



Literacy

Literacy development is closely linked with speech and language skills. A child must be able to understand and use language before they can develop their reading and writing skills. Some of the key skills required for reading and writing are speech and language skills. For example, to be a good reader the following skills are required:

- Good attention and listening skills. *(See Attention and Listening above for further information)*
- A good vocabulary. A good range of vocabulary will enable a child to understand what they have read, have a guess at what a word might mean, and produce an interesting piece of writing.
- An understanding of what you hear and read in sentences including longer pieces of information and grammatical information such as past tense and plurals.
- Decoding. Reading involves being able to decode words and understanding the sounds that words are made up of for example, being able to know what sound a word begins or ends with or knowing and saying words that can rhyme.
- Sequencing and storytelling skills. Before a child can read and write different stories the child needs to be able to:
 - understand story structure
 - have developed inferencing skills
 - follow the plot of the story
 - tell and have conversations about stories

Suggested Games/Activities

Everyday Sequences

Maximise opportunities to practice everyday sequences such as the alphabet, days of the week and months of the year etc. Use song and rhyme to help aid memory.

Share Stories

Talk about things you see in the book - who's in it, what they did and where they went. Use the pictures to help the child understand what is happening. Limit how many questions are asked— make comments and observations instead.

Puppets / Story Characters

Engage in play with puppets and toys related to characters like the Gruffalo or Spot the Dog. Children can act out stories using these as characters. This will help them to learn to tell stories based on what they've read and heard.

Personalised Stories

Get the children to take photographs when they are out and about. Use the photographs to talk about and write their own stories based on their adventures.



Phonological Awareness Activities

Syllable Awareness

Clap out syllables in words. Put items in a bag and take turns to take one out slowly. Clap out the beats in the word as you say it e.g. car = 1 clap, apple = 2 claps, dinosaur = 3 claps. Additionally, at group times, clap out the beats in names.

Right / Wrong Judgement

Present the child with a picture and ask the child to judge whether or not the word has been said correctly, e.g. a) *sock* b) *dock* – *which word was said best?*

Initial and Final Sound Sorting

Present a series of objects or pictures for the child to name. Can he sort them according to their initial or final sounds? Work towards identifying the initial and final sounds without saying the word out loud.

Rhyme, Judgement and Generation

Show the child a choice of 3 objects or pictures – two will rhyme and one will not. Ask the child to listen to the words, can he tell you which two sound the same / rhyme? e.g. Present a cat and a sock. Which one sounds like bat? You might have to model the words – cat, bat or cat, sock?

If the child can identify the rhyming pairs help him to think of other words that rhyme. Demonstrate that they sound the same at the end e.g. 'cat, bat, sat, mat, fat, rat...they all sound the same at the end'.

Nursery Rhymes

Sing nursery rhymes and read poems.

Music

Engage in activities that involve music, musical instruments

Reading

When reading books to the child that contain rhyming words, emphasise the rhyming words as you read. Dr. Seuss and Julia Donaldson books are great for this activity. After reading a book, ask the child to remember as many of the rhyming words as he/she can.



Initial and Final Sound Sorting

Present a series of objects or pictures for the child to name. Can he sort them according to their initial or final sounds? Work towards identifying the initial and final sounds without saying the word out loud.

Detection

Invite the children to sit down and close their eyes so that they can concentrate on what they will hear. Then recite or read aloud a familiar story or poem to the children but, every so often, by changing its words or wording, change its sense to nonsense. The children's challenge is to detect such changes whenever they occur. When they do, encourage them to explain what was wrong.