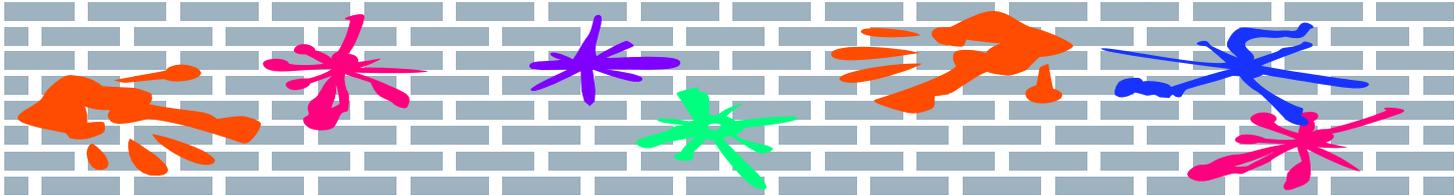
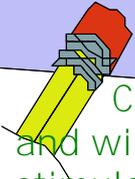


**'Language & Literacy'
in the
Foundation Stage**



*Building Together in the Foundation Stage
Information for Parents*





Children will be immersed in a rich language environment and will have opportunities to experience a variety of stimulating activities, designed to develop each child's ability to understand and use spoken and written language.

They will be enabled to develop knowledge, understanding and skills in:



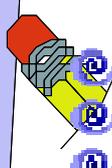
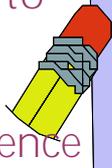
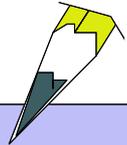
Talking and Listening ~

- ⓐ Attention and listening skills
- ⓐ Phonological awareness – responding to steady beat, identifying syllables, words, rhymes and sounds in words
- ⓐ Social use of language
- ⓐ Language and thinking, e.g. recounting, naming, sequencing, predicting, questioning, describing, explaining
- ⓐ Extended vocabulary - and use of increasingly complex sentence structures

Reading ~

- ⓐ Knowledge of stories – telling, retelling & sequencing stories
- ⓐ Awareness of print and features of print
- ⓐ Understand concepts about print
- ⓐ Develop auditory and visual discrimination and memory
- ⓐ Knowledge of how to use/handle books; use of 'book language'
- ⓐ Selection and use of books for specific purposes
- ⓐ Use and integration of a range of reading strategies to read a range of texts independently
- ⓐ Comprehension

Writing ~

- 
- 
- ⓐ Aware that writing communicates meaning
 - ⓐ Control writing tools progressing from 'mark-making' to correct letter formation, size and spacing
 - ⓐ Choose to write for a range of purposes and audiences
 - ⓐ Problem-solve words – apply sound-symbol correspondence
 - ⓐ Begin to demarcate sentences and use capital letters
 - ⓐ Begin to show evidence of sequence in recount and instructions
- 
- 

Children will have opportunity to develop Language and Literacy Skills through a range of experiences including:

Oral language activities:

~ use of listening centres; language games; group discussion; show and tell; circle time; listening to stories; rhyme time; telling/re-enacting stories; use of puppets/props; conversing with other children/adults in play; questioning; role play; use of computer, listening centre, TV/DVD and other technologies.



Modelled Reading/Writing

Whole class/large group activity in which the teacher, as 'expert' reader/writer provides explicit modelling/planned demonstration of reading/writing strategies whilst talking through procedures - 'thinking aloud'.

Children observe the expert at work



Shared Reading/Writing

Teacher shares reading/re-reading of enlarged texts or engages in shared writing task with children, enabling children to participate in the reading/writing process to build confidence, enjoyment and skills. Text used as a focus for explicit teaching of predetermined skill/concept. Children participate in process with whole class/large group.

Emergent Group/Guided Reading/Writing

Purposeful and pre-determined focus on reading/writing and thinking. Teacher observes and supports a small group of children as they interact with own text. Children develop understanding of the reading/writing process and practise Literacy skills.



Independent Reading/Writing

Children will have opportunities to browse through texts and make own selections for independent reading. They will be encouraged to write independently for a range of audiences and purposes. Reading and writing opportunities will be meaningfully interspersed through children's play activities and a writing centre and library will be important features of the classroom provision.

Some suggestions to support children's Language and Literacy experiences at home include:

- 1. Talk with your child as much as possible – engage in meaningful conversations – model good language use and introduce rich vocabulary.
- 2. Encourage your child to listen carefully – have high expectations that h/she will follow oral instructions.
- 3. Provide a good listening model for your child – show an interest in and respond to your child's contributions.
- 4. Play games to develop your child's visual and auditory skills, e.g. rhyming games, sound lotto, odd one out.
- 5. Enjoy lots of rhymes, poems, songs and jokes – have fun with language!
- 6. Ask your child questions which will challenge – even when you don't know the answer...
- 7. Allow your child to participate or observe adults reading and writing for real purposes, e.g. writing greetings cards, looking for a phone number.
- 8. Enrich your children's experiences of stories and information books through regular reading times – encourage the child to join in with repetitive refrains, point out interesting print features or familiar letters/words. Model fluent and expressive reading – chat about the story.
- 9. Visit your local library and encourage your child to handle and take care of books appropriately.
- 10. Provide varied and frequent opportunities for you child to paint, draw and engage in early writing activities.
- 11. Display and celebrate your child's early expressive work.
- 12. Provide opportunities for writing with a range of pens, pencils, chalks and a variety of paper/card.
- 13. Encourage your child to play with threading/lacing toys, pegs/pegboards, inset puzzles, dough and small construction toys to develop pincer grip, hand/eye co-ordination and fine motor control.
- 14. Help your child to recognise their own name by writing it or supporting the child in writing it regularly.
- 15. Give your child presents that encourage reading and writing, e.g. books, notebooks, pen sets, attractive writing paper.
- 16. Encourage your child to use a word processor if you have access to a computer.