readily turn to it in their play and learning.</p>
<p>Group Activities Make time to read a story every day. Encourage children to sing 'karaoke,' singing their favourite rhymes using a microphone. Play 'Simon Says'</p> <p>Planned Play Activities Provide opportunities for children to listen to taped stories, rhymes and songs.</p>	<p>Group Activities Invite visitors in to read to the children Plan for daily story sessions with adults.</p> <p>Planned Play Activities Set up a library or book shop in the role play area Invite older children in to read Read / tell stories in role</p>	<p>Group Activities Be a good role model, listen and take account of others' views. During circle time provide opportunities for children to express how they feel. Encourage children to respond to each others' feelings.</p> <p>Planned Play Activities Encourage children to negotiate by providing limited resources; e.g. 3 spades in the sand when 5 children are playing there.</p>	<p>Group Activities Play rhyming games – see PiPs step 1&2 Read silly tongue twisters and nonsense poems.</p> <p>Planned Play Activities Use taped stories to encourage children to use different voices and expression. Compile a tape of different voices that children can listen to and mimic.</p>

Respond to simple instructions	Describe main story settings, events and principal characters		Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.
<p>Group Activities Sing action rhymes asking children to respond by following actions Use visual prompts to support instructions. Build in choices that monitor and develop the child's understanding of language</p> <p>Planned Play Activities 'I am a robot' game. One child pretends to be a robot and follows instructions given by adult or child. 'I am the teacher' games. Played in pairs, one child is the teacher who does actions or gives instructions, the other child must mirror the action etc.</p>	<p>Group Activities Sequence stories using pictures Draw maps of stories showing events and settings</p> <p>Planned Play Activities Develop role play linked to a text Dress up as characters from a story, rhyme or song Use an OHP in role play area to create physical settings; e.g. use doilies to imitate a snow storm or spider's web. Create different moods by projecting colour into an area Children can draw their own settings onto acetate.</p>		<p>Group Activities 'Hot Seating.' Model being a well known character and encourage children to ask you relevant questions. 'Dear Zoo' Choose a child to be the zoo keeper, holding an animal. The other children ask questions about the animal.</p> <p>Planned Play Activities After sufficient adult modelling, children can guess characters from character props or picture cards. A child can act out behaviour or key events and other children guess who they are.</p>

<p>Listen to others in a one-to-one/small group when conversation interests them.</p>	<p>Question why things happen, and give explanations</p>		<p>Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories songs and rhymes.</p>
<p>Group Activities Play 'Chinese Whispers' in small groups. Play 'The Giant's Keys.' Children sit in a circle with one child in the middle as the giant with a set of keys next to them. A chosen child from the circle has to steal the keys. If the giant hears the keys being taken he wakes up and chases the thief. (See My Bean Diary) Play 'Guess Who..' To the tune of 'London Bridge' "Turn your back and close your eyes, close your eyes, close your eyes. Turn your back and close your eyes, close your eyes, close your eyes, and guess who called your name"</p>	<p>Group Activities Encourage children to talk about what they have made, done or are doing and reflect on whether it was successful or not, and why?</p> <p>Planned Play Activities Make time for children to 'plan and review' their own play activities. During review time children can talk and explain what they have done, why they have changed their minds etc</p>	<p>Group Activities Use paired talk as a strategy to share news, PSHE circle time, giving opinions and reporting back what your partner has said.</p>	<p>Group Activities Build up stories verbally by using prop boxes. "Once upon a time there was a.. (prop) who had a ...(prop) etc Pass a prop round the circle. Each child has to add to the story, trying to include the props. Use the local environment, educational visits and familiar situations to provide a stimulus for writing.</p> <p>Planned Play Activities Provide a listening centre for children to use independently to record their own stories, rhymes and songs. Provide a wide range of different music for children to listen and respond to</p>
<p>Further ideas for activities / notes for the future</p>			

Use familiar words, often in isolation, to identify what they do and do not want.	Build up a vocabulary that reflects the breadth of their experience.	Extend vocabulary, especially by grouping and naming.	Extend their vocabulary, exploring the meanings and sounds of new words
<p>Group activities</p> <ul style="list-style-type: none"> ❑ Encourage and provide opportunities for the children to make choices about what they want to do and communicate these using visual and verbal signals. E.g. picture cards of outdoor equipment selected according to the choice of activity the child wants to do. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Malleable play and feely boxes 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Environmental walks. Take photos and label them with the help of the children. Talk about their experiences. Take photographs of children making, playing, engaged in different activities. Assemble these into “Do you remember when we....” books. Use these as a tool for assessment. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Small world imaginative play which reflects their everyday experiences. Use adult support to model language structure and vocabulary. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Play tray games, collecting and naming objects. ❑ Play games from PiPs Step 2 using familiar objects ❑ Use objects from a story sack or collect objects that are related to a familiar text. e.g. animals from ‘Dear Zoo’, or familiar objects from ‘The Gruffalo’ <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide a range of objects and containers to collect and sort. Use the opportunity to talk about shape, colour, features ❑ Play simple barrier games. E.g. following instructions to thread beads onto a string from behind a screen or barrier. ❑ Assess understanding of vocabulary by providing more than one choice of characteristic; e.g. colour, size, object 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Create a word wall/ tree with the children that is linked to other curriculum areas, texts or high frequency words. ❑ Play games from PiPs at Step 2 and 3 ❑ Read and share poems, limericks and rhymes. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ In independent writing, model and encourage children to use supports and prompts for writing. ❑ Read books based around, ‘me’ / possession, e.g. “Where’s my Potty?” “Goldilocks and the 3 Bears”

<p>Use vocabulary focused on objects and people who are of particular importance to them.</p>	<p>Begin to experiment with language describing possession.</p>	<p>Use vocabulary and forms of speech that are increasingly influenced by experiences of books</p>	
<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Make a class/ group book of family and friends using drawings and photographs ❑ Make a 'feely' book, listing the words children have used to describe objects and materials. 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Model correct use of possessive nouns. E.g. 'mine, yours, ours' Hide possessions so children have to ask questions – extend into sentences and play with the language. 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Create and develop word and picture boxes for favourite texts, containing specific language from the texts. ❑ Scan pictures of characters and objects from familiar texts and use them in matching games. E.g. dominoes, pairs etc. Encourage the children to talk about them as they play. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ In the role play area, use tape recordings of phrases specific to a text that the children are basing their play on. 	

Further ideas for activities / notes for future

<p>Use isolated words and phrases and/or gestures to communicate with those who are well known to them.</p>	<p>Begin to use more complex sentences.</p>	<p>Link statements and stick to a main theme or intention.</p>	<p>Speak clearly and audibly with confidence and control and show awareness of the listener. E.g. by their use of conventions such as greetings, 'please' and 'thankyou.'</p>
<p>Group activities</p> <ul style="list-style-type: none"> ❑ Allow quiet times for talk and discussion in one-to-one / small group settings to build confidence when talking. Model structure and vocabulary of language. ❑ Use a puppet as a model or encourager for speakers. ❑ Use story characters and small world props to encourage talk and extension of vocabulary. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Small world play opportunities related to children's own experiences of the world. ❑ Large construction play related to role play or personal experiences. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Modelling by adult in an activity – talking out loud what they are doing. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Develop a language rich environment ❑ Give children time to hear, play with and explore language ❑ Model back to children what they are doing. Give 'running commentaries' on children who are involved in specific activities. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Ask children to speak about something specific. E.g. "Tell me about what you had for breakfast..." ❑ Build in opportunities for paired talk. Give a question to consider or discuss. "Tell your partner what you will play with outside today" <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide simple hand or stick puppets with simple props for children to re-tell a familiar story. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Build in time for 'newstelling' Model what news should 'sound like' Provide visual prompts for children to focus their questions on. Use paired talk to include everyone in the group or class. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Model story language in the role-play area. Encourage children to generate phrases and sentences from the texts. Write these on speech bubbles and display them in the role play area. ❑ Use picture slides on powerpoint in the role play area to provide a stimulus for language.

	<p>Use a widening range of words to express or elaborate ideas.</p>	<p>Consistently develop a simple story, explanation or line of thinking.</p>	
<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Make a class/ group book of family and friends using drawings and photographs ❑ Make a 'feely' book, listing the words children have used to describe objects and materials. 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Encourage children to report back on what they have done. Use a microphone as a visual prompt. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide a wide range of books, magazines, leaflets for children to look at on their own. Provide puppets and story props for them to use to retell familiar stories independently. ❑ Provide a tape recorder for children to record and listen to themselves. 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Dice Game. Use a picture from a text that generates lots of interest. E.g. The castle in 'A Dark, Dark Tale' Ask questions about the picture, e.g. 'Does someone live in the castle?' and then throw the yes/ no dice to find the answer. 	
		<p>Use language for an increasing range of purposes</p>	
		<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Use role play as a link to PSHE ❑ Use puppets in circle time as a device for discussing different issues, with the children giving the puppet 'advice' about problems. 	

		<p>Confidently talk to people other than those who are well known to them</p>	
		<p>Group Activities</p> <ul style="list-style-type: none"> □ Invite other adults or older children to come and read to the children or talk to them about a current interest or theme. Model asking questions and use prompts to help the children ask meaningful questions. <p>Planned Play Activities</p> <ul style="list-style-type: none"> □ Invite children from other classes or settings to visit and allow children time to talk with them. 	
<p>Further ideas for activities / notes for the future</p>			

<p>Use action, sometimes with limited talk, that is largely concerned with the here and now.</p>	<p>Talk activities through, reflecting on and modifying what they are doing.</p>	<p>Begin to use talk instead of action to rehearse, reorder and reflect on the past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into another.</p>	<p>Use language to imagine and recreate roles and experiences.</p>
<p>Group activities</p> <ul style="list-style-type: none"> ❑ Provide 'running commentaries alongside what children are doing. ❑ Talk about what the children are doing, but avoid interrogating them by asking questions. ❑ Talk aloud your thinking processes during an activity. E.g. measuring ingredients and mixing them together <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide opportunities for children to explore independently activities that have been experienced in Group Activities, so consolidating the language 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Model language of choice and review. ❑ Talk aloud what you are doing and why you are doing it. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide children with choices of materials / objects / toys to explore and experiment with. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Make displays of important events and experiences. E.g. trips and visits ❑ Use a washing line and photographs to sequence events or tasks. e.g. dinnertime routines ❑ Make a story map of children's news. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Follow up a group activity e.g. making Gingerbread Men with props for children to role play the activity. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Have an 'In the News Today' session where children can report back on what they have done during the day. ❑ Make up your own stories using props – encourage the children to join in with their ideas. ❑ Use paired talk to get children to tell their partner what task / activity they are going to do. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide simple story props and puppets for children to make up their own stories ❑ Children make their own lists of what they will need for a task before they do it. ❑ Provide book making equipment alongside a creative table – children can then make books to show how they made a model, mask etc.

	<p>Use talk to give new meanings to objects and actions, treating them as symbols for other things.</p>	<p>Begin to make patterns in their experiences through linking cause and effect, sequencing, ordering and grouping.</p>	<p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Encourage and model to children the use of objects and props for imaginative play. Link this to familiar settings or experiences. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Large construction play ❑ Role Play ❑ Sand and water with small world props. 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Read stories together that require the children to predict what happened next. ❑ Ask the children to act out / freeze frame what happens next ❑ Use texts that contain patterned language that the children can predict. ❑ <p>e.g. The Three Bears, Humpty Dumpty 'Once Upon a time, Happily ever after, who's been eating my porridge?'</p> <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Sequence pictures from story or experiences. ❑ Sort, categorise and order things. Link these to story. 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ During 'circle time' sessions, encourage children to talk about their feelings. Set up a 'Feeling Tree' – children select different coloured eggs or card shapes that reflect different feelings and hang them on the tree. This can then be used as a basis for discussion. ❑ Use 'Role on the Wall' as a strategy for discussing and identifying a character's feelings. Write the character's feelings inside a simple body shape. E.g. 'The Gingerbread Man' ❑ Freeze Frame and Thought Tap a character at different points in a story. ❑ Use pairs of children to clarify their ideas and thoughts. (See Developing Early Writing – 'talk for writing') <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Discuss with children and adults what will be needed to set up a new role play area.

	<ul style="list-style-type: none"> □ Props linked to an experience. E.g. trowels, spoons, flowerpots for work with 'Bean Diary' 	<p>E.g. spoons/bowls/ chairs for the 3 Bears. Animal collections for 'Dear Zoo'</p>	<p>'What do they know?' 'What will they see and hear?' 'What do they need?' 'How can they make it?' etc</p> <ul style="list-style-type: none"> □ Ask the children to make plans for what they will need.
	<p>Use talk, actions and objects to recall and relive past experiences.</p>	<p>Begin to use talk to pretend imaginary situations.</p>	
	<p>Group Activities</p> <ul style="list-style-type: none"> □ Plan trips, visits and shared experiences that will be the stimulus for future talk. Link these to familiar texts <p>e.g. a hunt for the Gruffalo a visit to the zoo – 'Dear Zoo' Making Gingerbread Men and hiding them around your classroom.</p> <p>Planned Play Activities</p>	<p>Group Activities</p> <ul style="list-style-type: none"> □ Use role play to act out imaginary settings □ Use puppets to retell stories or events □ Use drama to think about stories after the ending. <p>e.g. "What happened to Goldilocks when she got home to her Mummy?"</p> <p>Planned Play Activities</p> <ul style="list-style-type: none"> □ Provide role play or sensory areas where children can experience sights, sounds and feelings of different settings. <p>e.g. cave, space, pirate ship, castle, underwater</p> <ul style="list-style-type: none"> □ Link the above work with fiction and non-fiction texts. □ Provide simple story props that can be used in an imaginative but non-prescriptive way. <p>e.g. shiny paper, cardboard boxes, wooden spoons, fabric, wool.</p>	

Further ideas for activities / notes for future

Enjoy rhyming and rhythmic activities	Show awareness of rhyme and alliteration.	Continue a rhyming string	Hear and say initial and final sounds in words, and short vowel sounds within words.
<p>Group activities</p> <ul style="list-style-type: none"> ❑ Read 'The Gruffalo' and other patterned rhythmic or alliterative texts. ❑ Read Nursery Rhymes and Poems <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Use storyboards and story sacks to retell Nursery Rhymes. ❑ Use musical story sacks where the children can make sound effects along to the story. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Use rhyming stories, poems and riddles. ❑ Play games and activities from 'Progression in Phonics' Step 1. ❑ Change words of a well known rhyme or poem. ❑ Play 'Rhyming tennis' ❑ Make up silly sentences that are alliterative <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Listen to poetry, songs and Nursery Rhymes on tape. ❑ Provide collections of objects and toys that begin with the same sound 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Thread words that rhyme onto a lace ❑ Fix rhyming words onto a washing line ❑ Play 'Pass the Pebble' from 'Progression in Phonics' Step 2 <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Make a collection of rhyming objects in boxes, buckets, bags etc ❑ Encourage children to make up their own silly sentences or rhymes with the objects. ❑ Group rhyming words on laminated pictures of familiar characters. E.g. hen, pen, den, men etc 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Use 3 hats to build cvc words – label each hat with a grapheme. ❑ Play guessing games using cvc words. ❑ Play games and activities from 'Progression in Phonics' step 3&4 <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Use laminated cvc picture cards for children to write on. ❑ Play phonic games – matching, bingo, lotto, pairs etc ❑ Provide whiteboards for children to write on ❑ Provide magnetic letters and picture cards to build cvc words

Distinguish one sound from another	Recognise rhythm in spoken words	Hear and say the initial sound in words and know which letters represent some of the sounds	Link sounds to letters, naming and sounding the letters of the alphabet.
<p>Group Activities</p>	<p>Group Activities</p>	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Play games and activities from 'Progression in Phonics' step 2&3. ❑ Use pictures or posters that contain lots of objects beginning with the targeted sound. Label the objects with post-its showing the graphemes <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide children with their own pictures and post-its to label. ❑ Make 'I-Spy' books using flaps. ❑ Hide objects and letters in the sand/ water. ❑ Match objects to their initial letter on a large alphabet chart 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Play matching games of name and sound of letters. ❑ Play 'Find your Partner.' Half the children have an letter, the other children have objects beginning/ ending with that sound. The object has to be matched to the sound. ❑ Play games and activities from 'Progression in Phonics' step 2,3&4 <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Mark buckets or baskets with cvc words. Children throw a labelled sound beanbag into the corresponding bucket ❑ Hunt for graphemes in the outdoor play area.

			<p>Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p>
			<p>Group Activities Model using phonic knowledge in shared and guided writing Use whiteboards in shared writing for children to 'have a go' at spellings.</p> <p>Make CVC word books and dictionaries for groups or the class. Use simple sentences from texts and manipulate them. Continue to use spelling activities and games from Progression in Phonics Steps 3&4</p> <p>Planned Play Activities Write lists, messages, instructions, accounts, receipts, orders, records, signs and labels. Provide a range of frames to encourage different writing activities.</p>

Further ideas for activities / notes for future

Listen to and join in with stories and poems, one-to-one and also in small groups	Have favourite books. Handle books carefully.	Enjoy an increasing range of books.	Explore and experiment with sounds, words and texts.
<p>Group activities</p> <ul style="list-style-type: none"> ❑ Plan time and space for adults to read regularly to children on a one-to-one basis or in small groups. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Develop an area that is quiet and comfortable. Provide dolls and cuddly toys which the children can ‘read to’ 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Develop an area to display the children’s favourite books. ❑ Plan a ‘book week’ where children can bring in and talk about their favourite books, dress up as a favourite character and act out favourite events from stories. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Visit a library and/or a bookshop. Develop role play areas after visiting. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Provide variety and range of books in the book corner. Include magazines, comics, maps, leaflets, instructions. Categorize and label them with the children. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Make collections of non-fiction and fiction texts related to themes or topics. Make these books available in other areas of the setting. E.g. alongside the large construction play, outside or in the role play area. ❑ Place books in a themed area for children to enjoy. E.g. a dark cave, an under water setting, tent ❑ Provide small versions of big books in reading areas and record the story onto tape. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Make collections of topic words. ❑ Group words into families – initial sound, final sound, rhyming strings, vowel sounds ❑ Go on a word or phoneme hunt – use texts or environmental print. E.g. food packets <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Matching games. Match words to words in text, and letters to print in books. ❑ Sequencing words in simple sentences from familiar texts.

Show interest in illustrations and print in books and in the environment.	Suggest how a story might end.	Begin to recognise some familiar words	Retell narratives in the correct sequence, drawing on language patterns of stories.
<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Provide books and magazines in role play areas. ❑ Use simple written and pictorial instructions in various play areas. E.g. 'How to make a mask' in the creative area, 'How to make cakes in the sand' ❑ Labelling role play areas with reminders and instructions. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Play matching games with sweet wrappers/ environmental print 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Simple freeze framing activities. Children freeze into an event in the story – what happens next? ❑ Use a familiar story and blank the final page or a page showing a key event – encourage the children to tell what happens next / at the end ❑ Model using a picture to tell the end of an unknown story. Encourage the children to participate with their ideas and suggestions. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide laminated story maps and props for children to retell their own versions of familiar stories. 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Use targeted words on display on a word wall. Play guessing games to identify a word. ❑ Place key words on favourite toys as a start the day point for talk. ❑ Hide a word in a special box or under a cloth. The children have to work out the word according to the clues you give. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Magnetic Fishing Game using key words ❑ Stamping key words onto play dough ❑ Hide key words in the sand, shaving foam, pasta etc 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Re-tell a story using microphone, onto a tape, to a friend, to a cuddly toy. ❑ Use laminated pictures from a text as a support for re-telling. ❑ Draw a story board of a familiar story and use it to re-tell. ❑ Draw story maps of familiar stories. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide taped story beginnings and endings for children to use in the story corner. Can they find the story to match? ❑ Provide puppets and masks to support independent re-telling.

<p>Begin to be aware of the way stories are structured</p>	<p>Know information can be relayed in the form of print</p>	<p>Know that information can be retrieved from books and computers</p>	<p>Read a range of familiar, common words and simple sentences independently.</p>
<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Draw story maps as re-telling a story. Use character props and pictures of settings. ❑ Sequence nursery rhymes and traditional stories using picture cards or props 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Write reminders, lists, and instructions for yourself on posters for children to see. Refer back to them with the children. "Have we remembered everything?" 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Follow instructions from texts/ posters / leaflets. Link with 'The Gingerbread Man' 'The Toys' Party' 'Dear Zoo' 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Build sentences, taking turns to pick up a word and match it against a word in the original sentence. ❑ Place jumbled words in the right order on a washing line to make a sentence ❑ Distribute key words to children. When reading a big book, children hold up their card if they spot the word in the text
<p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide story props for children to use. 	<p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide opportunities for children to use a wide variety of print during play, e.g. recipe cards, menus, invitations, greeting cards, lists 	<p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Use appropriate websites that allow children to access information. Provide books on the same subjects next to the computer. 	<p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Dig for sentences in the sand and match to pictures in the big book. ❑ Provide good labelling that is relevant to the class. E.g. "Today the....is open."
	<p>Hold books the correct way up and turn the pages.</p>		<p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p>
	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Model and talk about how books should be held, how pages should be turned etc. ❑ Design posters on how to treat books with care. Display them in the book areas. 		<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Display an arrow or a sticker/ cartoon face/ above the text pointing in the reading direction. ❑ Read in the wrong direction, encouraging the children to correct you. ❑ Use a puppet to make mistakes in reading.

	<p>Understand the concept of a word</p>		<p>Show an understanding of the elements of stories, e.g. the main character, sequence of events, openings, and how information can be found in non-fiction texts to answer questions about who, where, why and how</p>
	<p>Group Activities</p> <ul style="list-style-type: none"> □ Use 2 post boxes marked with 'picture' and 'words' Children then post pictures or words into the correct box. The words can be related to any text. e.g. 'The Gingerbread Man' <p>Planned Play Activities</p> <ul style="list-style-type: none"> □ As above, using treasure boxes in the sand/ soil / floating in the water. 		<p>Group Activities</p> <ul style="list-style-type: none"> □ Talk about, describe and act like characters in stories. □ Use 'Hot Seating' as a device to do the above. □ Use simple storyboards and story frames to record the setting, characters and main events. □ Annotate story maps with important events in the story. □ Make collections of stories and non fiction texts on a theme. <p>Planned Play Activities</p> <ul style="list-style-type: none"> □ Paint characters and settings □ Make models of characters and settings. □ Design story maps □ Display and use non-fiction texts in role-play areas. □ Display class made books alongside commercial books.

Further ideas for activities / notes for future

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Draw and paint, sometimes giving meaning to marks	Ascribe meaning to marks.	Begin to break the flow of speech into words.	Use their phonic knowledge to write regular words and make phonetically plausible attempts at more complex words.
<p>Group activities</p> <ul style="list-style-type: none"> ❑ Model writing and write for a variety of different purposes. Talk about what you are writing, why you are writing and what you need to remember when you write. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Give children opportunities to explore freely with a wide range of mark making materials. ❑ Provide writing materials in outdoor play – e.g. water and brushes, clipboards and pens, whiteboards and pens 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Write labels and captions for children’s work. ❑ Talk to the children about their mark making and what meaning it carries. ❑ Provide laminated speech / thinking bubbles for writing on. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Value children’s ‘scribbles’ ❑ Display early writing and give it high status. ❑ Communicate with parents the importance of mark making ❑ Provide a message board where children can display their writing. Ask them to share their message with the rest of the group/ class. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Play robot games – se robot talk to slow speech down into clearly defined words. ❑ Talk about words in texts and point them out in print. ❑ Count out the number of words in a sentence before writing it. ❑ Go for a word hunt in the school/ locality. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Use programmable speaking toys and encourage children to count how many words each toy says. ❑ Mimic programmable toys in the role play area and pretend to be robots. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ In shared writing, write simple recounts, stories, labels, captions and lists. ❑ Use ‘supported composition’ as a strategy to encourage children to have a go. – (children work in pairs with whiteboards.) ❑ Spell and write phonetically regular High Frequency words alongside words from the Progression in Phonics wordlists. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide a range of real purposes and audiences for writing in role play areas. ❑ Provide a wide range of writing materials to allow children to practise their skills.

		<p>Use writing as a means of recording and communicating.</p>	<p>Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</p>
		<p>Group Activities</p> <ul style="list-style-type: none"> ❑ During guided writing, model writing stories, postcards, letters, lists, invitations, posters, memos etc. ❑ Make non-fiction books linked to experiences. Use photographs and captions and labels. ❑ Write class story books and display in reading areas and libraries. ❑ Use a doll or teddy which children take turns to take home. The children write in his diary what the bear did and report back to the rest of the class. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide a message board for children to use. ❑ Provide real writing frames for children to use in role play areas. E.g. registers, diaries, appointment books ❑ Use clipboards and whiteboards inside and outside. 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Model a wide variety of writing for different purposes and list the features and structure of different writing. Model using the lists and prompts. ❑ Make individual, group and class books to share. ❑ Write instructions linked to play. E.g. how to build a car with lego. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Use clipboards and whiteboards inside and outside. ❑ Encourage children to list the children having dinner, sandwiches etc

			<p>Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation.</p>
			<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Use a large laminated full stop during guided writing sessions. ❑ Ask children to come and put the full stops in the right place. ❑ Sequence simple sentences so they make sense. ❑ Count the number of sentences in a piece of text. ❑ Identify full stops when reading by highlighting them using stick on circles or highlight tape. ❑ Use auditory and kinaesthetic strategies to identify the punctuation. E.g. movements or sounds for full stops, capital letters.
			<p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Provide laminated labels for children to write their names. E.g specific roles in role play e.g. 'Who is the nurse today?'

Further ideas for activities / notes for the future

Engage in activities requiring hand-eye co-ordination	Draw lines and circles using gross motor movement.	Begin to use anticlockwise movement and retrace vertical lines.	Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.
<p>Group activities A few suggestions;</p> <ul style="list-style-type: none"> ❑ Threading ❑ Finger painting in a variety of mediums ❑ Pegging ❑ Washing clothes ❑ Sorting ❑ Tweezers <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ As above ❑ Inset jigsaws ❑ Small and large construction ❑ Russian dolls / lids and containers to screw on and off ❑ Sponges to squeeze ❑ Use modelling clay, playdough, plasticine etc to strengthen muscles. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Large class paintings, drawing & painting on paper- laid out on floor or table top – both inside and outside ❑ Ribbons and sticks for ‘air writing’ ❑ Large paintbrushes and water ❑ Use positional language as you make the patterns. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Large paintings on the ground using water and chalk. ❑ Provide different sized and types of paper for drawing and painting. ❑ Painting walls and fences with water ❑ Small vehicles on road /railway tracks set out to move in a circular direction. 	<p>Group activities</p> <p>Make patterns using chinks, paint or pens linked to stories or themes. E.g. stripes on the tiger from ‘Dear Zoo’</p> <ul style="list-style-type: none"> ❑ Focus on using developing the ‘curly caterpillar, long ladder and one-armed robot’ ❑ Let the children invent ‘sounds’ to match the actions for the patterns ❑ Use music to accompany pattern making ❑ Sky writing with ribbons on sticks ❑ Use positional language as you make the patterns. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Colouring spiral patters on circular paper. ❑ Turn large laminated letters into road tracks for small cars and lorries. ❑ Draw circular and linear patterns in salt, sand, gravel etc. 	<p>Group activities</p> <ul style="list-style-type: none"> ❑ Model correct letter formation in shared and guided writing sessions. ❑ Teach correct letter formation regularly and frequently. (See Developing Early Writing P 156 – 164) Provide whiteboards for practise. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Laminated pictures of objects or animals. Children can practise writing the initial sound around the object. ❑ Continue to provide a wide range of media and opportunities to practise size and directional skills needed for correct letter formation

Use one-handed tools and equipment.	Manipulate objects with increasing control.	Begin to form recognisable letters.	
<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Cut paper into fringes ❑ Use gardening tools – rakes and trowels ❑ Use knives, forks and spoons with clay and playdough. <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Use squeezezy bottles to move feathers and balloons. Have races to see who can move the feathers the furthest. ❑ Play with stress balls to improve strength in hands. 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Cut around simple shapes ❑ Wrap parcels for a Post Office ❑ Pack the animals from 'Dear Zoo' <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Use tweezers to sort small objects ❑ Use hole punches, paper clips, sticky labels, stampers, sellotape and string. 	<p>Group Activities</p> <ul style="list-style-type: none"> ❑ Trace inside cut out letter shapes with different coloured pens and crayons. Make a mobile for display. ❑ Use a puppet to demonstrate correct letter formation. ❑ Use the puppet to write letters incorrectly. Children can teach the puppet the correct formation <p>Planned Play Activities</p> <ul style="list-style-type: none"> ❑ Use feely letter books to encourage children to trace over the letter shapes. ❑ Roll and write letters with paint ❑ Form letters in paint, sand, foam, cornflour, salt, flour, rice, mud ❑ Paint over letters using water – outside play ❑ Use squeezezy bottles filled with water or paint, to write letters. 	

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