

Language and Literacy in the Foundation Stage



Creating a Literacy Environment

Thinking skills and Personal Capabilities: Mangaging Information; Thinking, Problem Solving and Decision Making; Being Creative; Working with Others; Self- Management

Ethos	Learning Classroom	Experiences	Assessment
Teachers should: <ul style="list-style-type: none"> • support and challenge; • encourage risk taking; • acknowledge achievement; • encourage interactions; • promote self-evaluation. 	Children should have access to: <ul style="list-style-type: none"> • environmental print; • imaginative play areas; • a range of text types including multi-media; • book corner, writing areas, listening centre; • displays of their work. 	Children should: <ul style="list-style-type: none"> • listen actively; • interact with peers and adults for a range of purposes; • make choices and decisions; • engage in modelled, shared and guided reading and writing; • work in different groupings for different purposes. 	Teachers should assess children's knowledge, skills and understanding through: <ul style="list-style-type: none"> • focussed observation; • listening; • prompting; • questioning. Use assessments to inform planning i.e. establish learning intentions, success criteria and process of evaluation.

Oral Language

<ul style="list-style-type: none"> • Listen attentively to a range of stimuli. • Listen to and carry out instructions. • Express some thoughts, ideas and feelings e.g. through drama. • Listen to others and respond, demonstrating some social conventions e.g. eye-contact, turn-taking. • Ask and answer questions, for example, to give information or seek an explanation. 	<ul style="list-style-type: none"> • Talk about personal experiences. • Retell stories in sequence. • Give an opinion on a story or event. • Know a wide-range of rhymes, poems and songs. • Speech is intelligible with evidence of increasing grasp of syntax. • Use appropriate vocabulary and increasingly complex sentence structure.
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Disposition	Phonological Awareness	Decoding and Encoding	Concepts of Print	Comprehension
Develop : <ul style="list-style-type: none"> • understanding of purpose for reading and writing; • enthusiasm for reading and writing; • self-motivation. 	Develop: <ul style="list-style-type: none"> • auditory memory; • auditory discrimination; • syllabification; • rhyme; • alliteration; • phoneme segmentation and blending. 	Develop: <ul style="list-style-type: none"> • visual memory; • sound-symbol correspondence to read and write; • use of more than one cue to cross-check, e.g. pictures, syntax, context; • ability to read words on sight in a range of meaningful contexts. 	Develop an understanding of: <ul style="list-style-type: none"> • difference between print and picture; • words, letters and spaces; • one-to-one correspondence; • orientation of print; • features in written language, e.g. italics, punctuation; • book handling skills; • language associated with books. Encourage children to: <ul style="list-style-type: none"> • demarcate sentences and begin to use capital letters for the pronoun 'I', for names and at the start of a sentence. 	Create opportunities to: <ul style="list-style-type: none"> • demonstrate understanding of experiences and events; • share ideas about a text, asking and responding to questions; • make links between own experiences and the text; • make predictions; • retell and sequence stories – orally and in writing; • read with expression in response to print variations and punctuation; • recognise and begin to write in a range of genre.

Independence

Children should have opportunities throughout the day to develop and consolidate their skills and knowledge by making decisions about what they will read and write, experimenting with print and sharing their work with others.



Organising Reading

←..... Range of Genres→

Shared Reading	Group (Emergent)	Independent	Home
Focus on learning intentions/outcomes Whole-class teaching (consolidated through group work) on-going throughout the foundation stage	Learn book-handling skills Concepts of print Picture walks Recognise familiar words Begin to apply some strategies Talk about books Retell stories	Browse and self-select in the book corner/book basket Role-play reading Use texts in play situations Use environmental print	Self-selected Library books Book-baskets/fun-reads Prompts for parents and suggestions for activities Story-sacks Rhymes and songs
	Group (Guided)	Independent	Home
	(Guided reading) Read texts with 90-94% accuracy (Instructional texts) Use core reading strategies Talk about strategies used Develop comprehension	Self-select from banded books Read round the room Begin to apply some strategies Share books with friends Retell stories	Easy reads (95%-100% accuracy)



Strategies for Teaching Reading

Modelled, Shared and Guided sessions should:

- be short and sharp with clearly defined learning outcomes;
- include a balanced range of text types which take account of audience and purpose;
- employ texts which engage the children's interest;
- cross all curriculum areas.

	Role of the Teacher	Role of the pupil	Text
Modelled	The teacher is providing the 'think aloud' demonstration of the strategies used in the process.	The pupil observes the expert at work.	Text is within the pupils' comprehension level.
Shared	<p>The teacher:</p> <ul style="list-style-type: none"> • encourages participation while taking the lead role; • explicitly demonstrates strategies; • uses skillful questioning to engage all the children; • monitors progress. 	<p>The pupil:</p> <ul style="list-style-type: none"> • joins in the process in a supportive environment; • makes contributions ; • learns from the teacher and others. 	<ul style="list-style-type: none"> • Text level is slightly above the independent reading level and within the comprehension level.
Guided	<p>The teacher:</p> <ul style="list-style-type: none"> • groups children according to developmental stage or needs; • provides the opportunity for children to use their knowledge and skills as independently as possible while the teacher provides support; • provides the opportunity for group/individual discussion about the strategies, processes or task. 	<p>The pupil <i>with teacher support, where appropriate:</i></p> <ul style="list-style-type: none"> • uses knowledge and skills as independently as possible; • practises skills; • problem-solves; • transfers learning; • engages in discussion. 	Text is at instructional level (matched to the pupils' ability level).



Handwriting in the Foundation Stage

