



# EARLY LITERACY SKILLS

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**AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY  
SCHOOLS**

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# AUTUMN TERM – COMMUNICATION AND LANGUAGE



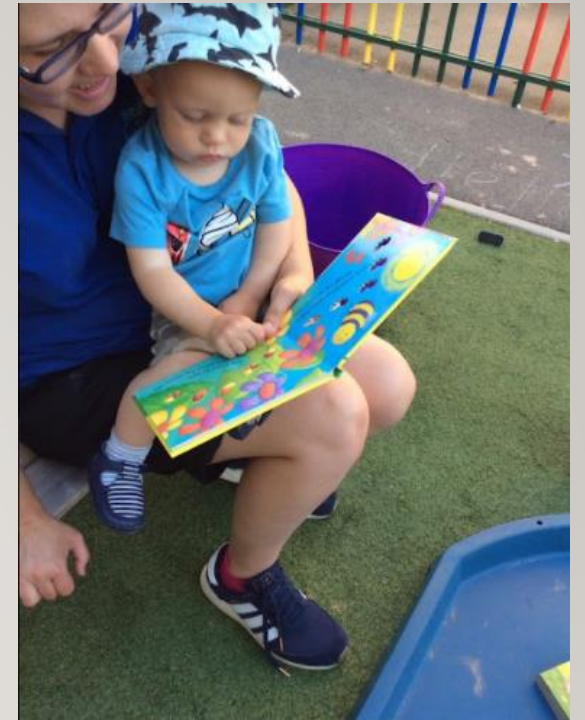
## PRESCHOOL – LITTLE EXPLORERS, SHALFLEET.



Opportunities for role play encourage children to talk and share their ideas. Key adults work to scaffold language, introduce children to new vocabulary and encourage children to explain their ideas and thoughts to others through play.



Talking toys supporting children to develop their awareness of sounds and sound discrimination.



Welcoming book corners throughout the environment invite children to spend time independently, with peers or with a key worker looking at a story book.





## PRESCHOOL – LITTLE STARS, YARMOUTH.



Role play opportunities are used to inspire children to recreate real life scenarios and to take on the roles of different characters.



Using child led inspiration to plan activities – making cakes linked to a celebration in class. An adult is on hand to talk to the children through the various stages, using terminology to build children's vocabulary e.g. stir, mix, spoon.



Adult interactions allow scenarios and language to be modelled to children and gentle interactions allow children to extend their explanations and word/sentences that they use as they take on the roles of different characters.





## BEACH CLASS, YARMOUTH.

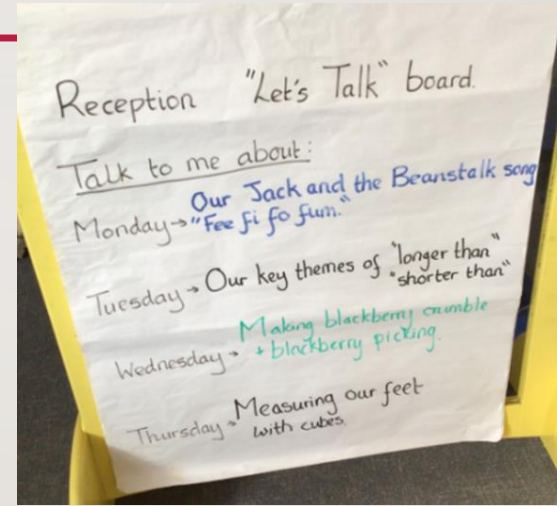


We take time to model playing games with children so that they are empowered and enthused to play them with peers.



Open ended tasks give children the confidence to bring their own ideas and thoughts to an area so that they can share ideas with peers and adults.

Our daily Time to Talk board offers parents a snap shot of interests, new vocabulary and phonic sounds children have discovered / showed that day – helping them to start a conversation with their child about their day at school.



High quality, engaging experiences linked to children's interests that make children want to speak, share ideas and discuss together. This happens both inside the indoor and outdoor classroom as well as wider afield on the school site.



High quality role play areas, linked to children's interests and guests invited in to speak to, inspire and also play alongside the children.

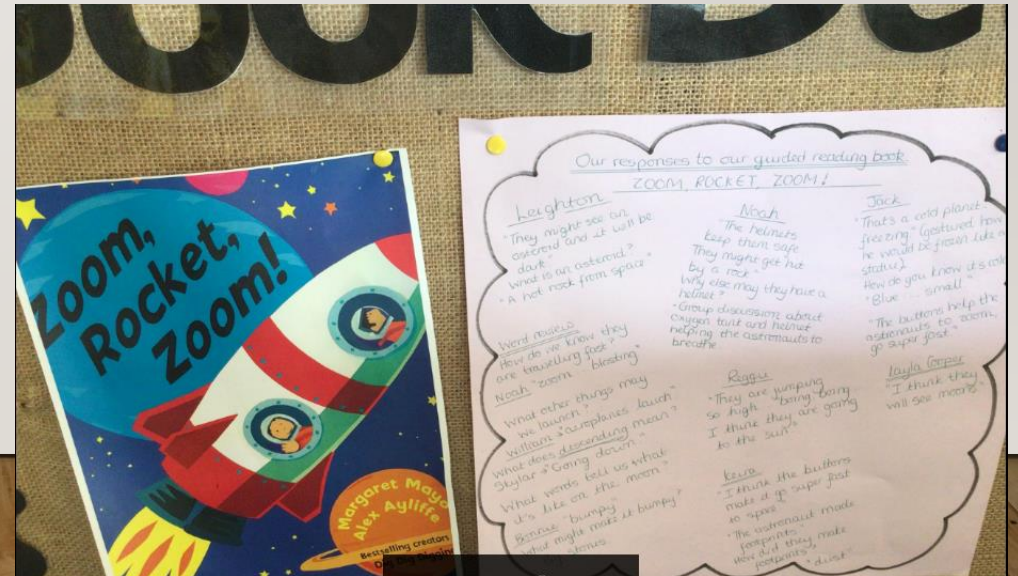
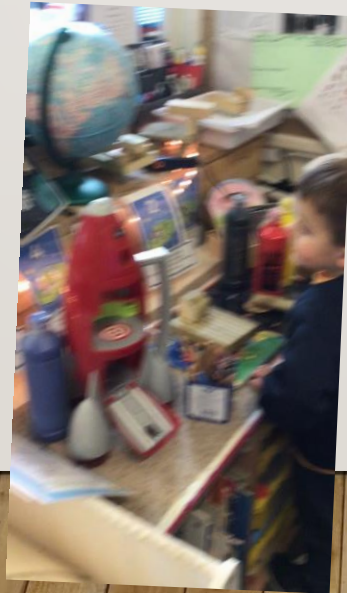






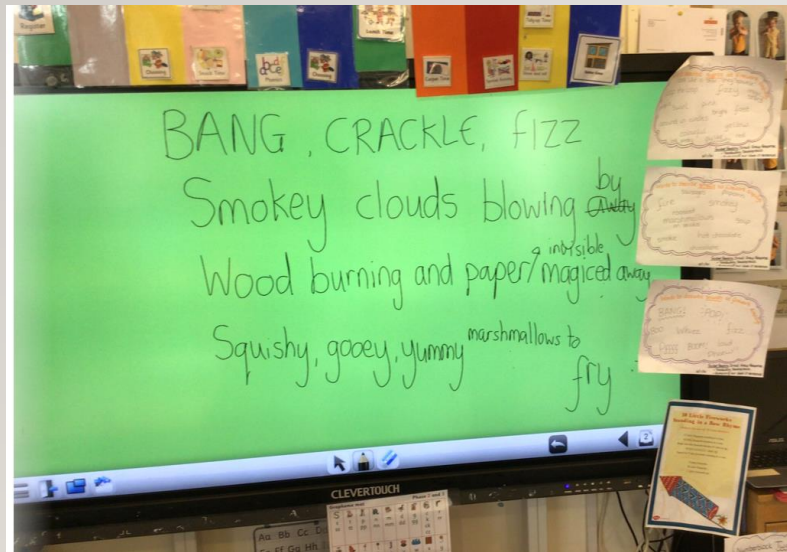
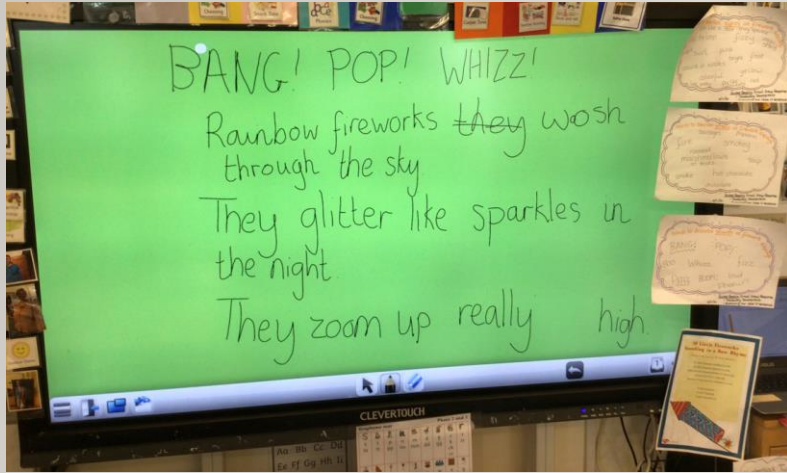
Oral story telling – giving children the opportunity to become authors and showcase / use new language. Encouragement to speak in sentences.

Weekly guided reading activities can focus on language development – exploring new words in a book, delving deeper into word meanings, explaining our ideas about aspects of the story we are asked about.





## BEACH CLASS CONTINUED



We used first hand experience of sparklers and lighting a small bonfire in our School garden, alongside videos and listening to examples of poems. This inspired us to write our own class poem for Bonfire Night. The value of editing and building our ideas, switching and improving word choices and building further descriptions into our initial ideas were modelled by the teacher during this whole class activity.



## RAINBOW CLASS, SHALFLEET.



Large scale construction can be a brilliant time for children to apply their mathematical language and story telling language. This boy was making a trap for Evil Pea, discussing size and shape with the adult.



Small world play is used to encourage children to develop a narrative into their world. Children may use familiar stories and retell them through small word resources.





# RAINBOW CLASS, SHALFLEET



Setting challenges to children during their child led learning allows children to discuss and share their ideas. Adults are on hand to deepen children's ability to explain their thinking in sentences, alongside modelling new vocabulary and the correct pronunciation of words (where this is identified as a need).

Example of our class story shared weekly with parents / carers.



We have had a lot of fun on 'Children in Need Day' in Rainbow Class. 🌈 The children have been making their own Pudsey Bears and cutting the outline of bears. In Funky Fingers they had the challenge of creating a spotty table using buttons and pegs and using sewing cards on bear shapes too. Over the week our focus has been creating our own 'Dinosaur 🦖 Isle'. We have been reading the story 'Dinosaur Island'. I will let the children tell you all about it. Mrs Cox was on a course for two days and the children all retold the whole story to her so she didn't miss anything. The children have created the most amazing 'Dinosaur Isle' outside. Some children have started creatures leaflets for it to help be a guide for any visitors. We have also visited the website and found information and some lovely colouring sheets. We have discovered some dinosaurs who lived on the Isle of Wight. The

# SPRING TERM – COMMUNICATION AND LANGUAGE

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# PRE SCHOOL LITTLE EXPLORERS, SHALFLEET.



Leap frog activity – repeating back words and sounds we hear.

Being on hand to use child centred conversations – using the child's work or activity as a way to initiate conversations. This child was asked to tell her key worker about her work – used words and actions to describe what her marks meant.



Listening to Frozen story on CD.

Introducing children to new vocabulary, intonation, conventions of stories as well as speaking and listening as children respond to each other and questions of a key adult.



Developing positive relationships so that children have the skills and confidence to talk and listen to each other and share ideas.



# LITTLE STARS, YARMOUTH



Memorable tasks to develop oral dialogue and vocabulary development. Fun and engaging activities that children want to tell you and others about.



An interest in maps allowed hunts for numbers on coordinates and an introduction to words associated with position, size and direction.



Table top games and counting songs alongside the parachute games are used to explore rhyme and alliteration.



Opportunities to sit and talk together – trying new experiences for Chinese New Year.





# BEACH CLASS, YARMOUTH.



Explaining our mathematical ideas of groups and part/part/whole with stem sentences and practical tasks.



Inviting different visitors into class to talk to us.



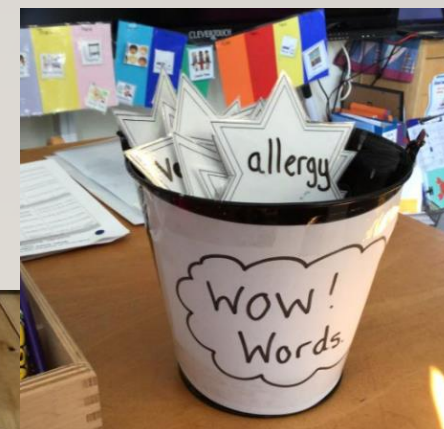
The Queen's Platinum Jubilee.



Role play areas matched to children's interests allow children to reenact roles of different people and experiment with new vocabulary.



Using music ideas to develop listening skills and attuning our awareness of sound discrimination.







Exploring new words to develop our vocabulary – we discovered the word 'reflection' when we read the story Naughty Bus. We explored what a reflection was and then found places to see our own reflection.

We received this dojo message from a parent in response to our class learning about reflections.

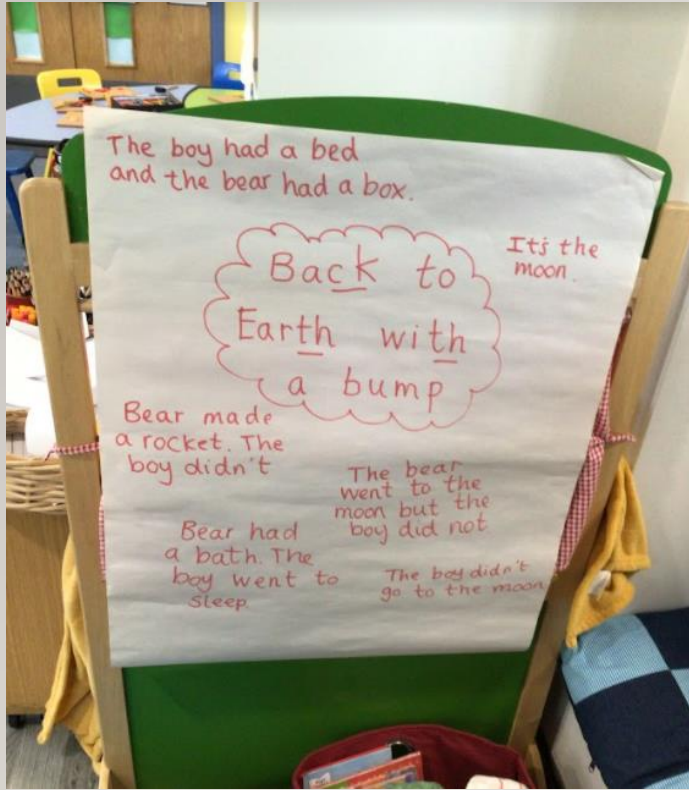
### Keira Meredith's Parent (Natasha w)



On our walks yesterday we came across lots of puddles and in each one Keira pointed out the different reflections from her own to the sky, trees and clouds, I told her I would send pics



# RAINBOW CLASS, SHALFLEET.



Time to talk about books we have read – reflecting on our own ideas and listening to the ideas of others.



Social events such as this picnic in response to the story Whatever Next (including daily snack time) allow children time to talk and listen to others.



Developing language through role play – The Repair Shop. Children take on different roles and key adults model and scaffold language and words as children initially explore new themes.

Developing positive relationships so that children are able to talk and listen to others and share ideas / work collaboratively.





# SUMMER TERM – COMMUNICATION AND LANGUAGE

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# PRE SCHOOL LITTLE EXPLORERS SHALFLEET



Using imaginary play opportunities to model language and extend children's speaking – progressing towards longer strings of words and new vocabulary.



Providing stimulus for children in reading corners so that they feel like they are 'reading' a story to an audience.



# PRE SCHOOL LITTLE STARS YARMOUTH



Valuable, real life experiences to expand children's vocabulary and opportunities to talk from experiences gained through observation.



Stories are used alongside all experiences and discussions with staff so that language is modelled to children and they have the opportunity to talk and express themselves and ask questions.



Providing children opportunities to talk to a wider audience – putting on a show for parents.



# BEACH CLASS YARMOUTH



Using the internet and books to answer questions asked by children.

During our butterfly project, one child asked, 'how do butterflies drink nectar? We found out they use a proboscis.'



Creating comfortable reading spaces inside and out for child led learning.

Song writing as a class, using templates of existing songs we know, e.g. 'There's a worm at the bottom of the garden.'



This activity modelled writing to children as they gave their ideas and helped them to think about describing words and rhyming words.



# RAINBOW CLASS SHALFLEET

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Role play opportunities give children the chance to practice and use new vocabulary and take on the different roles of characters in their play.



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AUTUMN TERM - READING.



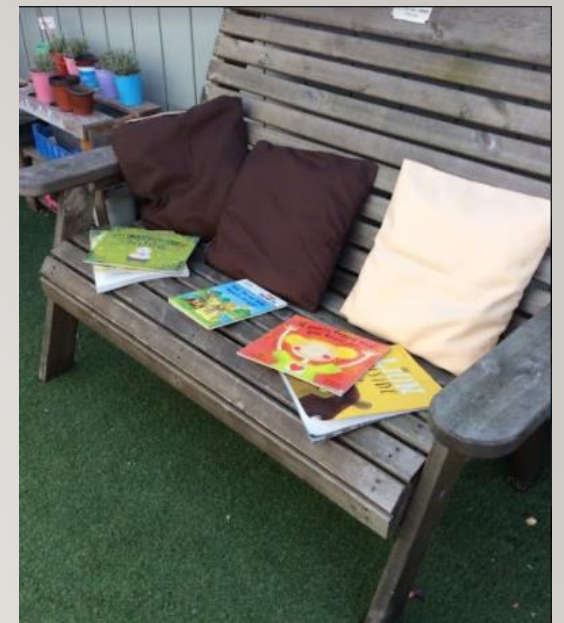
## PRE-SCHOOL - LITTLE EXPLORERS, SHALFLEET.



Table top challenge in the outdoor classroom, matching labels to items with picture prompts. Starting the journey of understanding the role and value of print.



Using large scale construction to act out parts of stories we have explored, 'We're Going on a Bear Hunt.' Also, making up new narratives using familiar stories as inspiration.



Reading dens and snugs with book baskets – including familiar stories shared with adults for children to retell on their own.





## PRE-SCHOOL - LITTLE STARS, YARMOUTH.



Weekly library time with Beach Class.



Reading dens and snugs with book baskets – including familiar stories shared with adults for children to retell on their own.



Exploring our favourite stories through props – Superworm.



BEACH CLASS YARMOUTH.



Book boxes throughout the indoor and outdoor classroom to promote reading opportunities.



Linking with our pre-school at Yarmouth to make weekly trips to our school library to share library time. Igniting children's love of reading for pleasure and excitement of books.



Puppet show – characters linked to a book we have explored together.



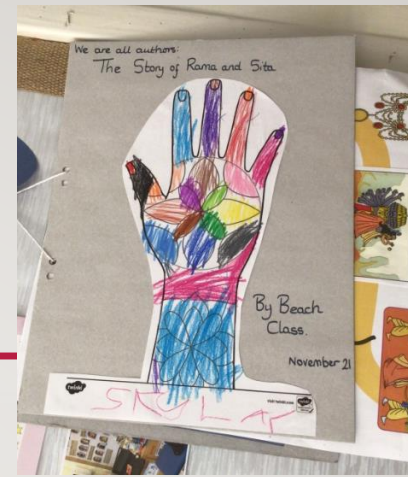
Regular 1:1 reading with an adult.



# BEACH CLASS, YARMOUTH.



We took a trip to Freshwater library and helped all of our families to become members so that children could borrow a book – in the hope that this would become a regular activity for our families.



Children as authors – working with children to write our own books and to develop oral story telling.



Small group work to develop segmenting and blending skills – CVC words.





## RAINBOW CLASS, SHALFLEET.



Work inspired by the story of Supertato. Selecting text drivers according to children's interests in their child led play.



Opportunities within the outdoor classroom to practise using our phonics to blend sounds – reading CVC words.

Table top challenges to explore rhyme and reading cvc words.



Reading boxes in the environment and linked to child interests.





# SPRING TERM - READING

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# PRE SCHOOL LITTLE EXPLORERS, SHALFLEET.

Quiet spaces for children to explore books – having books linked to the children's interests. This little boy was reading books about Peppa Pig.

Sharing stories with friends on CD – listening to the story of Frozen with the book to help us follow along. Developing awareness of meaning of print on the page.

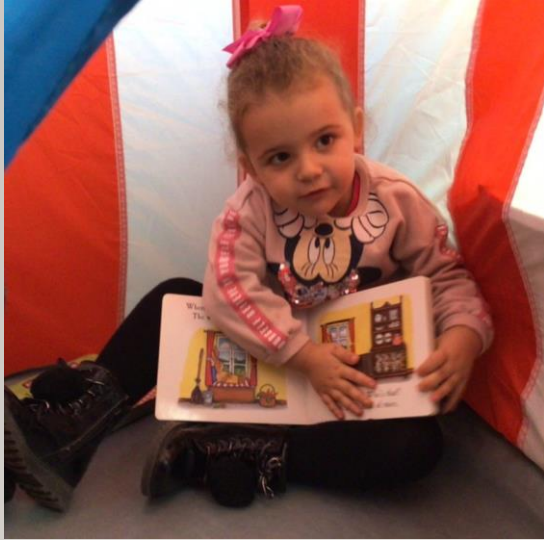


Opportunities to share books with key adults and peers.





## PRE SCHOOL LITTLE STARS, YARMOUTH.



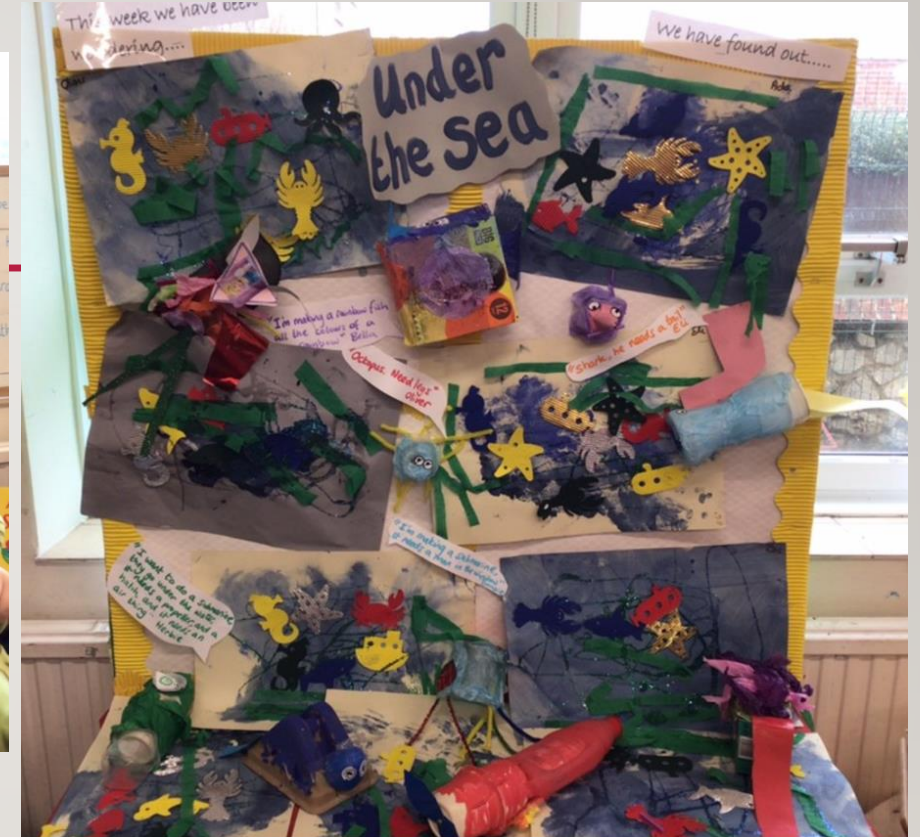
Reading dens and snugs with book baskets – including familiar stories shared with adults for children to retell on their own.



Retelling the story of Nien the Chinese legend as part of Chinese New year. Children were given the opportunity to use role play to act out the story with props too.



Delving into a favourite book, exploring further through art and cross curricular approaches. Commotion in the Ocean.





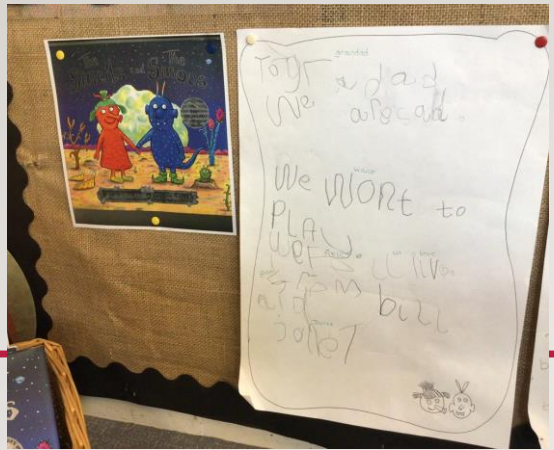
# BEACH CLASS, YARMOUTH.

Millie Thomas's Parent (Carly Medway)

Thank you, we are proud of her too, she was explaining to me this morning what a digraph was, 2 letters that are friends that work together to make one sound.

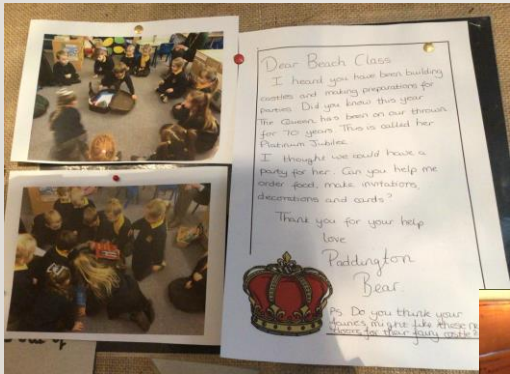
A message on dojo from a parent.

Having access to a range of genres across the learning environment linked to themes and child interests.



Group response in Guided Reading to the story The Smeds and The Smoos – a letter to the grandparents explaining why Bill and Janet are feeling so upset.

Reading different genres – a letter arrived from Paddington to extend child led theme.



Reading den for a quieter time to share a book with friends.



Games within the environment for children to practices and apply their phonic skills.



Making story maps to extend the story of Naughty Bus with our own ideas.

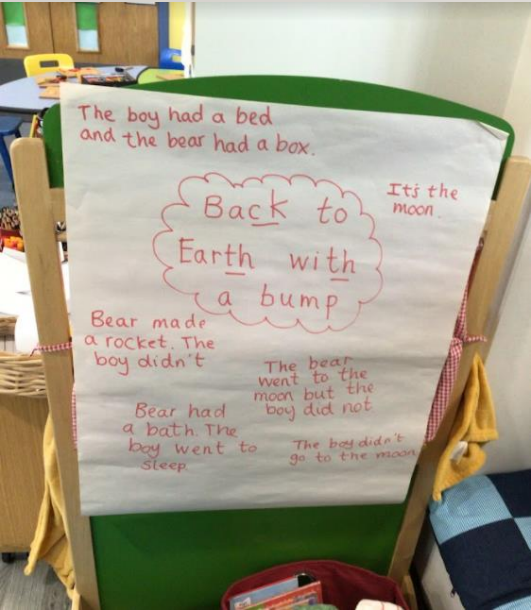
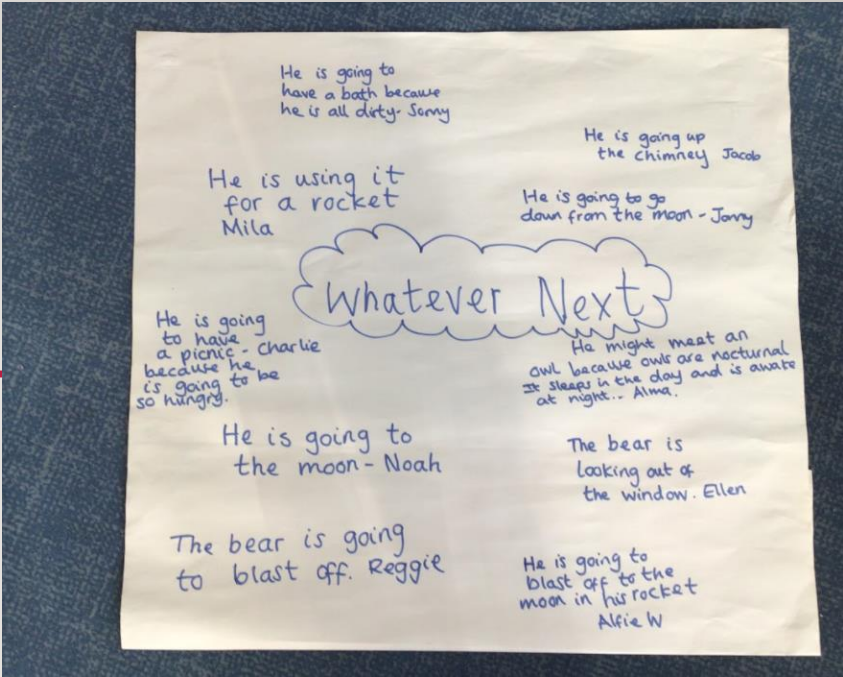




# RAINBOW CLASS, SHALFLEET.



Using an inspirational text driver, 'Whatever Next' which is linked to children's interests.





# SUMMER TERM READING

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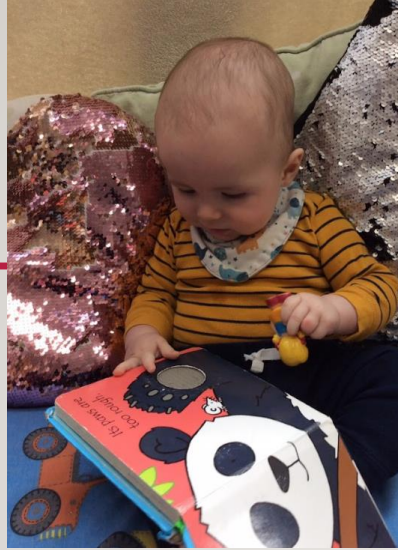




# PRE SCHOOL LITTLE EXPLORERS SHALFLEET.



Cosy book corners with stimulating and interesting books for children to explore. Adults are on hand to share stories 1:1 as well as during carpet time. Children have the chance to be the 'reader' too with toys used to form their audience.



Cosy book corners with stimulating and interesting books for children to explore. Adults are on hand to share stories 1:1 as well as during carpet time. Children have the chance to be the 'reader' too with toys used to form their audience.



Puzzles in the environment for children to practice skills – this one focused on rhyming words.





# PRE SCHOOL, LITTLE STARS YARMOUTH



Activities relating to Stick Man and Goldilocks.



Story time outside and weekly library time with Pre-School and Reception Class.



Story sacks provide a great way to engage children in stories. Adults use related activities within the class to expand children's responses to the story they have heard.





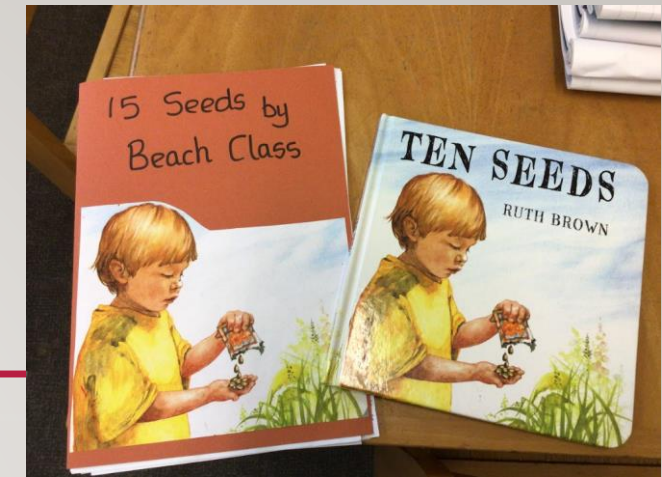
# BEACH CLASS YARMOUTH



Real life activities to help us practice our reading – reading recipes.

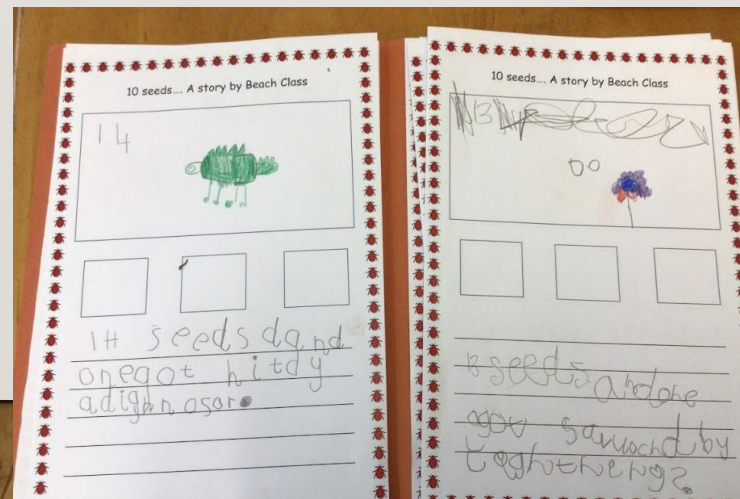


Children are given the opportunity to share books with younger children from pre-school so that they use their experiences and language to become the story teller.



Becoming authors ourselves – writing class stories and individual stories in response to books we have shared in class.

New vocabulary and guided reading tasks celebrated in class.





# RAINBOW CLASS SHALFLEET

Having a range of books in class across genres so that children get opportunities to learn about different types of books – linked to interests of children and themes in class.



Giving children the opportunity to become authors themselves.



Practical phonics.





# AUTUMN TERM - WRITING

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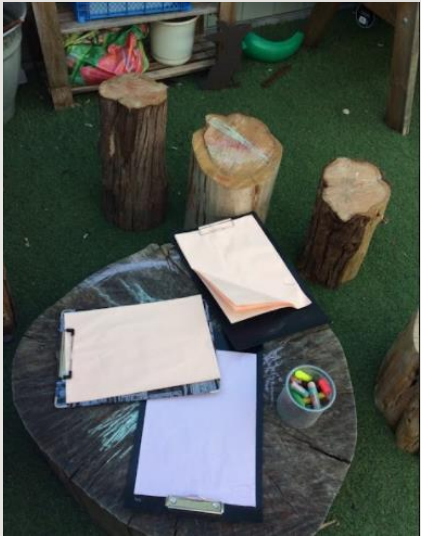




# PRESCHOOLS – LITTLE EXPLORERS, SHALFLEET.



Ascribing meaning to marks on a page.



Opportunities throughout the learning environment to mark make – linking to children’s interests and seasonal links too e.g. taking advantage of a wet table.



Funky fingers to build hand strength, dexterity and coordination.



Table top opportunities to explore letters and words.





## PRESCHOOL – LITTLE STARS, YARMOUTH.



Funky fingers – worms and tweezers.



Assigning meaning to print – recognising and copying letters in our own names.

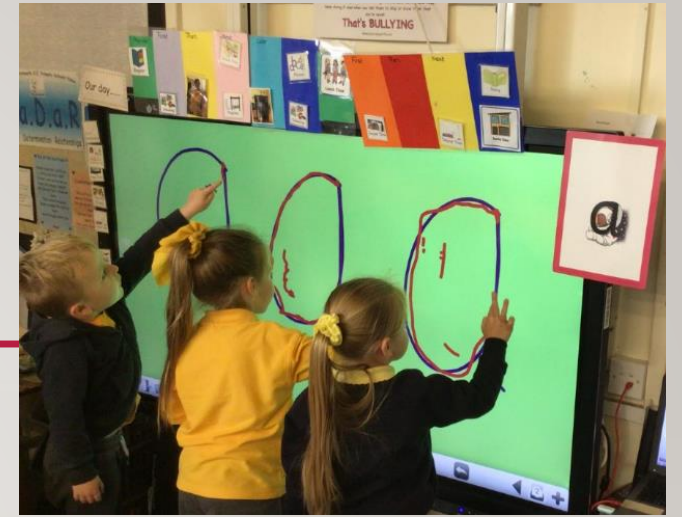




# BEACH CLASS YARMOUTH.



Autumn 1 – Gross Motor  
and Funky Finger  
Development.



Letter formation work.

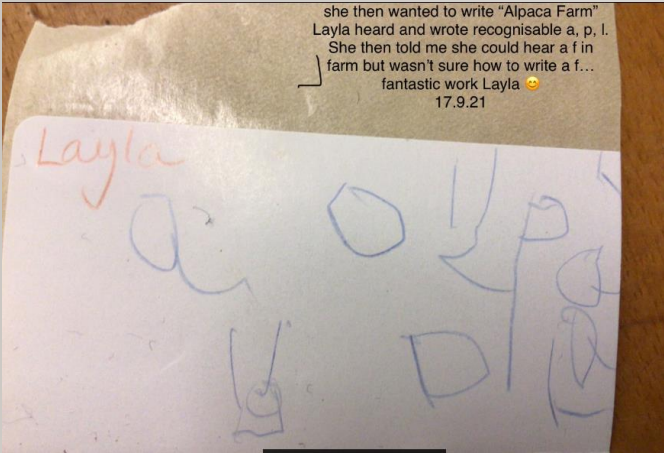


Activities and games around the environment  
to encourage children to apply their phonic skills.

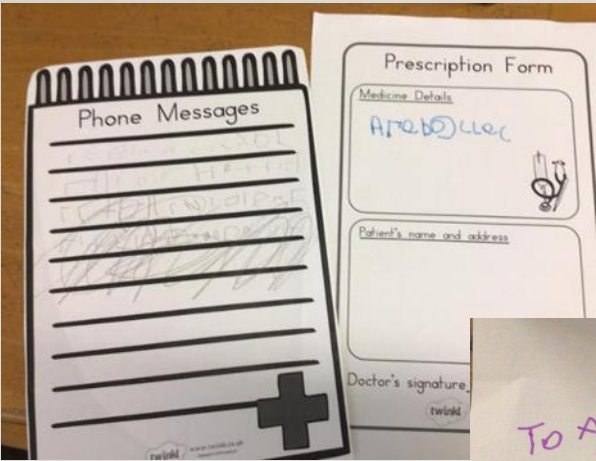




BEACH CLASS, YAMOUTH.

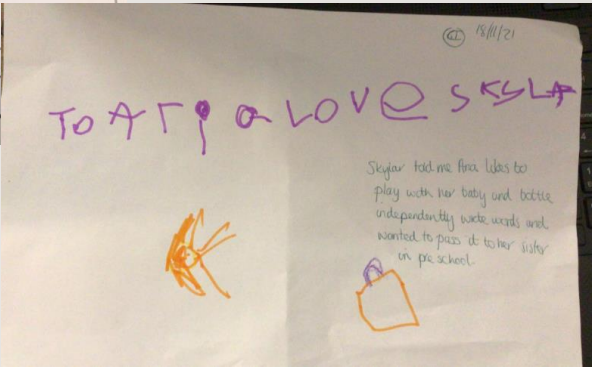


Autumn 1 – Early writing – mark making, letter formation and then emergent writing as phonics begins.



Opportunities to practise name writing – put your name on the doctor's waiting list in our role play area.

Writing kits and resources throughout the indoor and outdoor classroom.

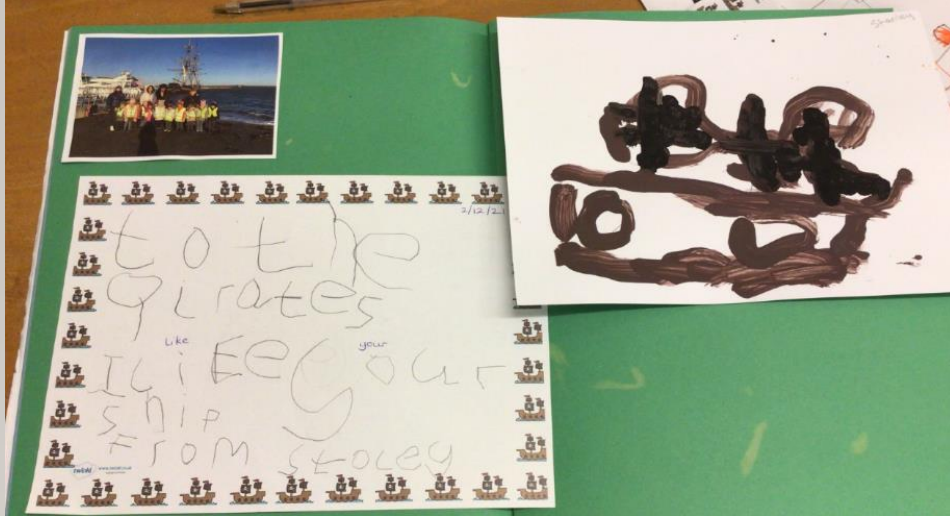


Our phonics working wall – a resource to support independent word building as children learn to refer to this as a tool to help them with sounds and letter formation.





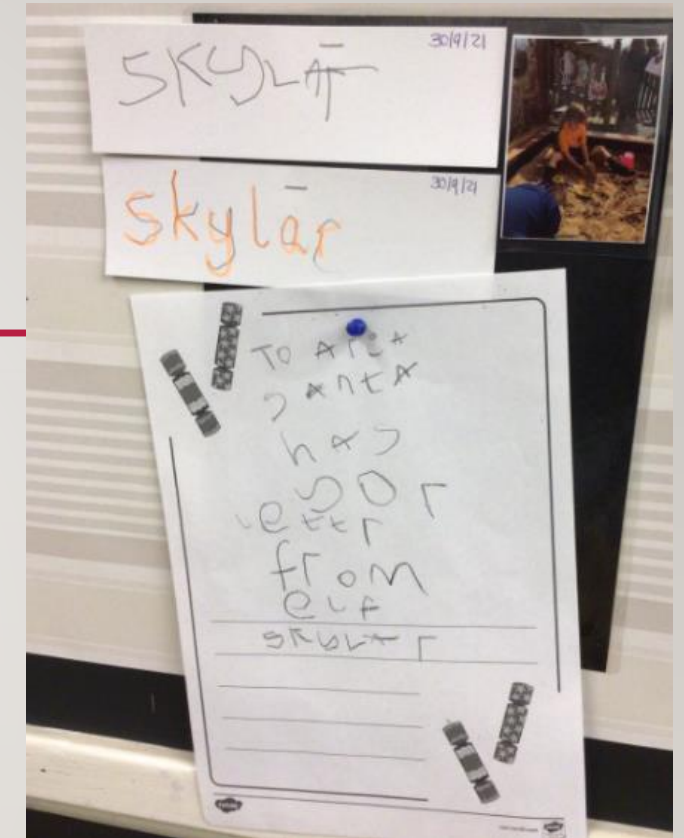
# BEACH CLASS, YARMOUTH.



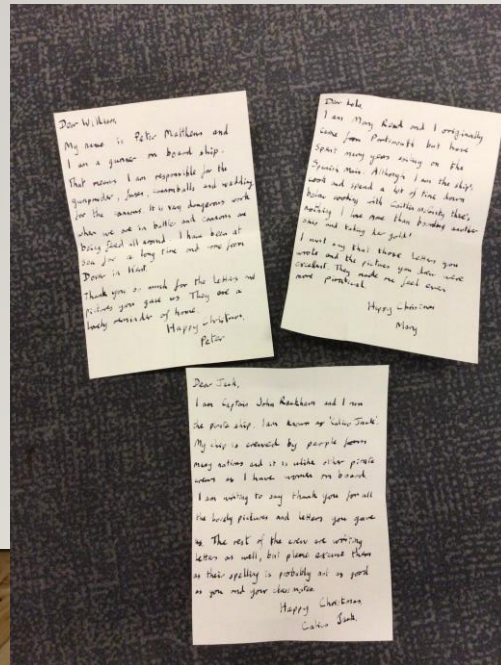
Providing purposeful opportunities to write – following the themes and interests of the class.

After a pirate ship arrived in the harbour and was spotted by the children on the way to school, we made links with the community to find out more about it.

We met Pirate Jack and wrote letters to him. He wrote letters back to us and visited us in class.



Children were then inspired to write letters to other people, including class mates.





# RAINBOW CLASS, SHALFLEET.

Mark making and opportunities to write across the learning environment with a range of implements. Opportunities for vertical, horizontal, large and small scale writing/ mark making.

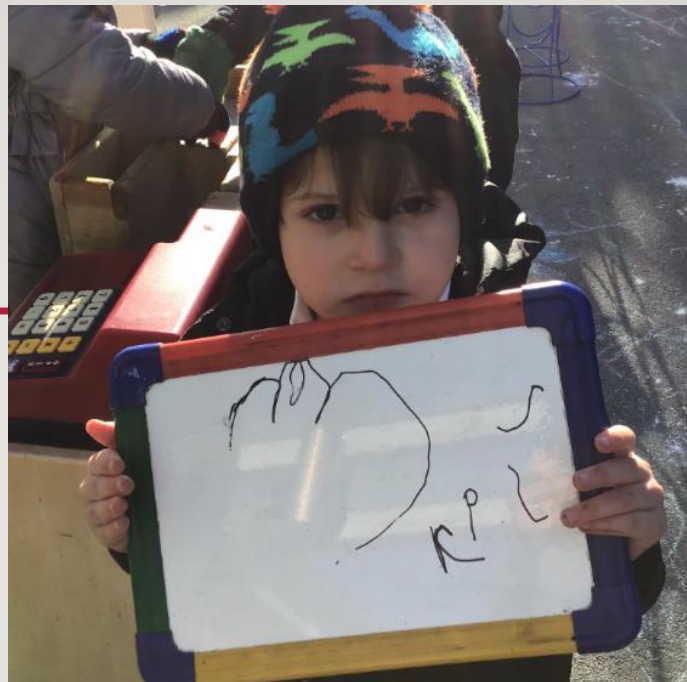




# RAINBOW CLASS, SHALFLEET.



Templates to encourage mark making and letter formation / word building across the learning environment and particularly within role play areas.



Celebrating all stages of writing development and progress for individuals. Valuing all children's work.

Fun and imaginative ways to encourage mark marking – water and frosty marks to practice our letter formation.





# SPRING TERM - WRITING

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## A photograph of a blue carpeted floor with several colorful, segmented toys (like caterpillars or snakes) scattered on it. A person's foot is visible on the right side.

A young girl with blonde hair and a red bow, smiling and holding up a piece of paper with the text "NIK Little Explorers" written on it. The background shows a wooden shelf with various glassware and a green container.



# PRE SCHOOL LITTLE STARS, YARMOUTH.



Mark making with paint and vehicles – developing hand strength, coordination and meaning behind marks.



Funky fingers – finger dexterity and hand strength / coordination. Leading on towards holding writing implements with increased control and correct grip.



Opportunities for large scale and horizontal mark making.



Giving purposeful writing opportunities in child led play.







# Beach Class - Yarmouth

Real life opportunities to write – sending postcards to The Goldings in response to a letter we received.



Building CVC words with letter bricks to encourage practice of segmenting and blending skills.

Promoting in the moment writing linked to role play and themes developed from child led learning. Lots of opportunities for children to write with writing kits throughout the environment and resources to support independence – sound mats and word banks.

To all the teachers and children in Beach Class at Yarmouth C of E Primary School,

My name is Laura.

I am Layla Tarr's Mum and I work in a lovely Rehabilitation Centre in Freshwater called The Gouldings, were older people come to stay with us for a little while to get better and return home.

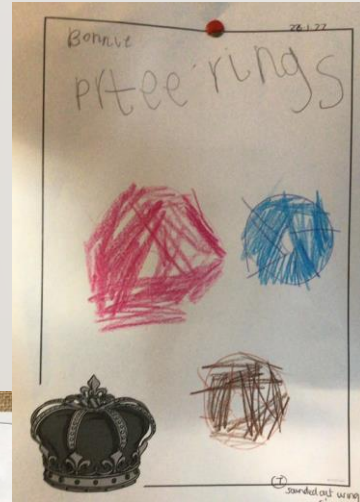
These people stay with us for a few weeks and don't get to see many people, and I have heard lots of lovely things about how you have been writing letters and drawing amazing pictures for everyone to see. I think the people staying here would absolutely love to hear all about your amazing school and see the pictures that you have been making. I think this would really lift their spirits!

Our address to send your pictures and letters to is:

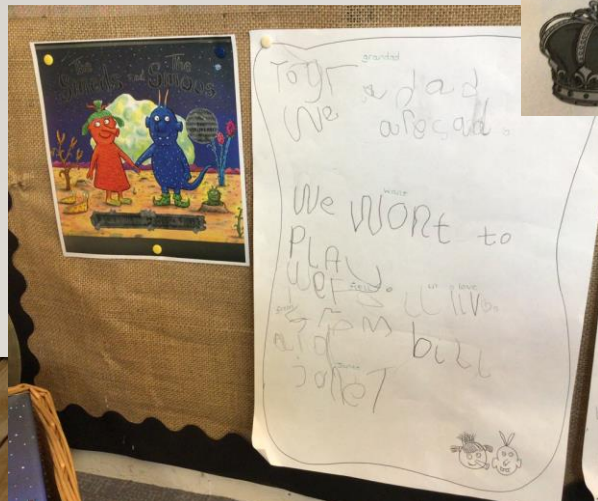
The Gouldings  
St Andrews Way  
Freshwater  
Isle of Wight  
PO40 9NH

We'll look forward to hearing from each and everyone of you!

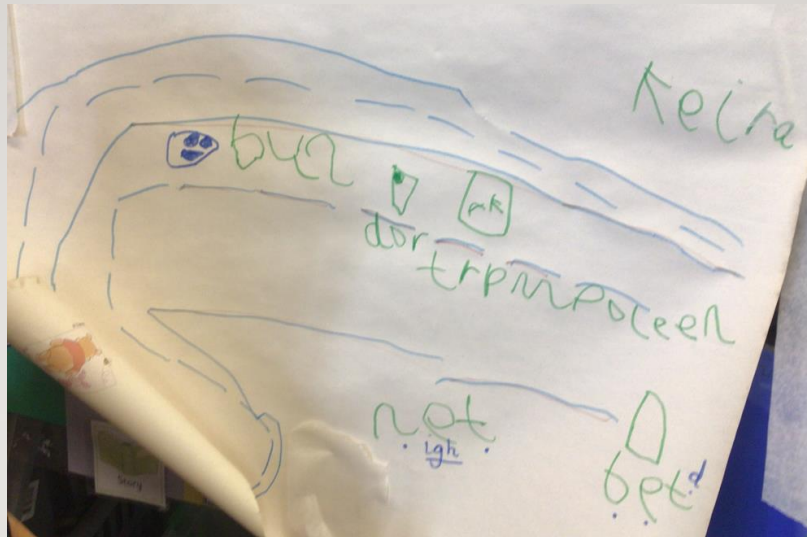
With Love Laura xx



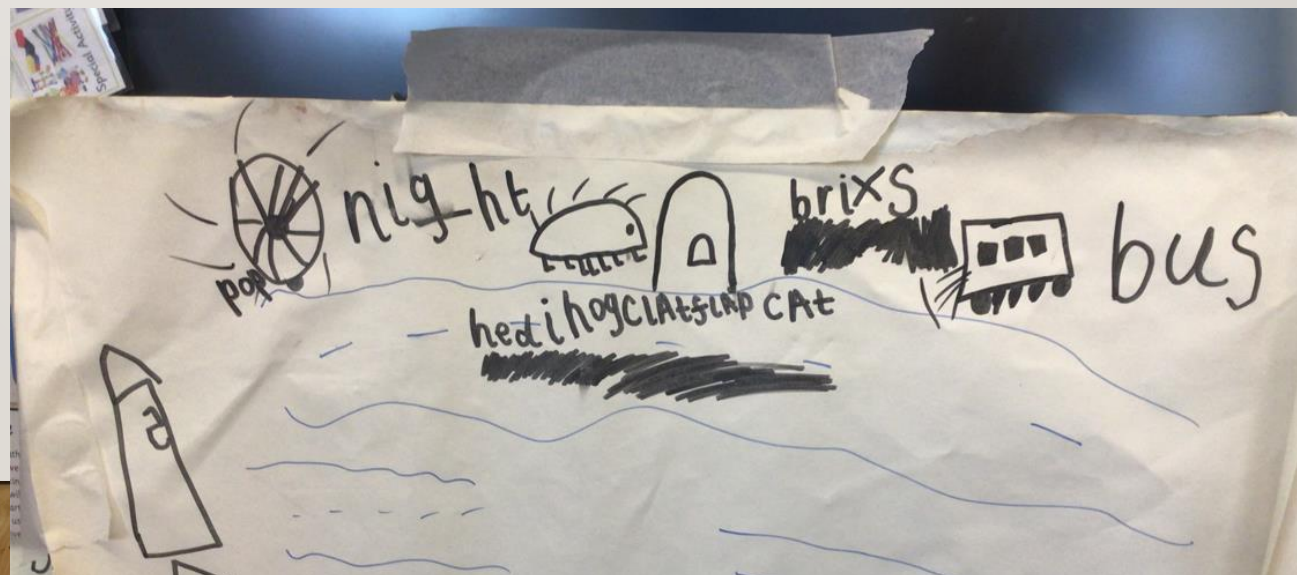
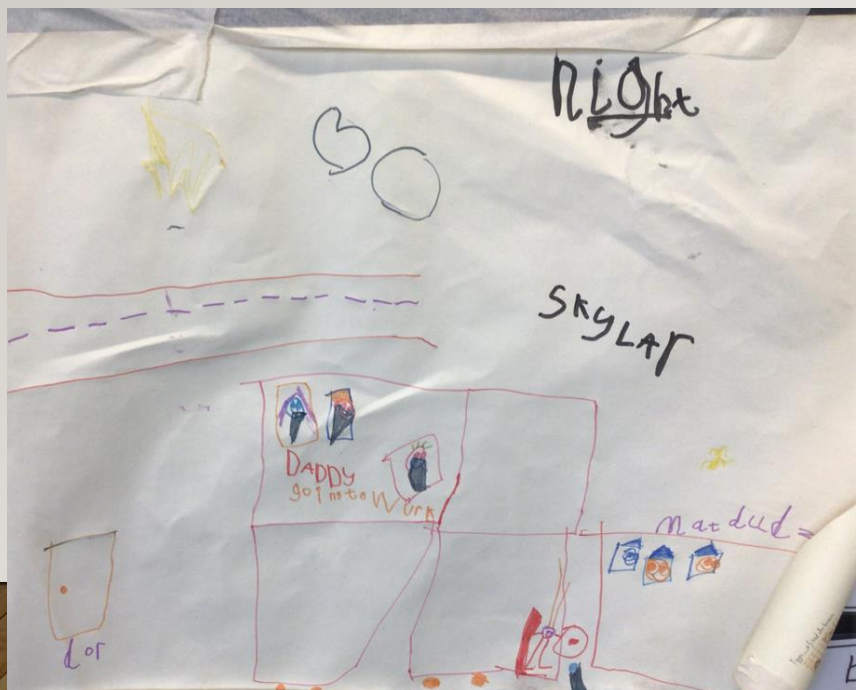
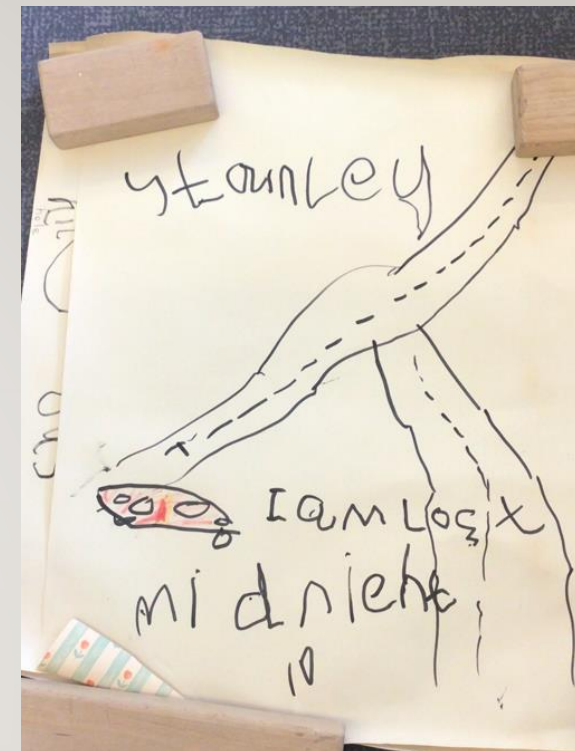
Guided reading – letter response to the story The Smeds and The Smoos. Explaining why Bill and Janet were feeling sad.







Using our phonics to annotate our work with labels and add sentences to explain our ideas.

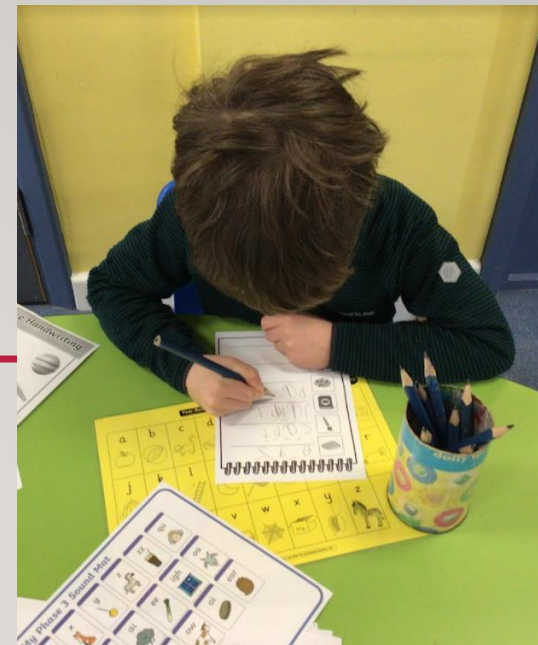
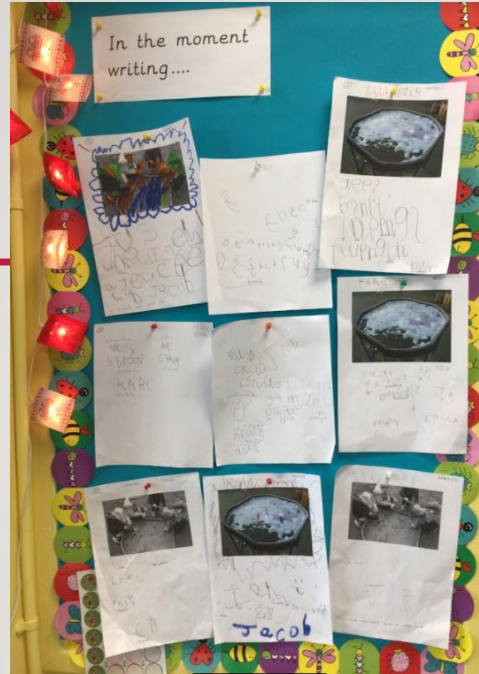




# RAINBOW CLASS, SHALFLEET.



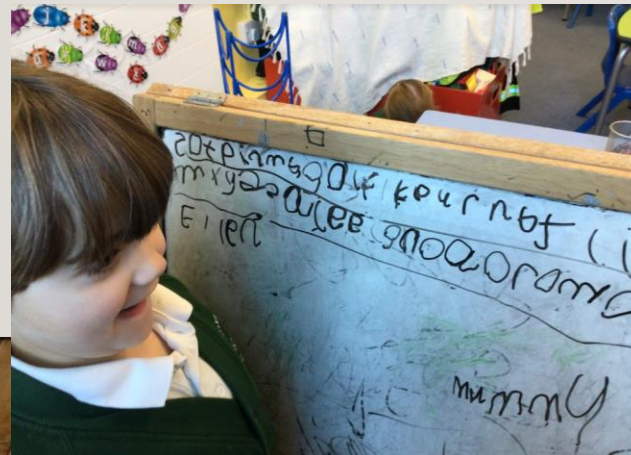
Recognising letters and their shape – building with play-doh.



In the moment writing opportunities whereby writing is given real purpose through child led themes. Opportunities to write throughout the learning environment – indoor and outdoor writing kits and stations.



Celebrating children's writing, particularly independent writing from in the moment opportunities.

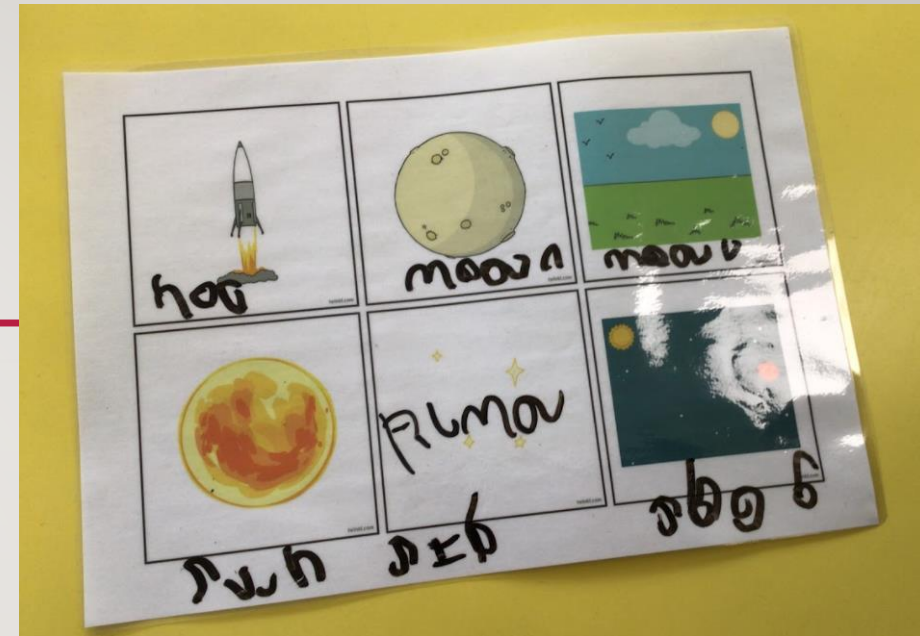
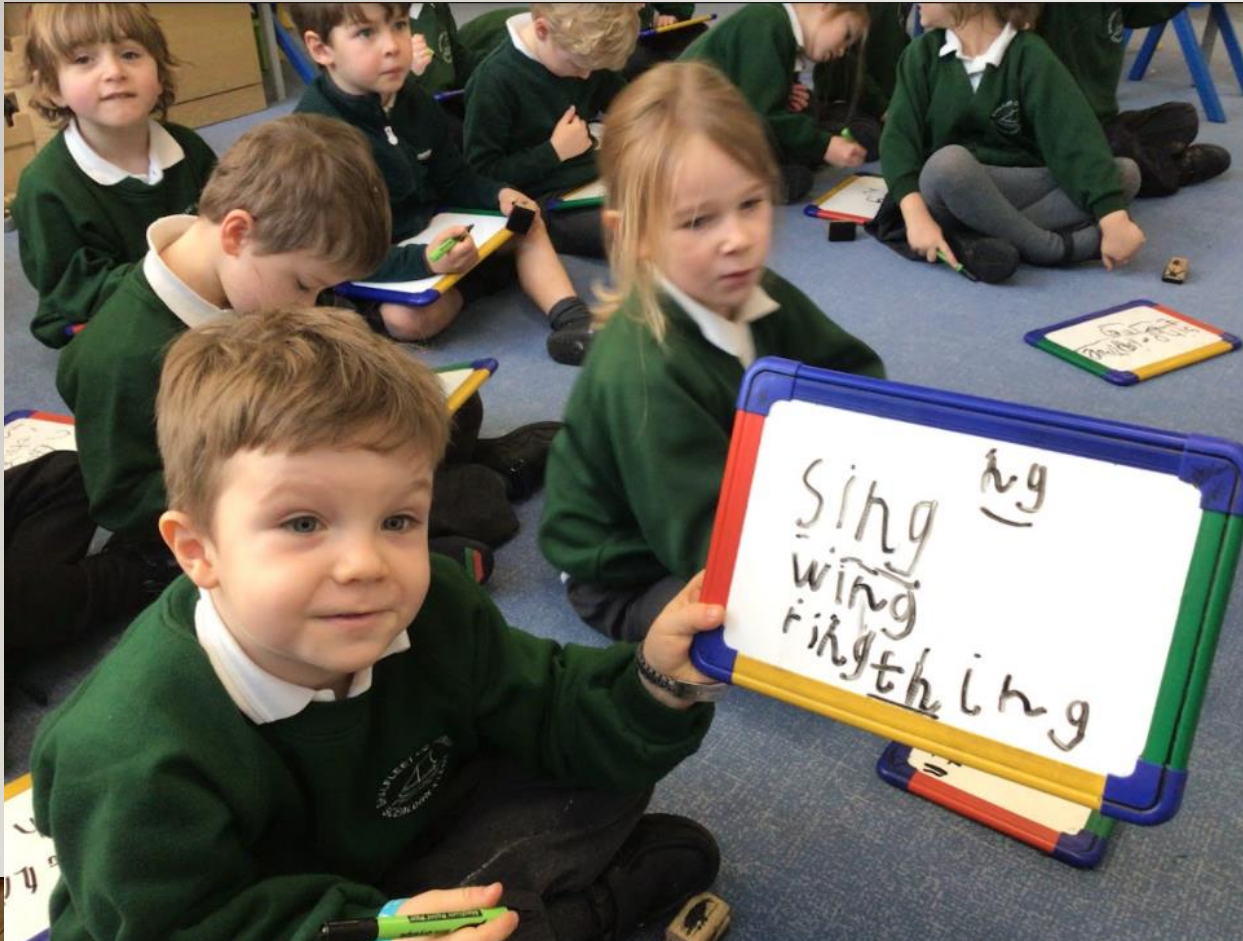




# RAINBOW CLASS CONTINUED.

Application of new sounds in phonics – phoneme fingers to segment words to spell them.

Independent opportunities to practice phonic skills in table top activities during child led learning.





# WRITING SUMMER TERM

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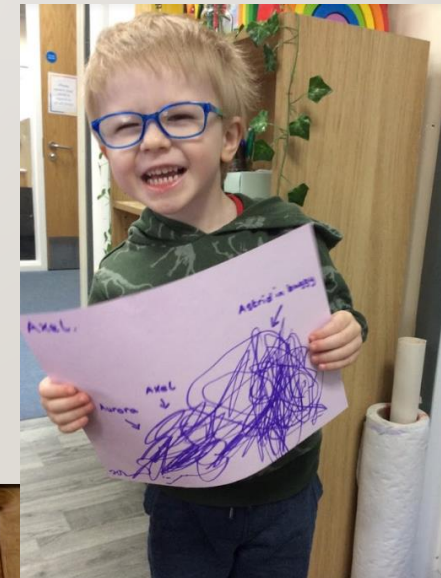
# PRE SCHOOL LITTLE EXPLORERS SHALFLEET.



Providing children with a range of surfaces and equipment to mark make.



Shake time – equipment to encourage wrist movement and gross motor skill development.





# PRE SCHOOL LITTLE STARS YARMOUTH



Endless opportunities for mark making – including messy play.



Exploring the meaning behind letters and numbers – make connections to letters in our names.





# BEACH CLASS RECEPTION

Dear Lord

Thank you for my friends who help me when I am poorly and sad.

Thank you for friends who make me laugh and smile and offer me a cuddle.

Thank you for looking after my family and friends in heaven.

Help me to remember that friends are as special as a shining star.

We remember that you are a shining love heart to us too.

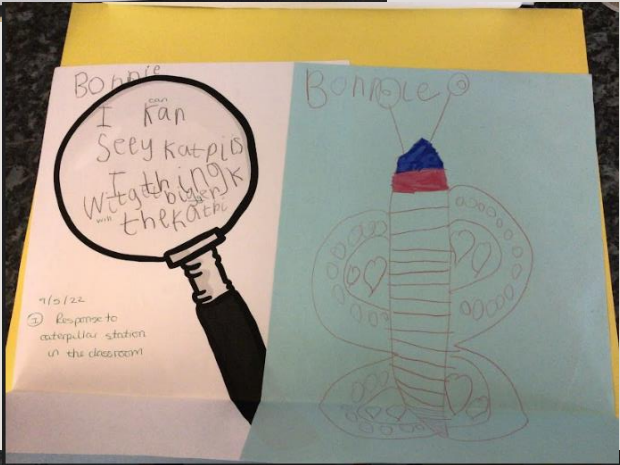
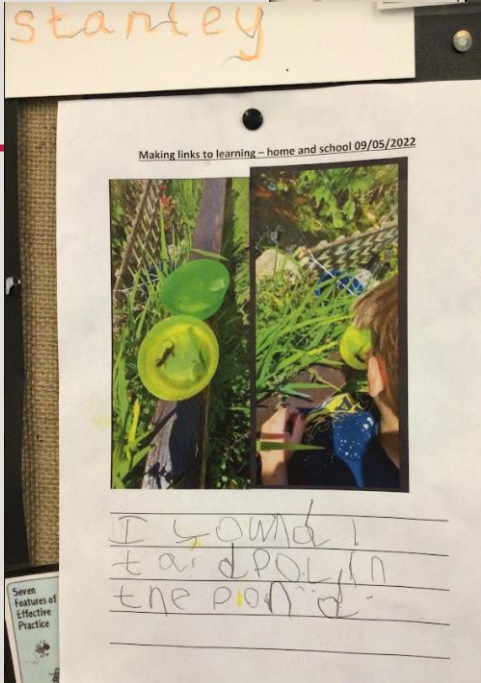
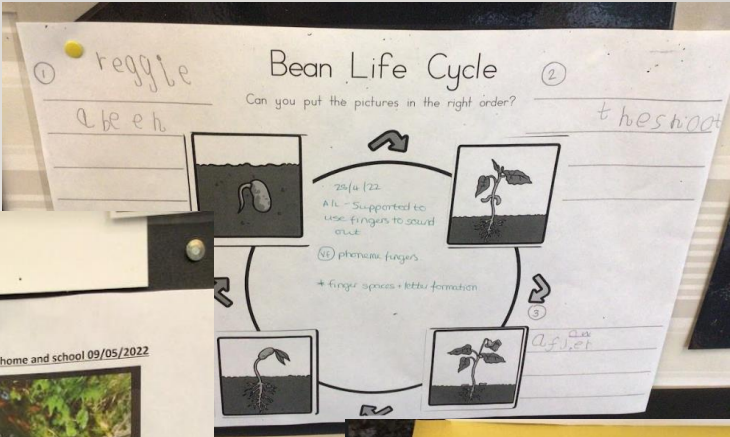
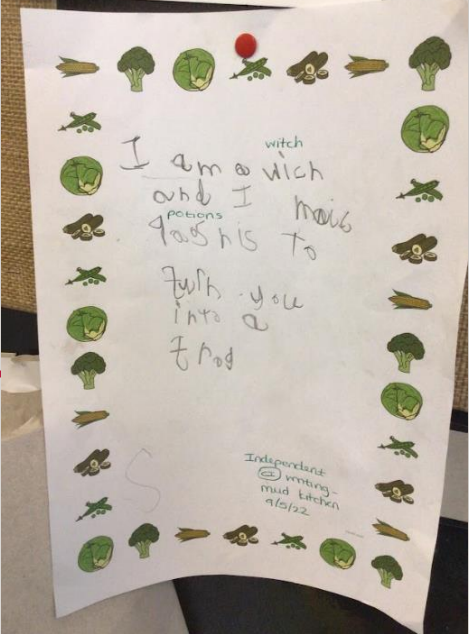
Help us to treasure our friends to keep friendship shining like a diamond.

Amen

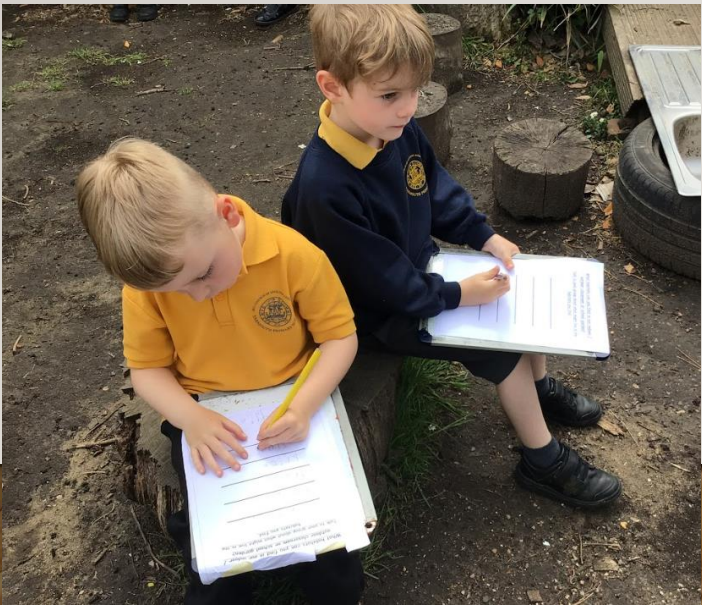
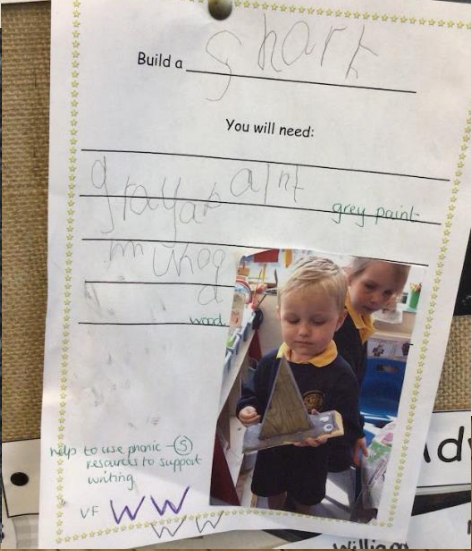
Using our writing skills in a cross curricular way and through child led learning.

Real life experiences to write – indoors and outdoors, including having a real audience.

Science and imaginative play

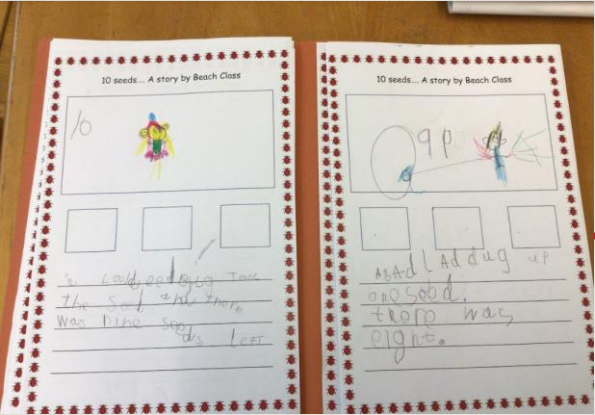


DT projects – written evaluation to help others make our models.

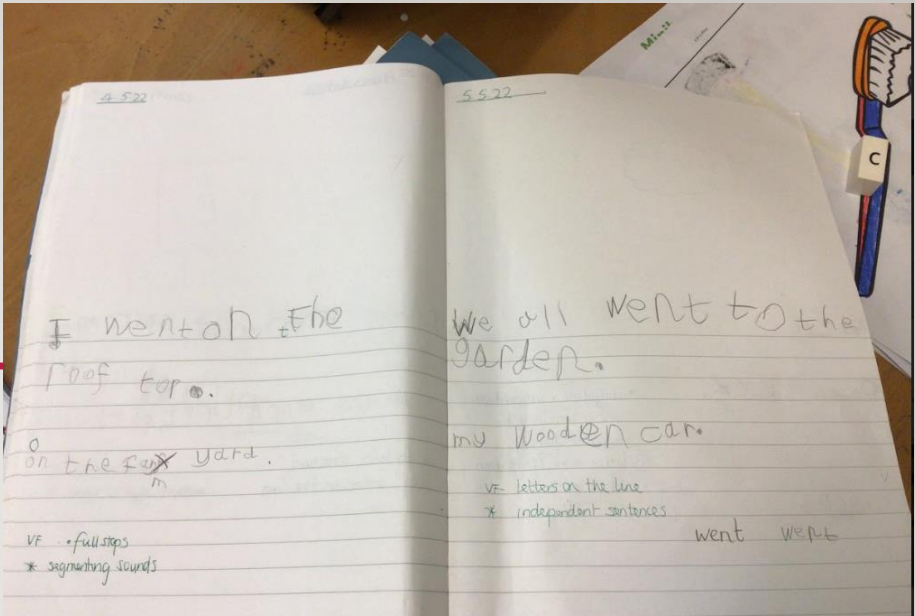




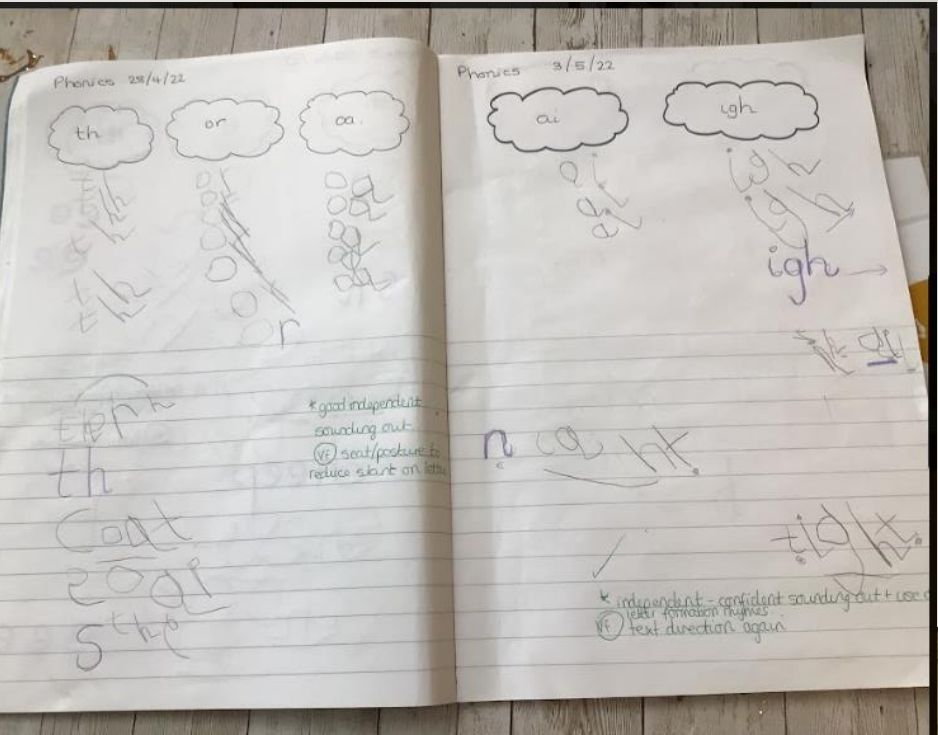
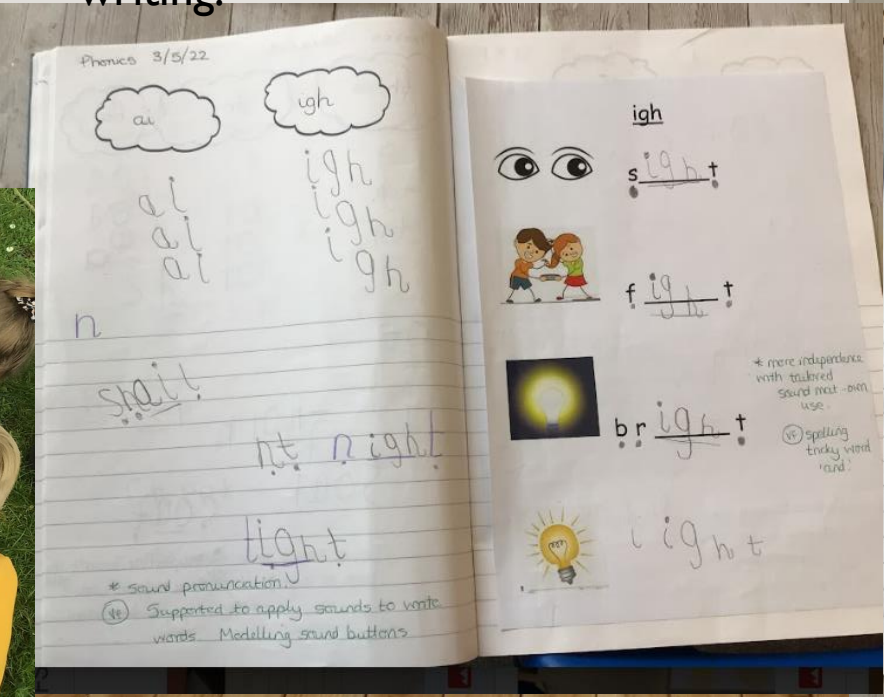
# BEACH CLASS CONTINUED



Becoming authors ourselves.



Daily phonics to develop our writing.

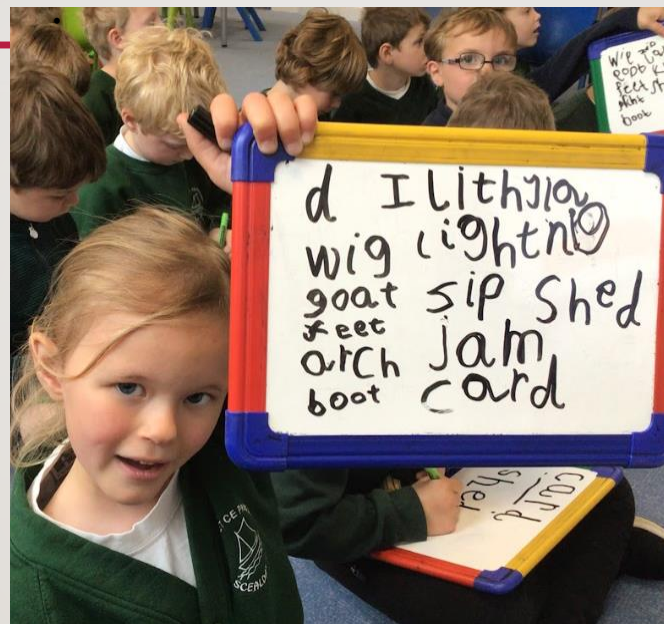




# RAINBOW CLASS SHALFLEET.

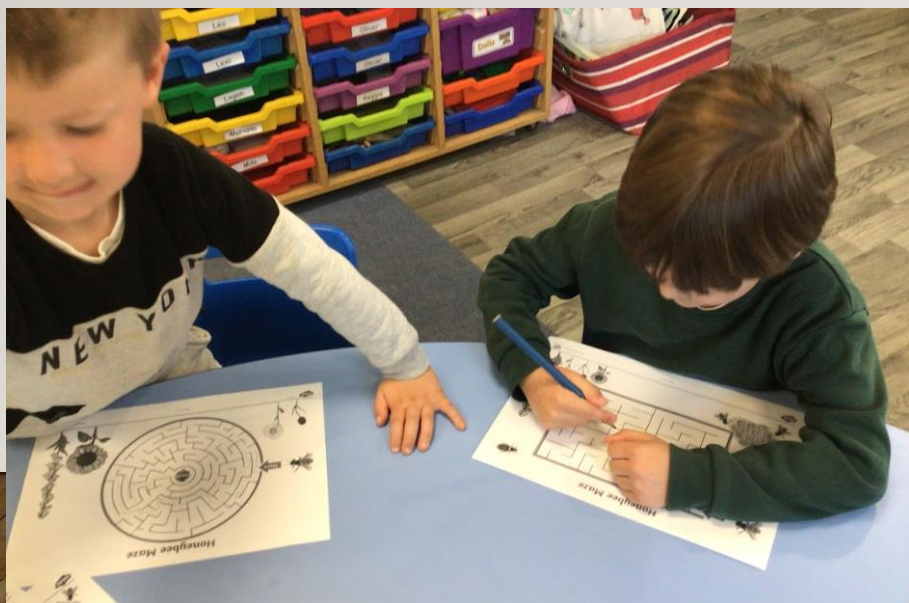
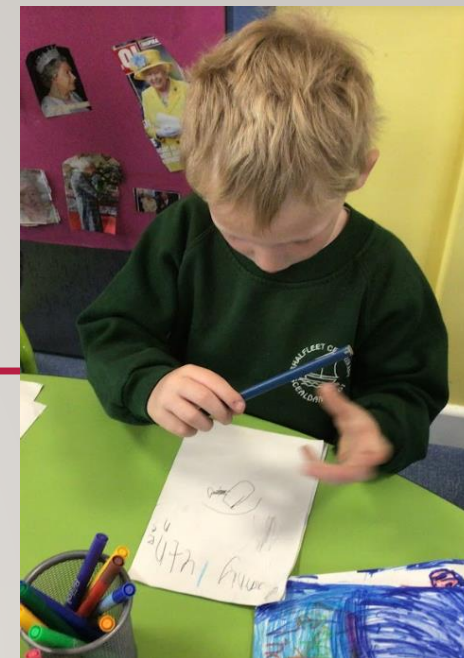


Daily  
phonics



Ongoing funky  
fingers...pencil  
control.

Ensuring children  
have plenty of  
opportunities for  
writing within the  
classroom  
environment.





# RAINBOW CLASS AND BEACH CLASS WROTE TO EACH OTHER:

To Beach Class

Thankyou very much for letting us watch.

We liked the dragons.

We want to make red and blue and mix it together because we will scare the dragon away. Please can we do that?

Thank you that made us really happy.

From Rainbow Class



*To Rainbow Class,*

*We liked watching your assembly, we enjoyed the bit where you all were walking on the moon. At the beginning of your show we noticed the rocket, a teddy and some welly boots, we thought these were useful things to go to the moon.*

*We all joined in with your song, five flying saucers and used our fingers to count with you.*

*Your food sounded delicious and made us all feel very hungry,*

*Thank you for sharing your show with us,*

*From all your friends in Beach Class*