

Story time

Story telling skills

- Use traditional tales
- Use props and toys

Telling stories by heart

- Role play with props for example using three bears and three bowls for Goldilocks
- Stories on CDs
- Make up stories as you play

Reading aloud

- *Tell a daily story*

Learning about print

Awareness of print

- Find print about the house
- Look for signs
- Letter spotting

Alphabetical knowledge

- Alphabet song
- Magnetic letters
- Treasure hunts for letters

Significance of print– be seen using

- 'To do' lists
- Shopping lists
- Cards
- Thank you letters
- E mails

Tuning into sound

Phonological awareness

- Explore syllables—clapping names
- Play with rhyming words, even made up ones
- Read nursery rhymes
- Make up rhymes

Phonics awareness

- 'Splitting up' words game
- Make up jingles for example, 'Betty had a big balloon'.

Letter sound association—look for

- Letters in our names
- Letters in our families names
- Short words using sounds learnt

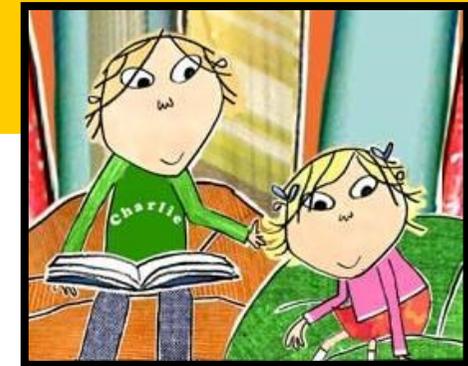
Getting ready for writing

Preparing for hand writing

- Work big with chinks, decorators brushes, squeeze bottle with paint, writing on trays of salt, sweeping up, write in sand,
- Sky writing
- Strengthen thumbs and fingers through dough, plasticine, screw-drivers, sewing , threading, jigsaws, lego, sticklebricks,

Princess Frederica CE VA Primary School

Let's Get Reading!



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Learning to listen

Sound Discrimination

- Musical statues
- A listening walk
- Who is on the phone –guess the family members/friends voice
- I Spy
- Listening to different types of music

Social Listening

- Copy facial expressions
- Show good looking—eye to eye contact
- Role model good listening skills

Developing Aural Attention Spans

- Read a story, whenever they hear a chosen word they put their hands on their head.

Developing Auditory Memory

- Play 'I went to the market and bought...'
- Movement directions—Can you touch your head? Can you touch your head and toes,? Can you touch you head toes and ears?
- Get out old family photos and reminisce
- Remember what they have done over the day or week

Time to talk

Supporting and extending talk

- Watch what your child is doing (as they play), tune into what they are saying, quietly sit down with them and take a toy yourself. After a period of quiet, engage in some self talk 'Look my red car! It is zooming along the track'. From this point some interaction should start.
- Use descriptive language.
- Avoid asking too many questions.

Vocabulary Development

- *Words that name*— use feely bag a objects include some unfamiliar objects
- *Words that denote actions* - Simon says
- *Words that describe position*— give children a route to follow
- *Words that categorise*—sort the shopping/ washing
- *Words that denote sequence*— recall fun days out using words such as first, after and next

Encourage thinking

Music, movement and memory

Develop a sense of steady beat

- Clapping/marching to music
- Rhymes and jingles
- Make musical instruments
- Copy my beat
- Rap!

Sing lots of songs

Music and memory

- Days of the week
- Counting rhymes
- ABC song

Movement and learning

- Use rhymes such as

*'Wobble like a jelly,
Swim like a fish,
Turn right around and blow a kiss,
Pull on the rope,
Hands in the air,
Clap your hands,
Comb your hair.*