

Early Level Literacy Parent Workshop

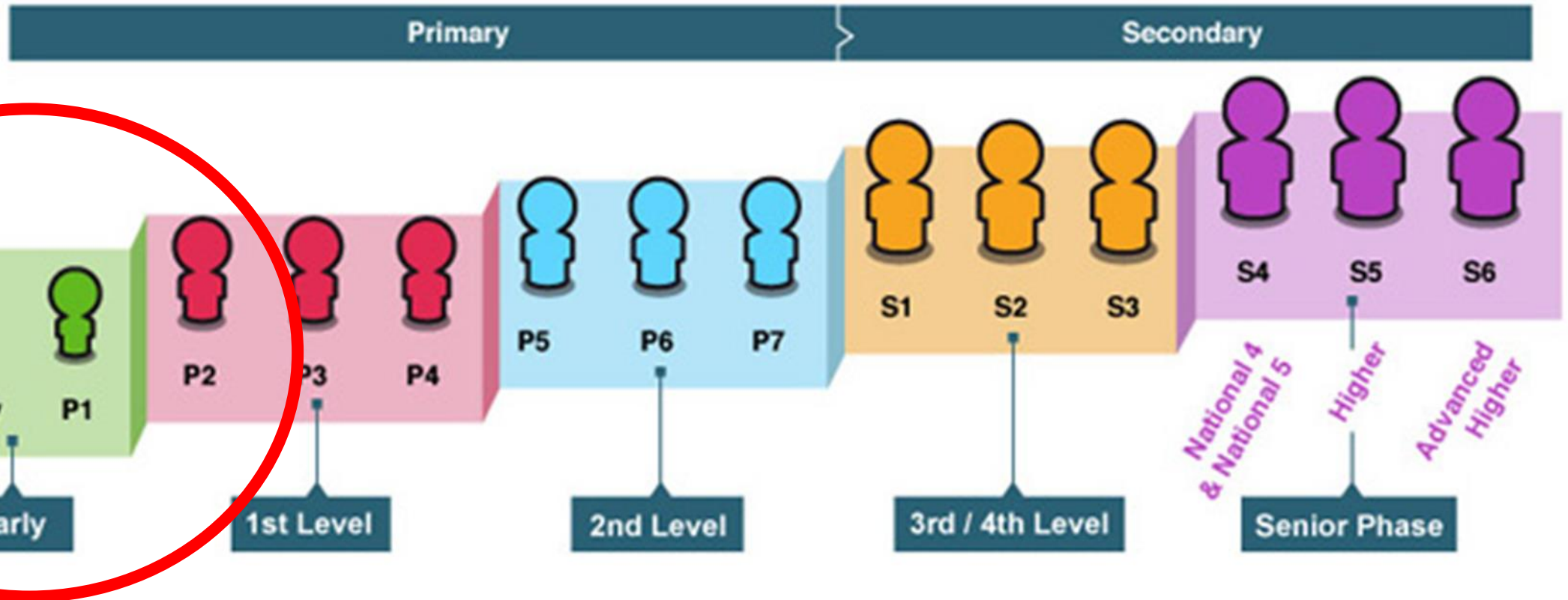


WORK TOGETHER
PLAY TOGETHER
SUCCEED TOGETHER

Overview

- Progression in Early Literacy across Early Level and into First Level
- What Literacy looks like in our ELC Class
- What Literacy looks like in our Primary 1
- What Literacy looks like in our Primary 2
- Ideas for how you can support at home

curriculum for excellence



successful learners

with:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to:

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations.

confident individuals

with

- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

and able to

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity.

To enable all young people to become:

responsible citizens

with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to:

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues.

effective contributors

with:

- an enterprising attitude
- resilience
- self-reliance

and able to:

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

Opportunities for personal achievement

Opportunities for personal achievement

Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. The experiences and outcomes include opportunities for a range of achievements in the learning setting and beyond. All establishments need to plan to offer opportunities for achievement and to provide the support and encouragement which will enable children and young people to step forward to undertake activities which they find challenging. This is one of the key areas where schools need to work closely with a wide range of partners to help young people access information and opportunities and make their voices heard.

Interdisciplinary Learning

Interdisciplinary learning

The curriculum should include space/opportunities that enable children and young people to make connections between different areas of learning. Interdisciplinary learning should be stimulating, relevant and challenging. Revisiting a concept or skill from different perspectives deepens understanding and can make the curriculum more coherent and meaningful for learners. It can take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed stage learning which is interest based.

The Curriculum

'the totality of all that is planned for children and young people throughout their education'

Ethos and life of school as a community

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. All practitioners should contribute through open, positive, supportive relationships where children and young people will feel that they are listened to; promoting a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community; and by being sensitive and responsive to each young person's wellbeing.

Children and young people should be encouraged to contribute to the life and work of the school and to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.

Ethos and life of the school as a community

Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and outcomes and contribute to developing the four capacities. There are eight curriculum areas. Curriculum areas are not structures for timetabling: establishments and partnerships have the freedom to think creatively about how they can organise and plan for deep, sustained learning which meet the needs of their children and young people.

Subjects are drawn from the curriculum areas and provide a familiar structure for organising knowledge and skills. As young people move through the broad general education and into the senior phase they will experience increasing specialisation and greater depth, with a wide variety of subjects increasingly being the principal means of structuring learning and delivering outcomes.

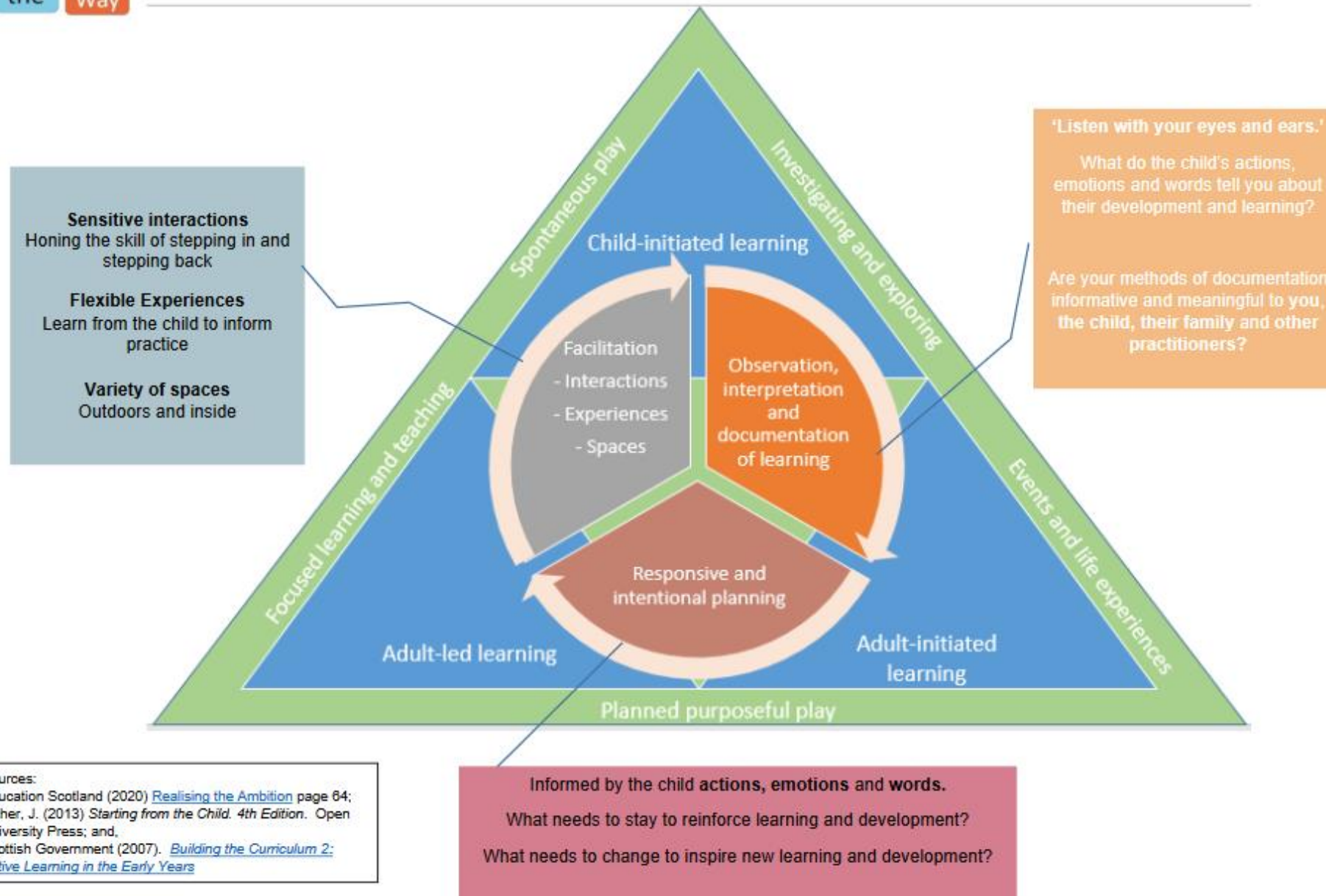
Curriculum areas and subjects

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Realising the Ambition

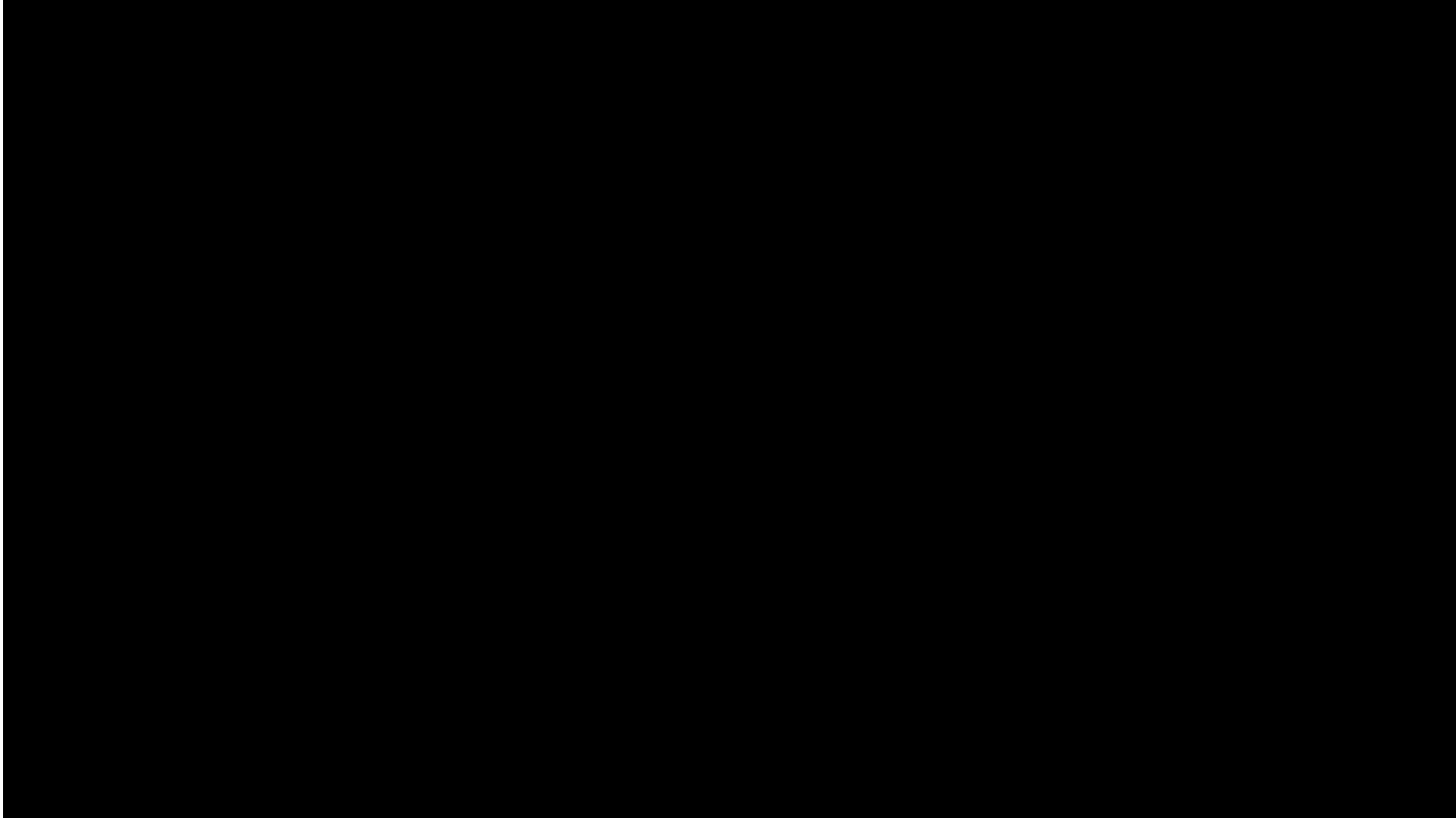


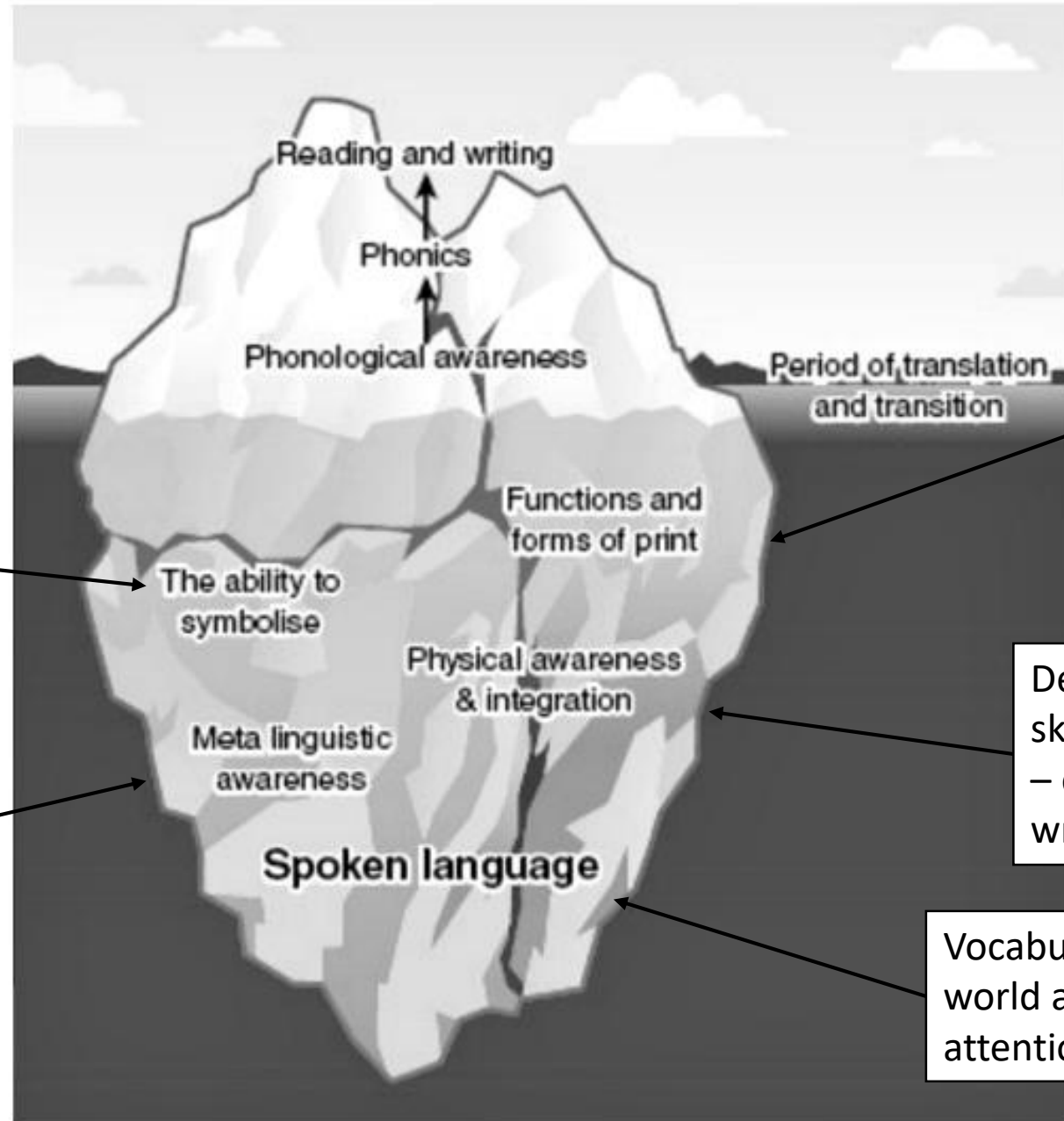
Falkirk Early Learning Model for Play Pedagogy in Practice



Sources:
Education Scotland (2020) [Realising the Ambition](#) page 64;
Fisher, J. (2013) *Starting from the Child*. 4th Edition. Open University Press; and,
Scottish Government (2007). [Building the Curriculum 2: Active Learning in the Early Years](#)

How every child can thrive by five





Symbols such as Boardmaker. Signs. Drawings meaning something.

Being able to think about language – Interactions, comprehension

Beginning to become aware of print, letters and uses of text as making meaning

Development of physical skills and body awareness – eye movements, speech, writing as motor skills

Vocabulary and understanding the world around them. Building joint attention and listening.

Phonological Awareness

Phonological awareness is being able to hear, identify and manipulate sounds and letters

Listening and attention



Building ability to hold attention

- Attention – activities such jigsaws, fine motor, sorting games
- Joint attention – learning songs, rhymes, picture books, memory games, games involving call & response
- Using visual communication strategies

Auditory discrimination



Hearing difference between sounds

- Role of rhythm and hearing the beat (songs, clapping etc)
- Hearing and distinguishing sounds – e.g. books with different 'sound effects'

Visual and auditory memory



Processing and recalling visual/auditory information

- Spot differences visually, sounds
- Memory games
- Adult led activities to process & follow instructions

Phonological Awareness

Word
boundaries

Rhyme
awareness and
detection

Syllable
blending

Hearing where one word ends and another word begins

- Adult modelling. Identifying where words fit in what is said aloud.

Beginning to hear words that sound the same

- Nursery rhymes, songs, stories
- Matching games, bingo games
- Online interactive games and activities

Beginning to hear beats in words

- Adult led activities – my turn, together, your turn (clapping, jumping etc)
 - Matching games

Phonological Awareness

Rhyme Production

Beginning to produce examples of rhyming words

- Feely bags, I-Spy games, catching games
- Making silly nonsense words and rhymes

Onset and rime

Onset – sounds before the first vowel, rime – the rest

- Blending onsets e.g cup - /s/ 'sup', 'me'/'be' – with real or nonsense words
- Using visual games where children can manipulate picture cards

Phoneme discrimination

Being able to hear, distinguish, recognise and manipulate sounds is crucial for reading

Same or different
Sound Spy
Odd one out (e.g. three words with 1 different starting sound)

Phonological Awareness

Alliteration
detection



Once children can identify and hear beginning sounds in words & understand same/different

- Identify words/objects that begin with same sound
- Odd one out
- Alliterative stories

Phoneme
blending



Blending – putting phonemes together

- Adult modelling and interaction (e.g. b-a-g = bag)

Phoneme
segmentation



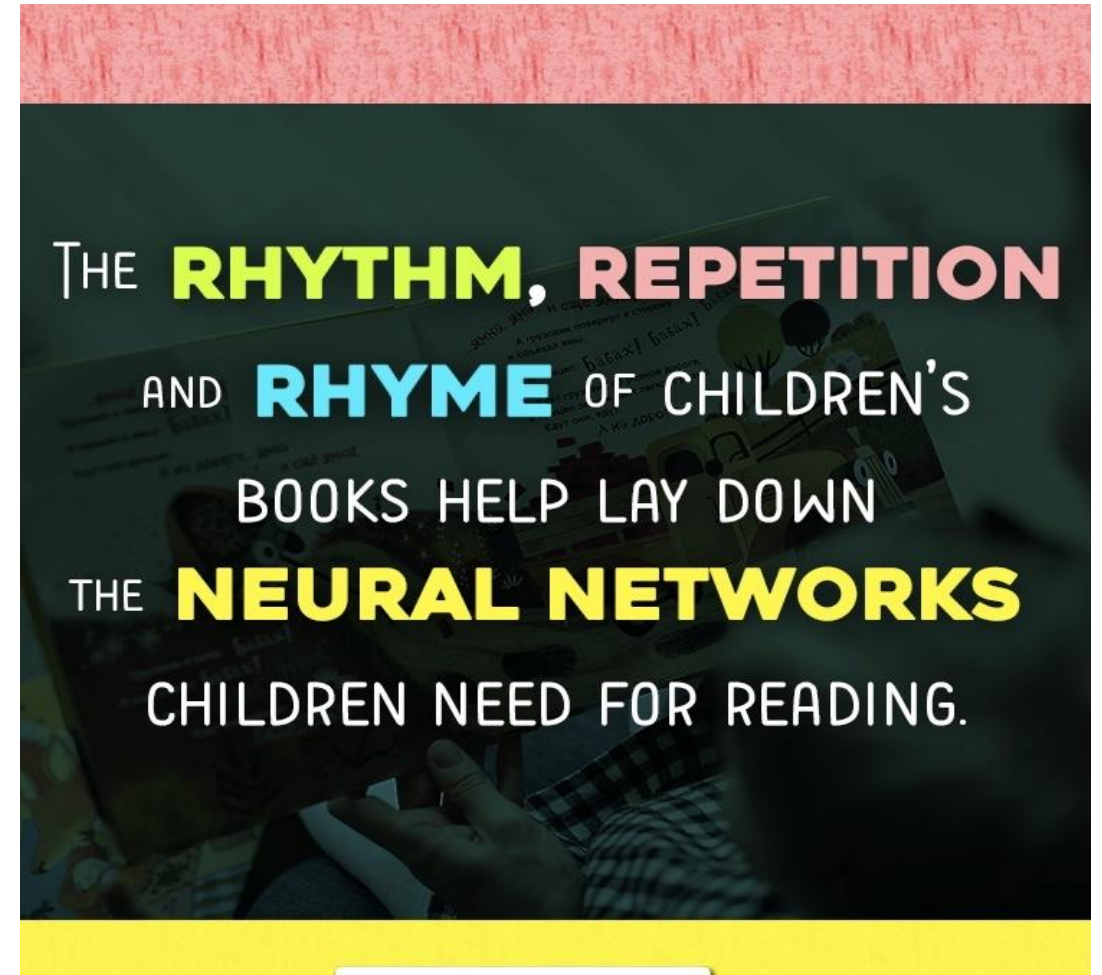
Splitting words into phonemes

- Adult modelling and interaction
- Finding objects or pictures to sound out

Importance of foundations of listening and talking

“Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they’re four years old, they’re usually among the best readers by the time they’re eight.”

Fox, M. (2001). Reading Magic.



Importance of music



Storytime!

- Importance of story telling and reading aloud
- Developing joint attention and listening skills
- Developing speaking skills – learning stories by heart
- Developing understanding of genre and structure of stories
- Developing imaginative engagement



Repeating stories

Young children naturally go through a developmental phase where they request to have favourite stories, rhymes, songs or games, repeated.

Research tells us repetition helps to increase confidence and strengthens the connections in the brain that help children learn.

Regular revisiting of the same stories provides the practice children need to master new skills, develop vocabulary and understanding of new concepts.



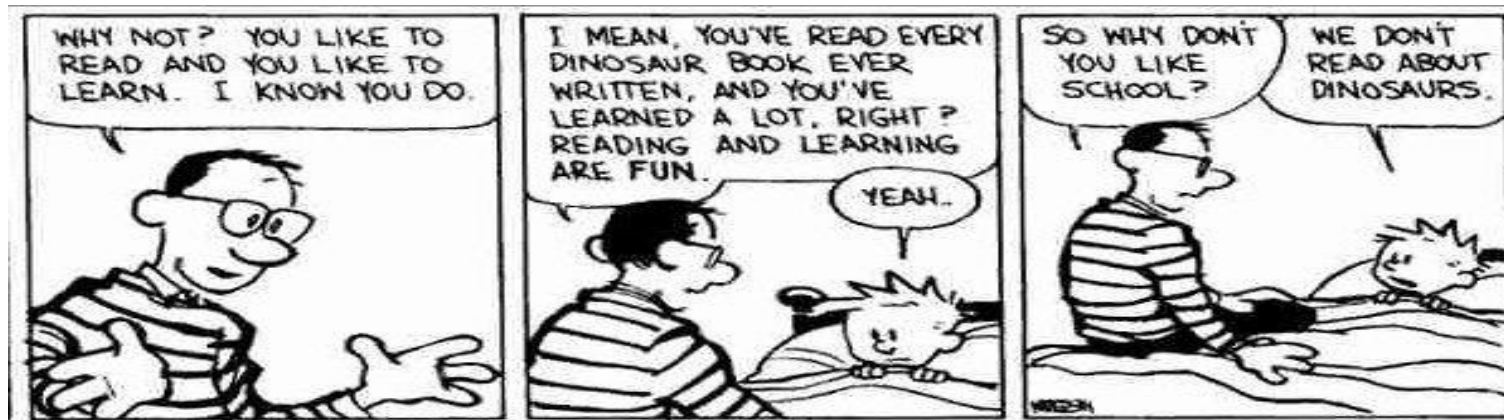
Repeating stories

- Increased vocabulary
- Develop fluency
- Phonological awareness
- Better understanding (Comprehension)
- Confidence building
- Memory skills
- Sequencing
- Pattern and rhythm



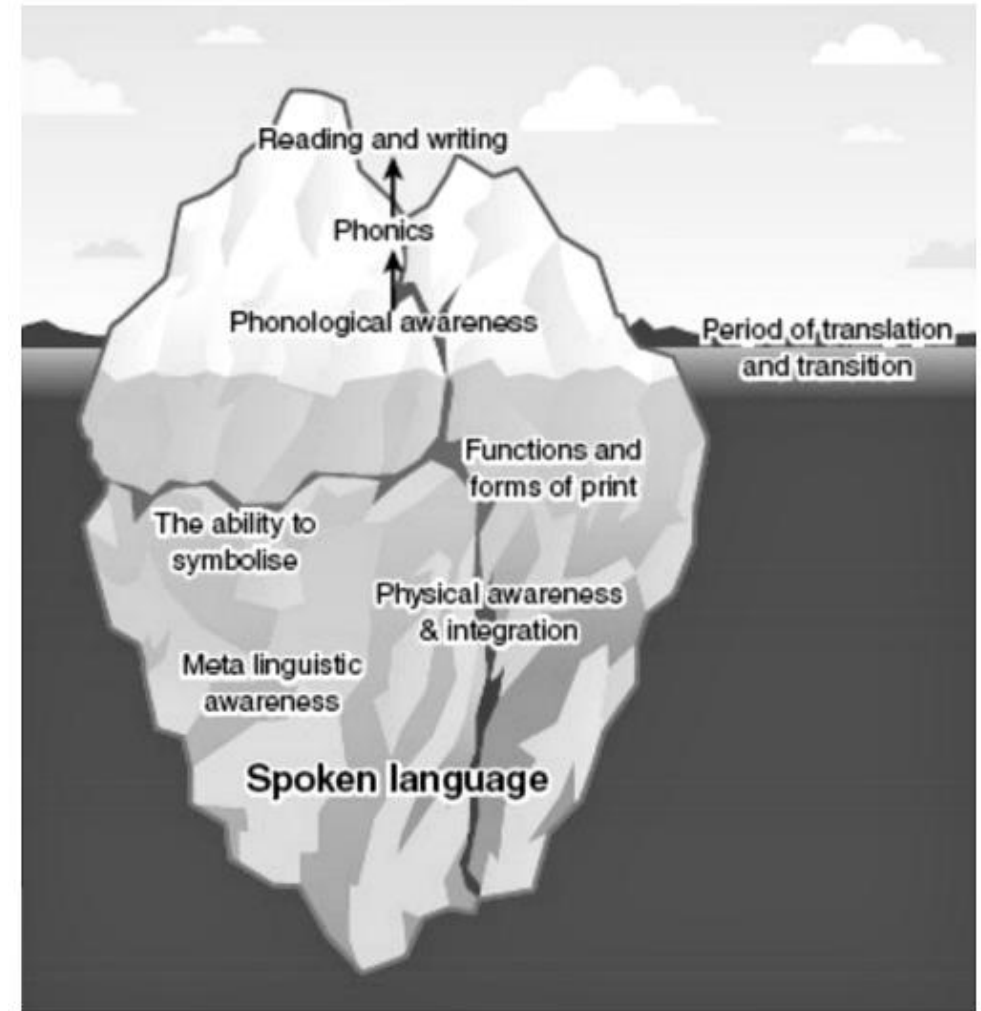
You are the difference

- UK research highlights that the **home learning environment in the early years is the largest factor in attainment and achievement at age 10, bigger even than the** effect of pre-school and primary school.



Early Reading

- Sorting and matching games
- Puzzles – differentiating between size, shapes, lines and directions
- Training the eyes – ball games, torches
- Talking – building vocabulary and comprehension
- Reading aloud – hearing reading and developing the love of a story
- “Reading environments” – nooks, cosy spaces, print used around nursery





I will learn to read
but first I need to...

Rhyme

I need to recognise the sounds that letters make before I can read



Look at books

I need to be interested in words and books to read



Track

I need to follow objects with my eyes to read



Talk

I need an extensive vocabulary to understand what I read



Do puzzles

I need to differentiate size, shapes, lines and directions to read



Build

I need to use my fingers and hands independently to hold books and turn pages



...and I need someone to read to me every day!



Help your child learn to read



BLOCKS & PLAYDOUGH

Your child needs to be able to hold books and turn pages in order to read. Activities like blocks and playdough that encourage your child to use their hands will develop the skills they need.

SORTING & MATCHING

Reading involves matching: shapes, patterns, letters and words. Sorting objects and playing with games, dominoes, and puzzles will develop these skills.



RHYMING

Rhyming words helps your child to identify and copy sounds, an important skill when learning to read. Nursery rhymes and songs will also develop your child's rhyming skills.

BALL GAMES & TORCHES

Your child needs to track with their eyes to follow print. Playing ball games will develop this skill. Asking your child to follow a torchlight, just with their eyes, will also develop their tracking skills.



TALKING

Your child needs an extensive vocabulary so they can understand what they read. Talk to and listen to your child. Talk about what you are doing and why things happen, this will expand your child's vocabulary.

LIBRARY

Visiting a library regularly or having a large selection of books at home, allows your child to explore a range of books. Librarians can also recommend books that may interest your child.

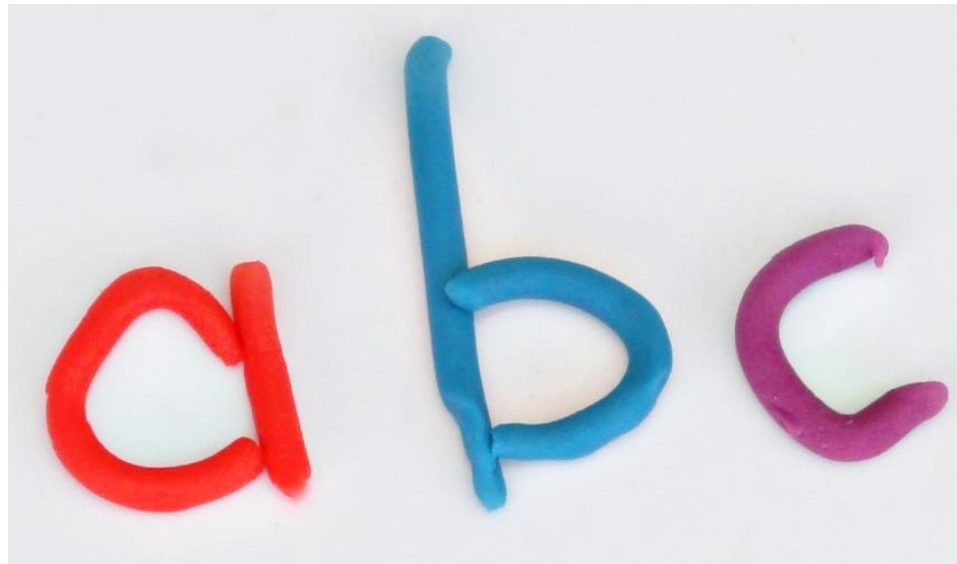


READING TO YOUR CHILD

Reading aloud to your child is the single most important activity you can do to develop your child's reading ability. Reading to your child promotes language development and early literacy skills.

Developing awareness of print

- Awareness of print – knowing that print has meaning
- Awareness of alphabet – know what letters are
- Awareness of where text is found – hand written, computer, books



Early Writing

ARE YOU TEACHING YOUR
CHILD TO WRITE TOO EARLY?
OR THE WRONG WAY?

"It's worth noting that it's not just the size of the child's hand which changes. The younger child has **cartilage** which will eventually become bone through the process of endochondral **ossification**. This occurs around the ages of **6-8yrs.**"

—RUTH SWAILES,
SCHOOL IMPROVEMENT ADVISOR

Neurochild



Images from "Atlas of hand bone age".
V. Gilsanz, O. Ratib by Springer



I will learn to write
but first I need to...

Imagine

Making up stories
when I paint and
create will help
me to write



Build

I need to use
my fingers
independently
to write



Scribble & Draw

Making marks
and shapes to
convey my
message will
help me to
write



Manipulate

Using paintbrushes,
crayons, pencils and pens
will help me to write



Climb

I need strong
arm and
body muscles
to sit up and
write



Play with letters & words



I need to be
interested in
letters and words
to write

... and I need someone to show me
how important writing is every day!



Early Writing relies on much of what has gone before

Physical awareness –
posture, balance, motor
skills

Familiarity with alphabet
names and letter shapes
(formations)

Familiarity with how
speech sounds are
represented

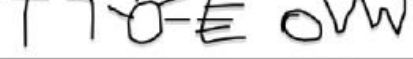
Familiarity with the
patterns and structures
of stories

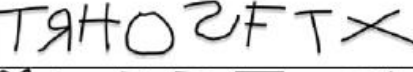
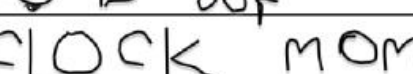
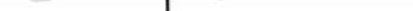
Understanding what
writing is, what it's for
and how it represents
what we say

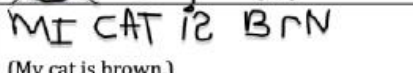
Need to be able to say
it. Confidence
expressing meaning
through speaking

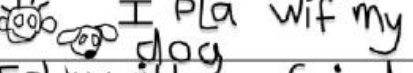
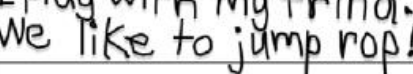
Auditory memory and
'self talk' – taking what
is in your head and
putting it to paper

Developmental Stages of Writing

Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	

Emergent	
Strings of Letters - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
Groups of letters -groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	

Transitional	
Letter/Word Representation -uses first letter sound of word to represent entire word, uses letter sound relationships	
First/Last Letter Representation - word represented by first and last letter sound	
Medial Letter Sounds - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	

Fluent	
Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
Six Traits of Writing - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	

Early Level Writing



Opportunities to write

- Opportunities to experiment with writing materials through play – Promoting Literacy across the ELC environment
- Creating stories orally – taking a twist on a familiar story
- Scribing children's ideas and modelling writing
- Role of adults in modelling writing to convey ideas



What it looks like in our ELC

- Literacy rich environment
- Use of visual communication
- Access to high quality children's books
- Opportunities for stories, songs, rhymes
- Opportunities for adults to model
- Book Bug bags – will be coming home soon for children in their first year in Nursery



What it looks like in our ELC

Lots of opportunities to touch, handle, feel, squeeze and manipulate items with hands. These are really important pre-writing skills that build co-ordination and strength. It also supports children to 'cross their midline' with their hands. This is an important developmental step before writing.



What it looks like in our ELC



Realising the Ambition



Overarching themes for literacy learning from birth through the early years of childhood

Literacy develops throughout a child's life from pre-birth and underpins all communication and interaction

Literacy can be attached to everyday learning experiences and opportunities

Warm nurturing relationships help open up communication and connect literacy to the child's life

Literacy experiences should weave, build and grow children's interests, vocabulary and knowledge

Literacy learning should encourage children to see themselves as readers and writers, through purposeful experiences which build on the way that children use literacy



When I am a baby...

- It's important to attune to, and mirror, my gestures, facial expressions and sounds to understand me and help me develop my communication skills.
- Listen and react to sounds in the environment with me
- Use natural resources, musical instruments, books and toys which make sounds and noise with me, encouraging me to listen for and distinguish between sounds.
- Respond to my verbal and non-verbal interactions using rich language and vocabulary recognising that my babbling is a form of communication.
- Provide opportunities for me to be involved in varied conversations which may include daily routines and events.
- Encourage my social and verbal interactions with quality picture books (including both pictures and text) and favourite objects, connecting with my interests and family life.
- Connect with personal stories created with my family through familiar photos, words and objects, engaging with the senses.
- Give me sensory and tactile experiences which encourage me to reach out, laugh and mirror sounds.
- Encourage me to make marks through sensory and messy play, to support my communication of my own thoughts and ideas.
- Provide me with lots of opportunities to develop my gross and fine motor skills.

From birth



When I am a toddler...

- Give me opportunities to mirror and listen to adults and other children using gestures, sound and visual cues. This encourages me to participate in and explore language.
- Encourage me to explore, distinguish and react to sounds in the environment with you.
- Play with language - encouraging me to have fun investigating and experimenting with words, rhymes, songs and musical instruments.
- Enrich and extend my verbal and non-verbal interactions using familiar and unfamiliar language and vocabulary.
- Provide opportunities for role-play which combine familiar and new environments, routines and objects to deepen my language experience.
- Continue to share quality picture books with me (including both pictures and text) connecting with my interests and family life, encouraging reciprocal story-telling between you and me.
- Help me connect with stories on a personal and imaginative level, developing an understanding that text conveys meaning.
- Give me sensory and tactile experiences which encourage me to babble, talk and have fun with books.
- Incorporate a wide range of interesting resources which encourage me to communicate ideas through mark making, painting and drawing.
- Provide me with lots of opportunities to develop my gross and fine motor skills.

When I am a young child...

- Provide different opportunities for me to express my thoughts, feelings and opinions, and consider those of others, with adults and my peers in one to one situations and in small groups
- Encourage me to notice patterns, similarities and differences in sounds and words.
- Play with language - encouraging me to have fun investigating and experimenting with words, rhymes, songs and musical instruments, drawing attention to familiar words, phrases and names in my environment.
- Continue to enrich and extend my verbal and non-verbal interactions using familiar and unfamiliar language and vocabulary, relating to my home and life experiences.
- Extend role-play - building on my life experiences and interests encouraging interactions, conversations and new vocabulary.
- Continue to provide me with quality picture books alongside a range of different media, fiction and non-fiction texts, connecting with my interests and family life, encouraging reciprocal story-telling between me and you.
- Encourage enjoyment, engagement and meaning of stories and explore the connections between text and illustrations.
- Continue to give sensory and tactile experiences by providing resources which support talking about stories and factual texts and having fun with books.
- Encourage me to notice the purpose of writing in all environments and to enjoy communicating my ideas through the written word.
- Provide me with lots of opportunities to develop my gross and fine motor skills.