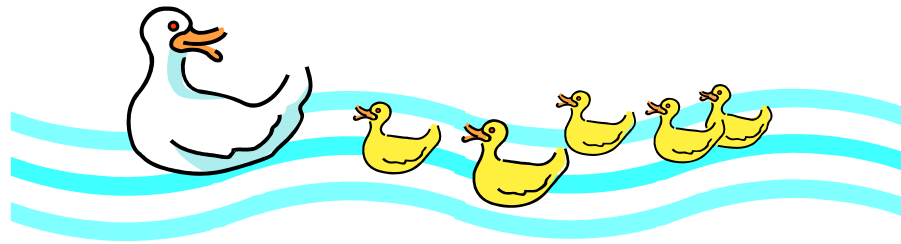


Communication, Language and Literacy in the Ducklings



Areas of Learning

Communication and Language

Listening, Attention and Understanding
Speaking

Literacy

Reading - Comprehension and Word Reading
Writing



Class Routines

Our daily routines enable us to teach these areas of learning.

Meet and Greet

Daily 20 minutes Phonics Time

Story Time

Song Time

Weekly Guided Reading Session

Weekly Guided Writing session

Continuous Provision

End of Day Reflection Time/Goodbye time

Talk Partners



Listening and Attention

Children in Reception will:

- Learn to listen carefully and understand why listening is important.
- Learn to listen whilst also paying attention to something else of interest for a short period of time.
- Listen and respond to ideas expressed by others.
- Listen carefully to rhymes and songs, paying attention to how they sound.



Understanding



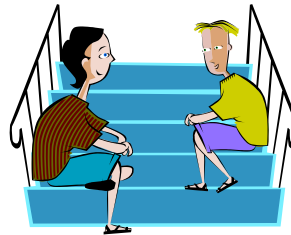
Children in Reception will:

- Learn new vocabulary and use this vocabulary throughout the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Listen to and talk about stories to build familiarity and understanding.
- Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Understand questions such as how, when, where, who and why.
- Begin to understand humour.
- Understand a range of sentence structures including negatives, plurals and tenses.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Speaking

Children in Reception will:

- Learn new vocabulary and use it throughout the day and in different contexts.
- Articulate their ideas in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Use language to imagine and recreate roles and experiences.
- Link statements and stick to a main theme or intention.



What is expected by the end of Reception?

This is what is 'expected' by the end of Reception:

Listening, Attention and Understanding

- ▶ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- ▶ Make comments about what they have heard and ask questions to clarify their understanding.
- ▶ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- ▶ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- ▶ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- ▶ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Speaking and Listening at School

Our environment is designed to be a communication friendly space.

We encourage talking during group, paired and individual time.

There are quiet places for the children to chat to each other, to plan what they will do next and to make decisions. This encourages creative thinking and speaking.

We model listening and questioning with the children and explain the rules of conversations. We answer their questions and discuss their ideas with them so that they feel what they have to say is valued.



Speaking and Listening cont....

Through role play the children develop an understanding of characters and how they interact with each other.

It also enables them children to practise turn taking in conversation in an informal way.

The children are encouraged to talk about their games to answer the questions about what they are doing, and why.

We learn songs and rhymes to help with our learning in other subjects but also to help with rhythm and rhyme.

Speaking and listening is a key element of our learning outdoors too.



Speaking and Listening at home

Making time for conversations is the hardest but most important thing you can do to help your child.

Demonstrate good listening skills and talk about good listeners. Look at your child, make eye contact, go down to their level, keep still and think about what is being said.

Make time to answer their questions however irrelevant they may seem.

Model the correct way of saying a sentence rather than correcting them.



Speaking and Listening at Home cont...

Tell your child about what you are doing while you are doing it.
Talk about familiar things; having a bath, their day, their journey,
shopping, gardening, playing.

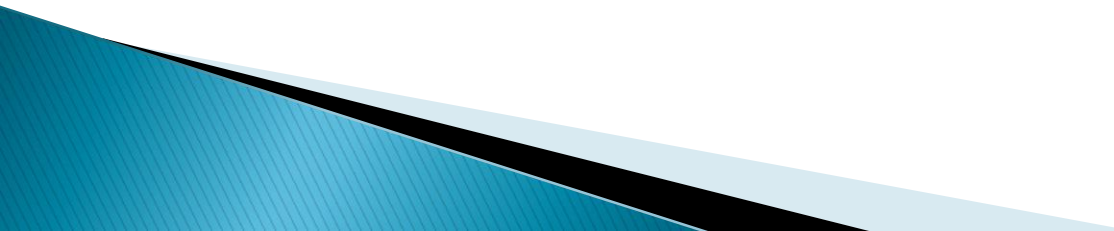
Make time for meals together as often as you can.

Talk about your day and ask about theirs too. Talk about family
decisions; where should we go, what story to read, who to have to
play, etc.

Read picture books, tell stories, sing nursery rhymes.

Pretend play with telephones.

Watch TV together and talk about the characters and what is
happening in the story.



Literacy - Reading



Children in Reception will:

- Read individual letters (**graphemes**) by saying the sounds for them.
- **Blend** sounds (**phonemes**) into words, so that they can read short words.
- Read some letter groups that each represent one sound and say sounds for them for e.g. ai, sh, igh, ear - **digraphs** and **trigraphs**.
- Read some common exception words or 'Tricky' words - for e.g. I, was and the.
- Recognise some **high frequency** or **everyday words** more readily on sight, such as 'and' and 'mum.'
- Read simple phrases and sentences.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Be able to describe the main story settings, events and characters in increasing detail.

What is expected by the end of Reception?

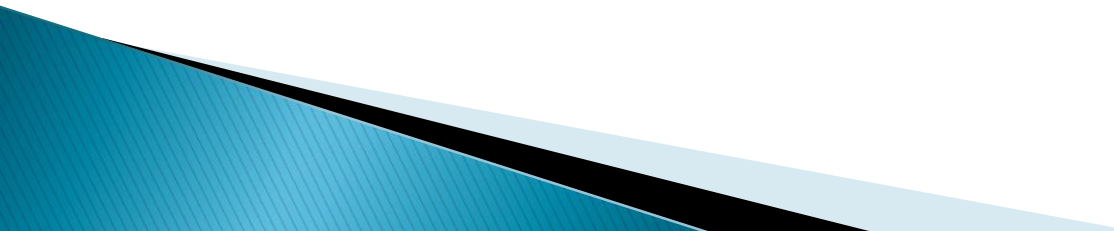
- ▶ This is what is 'expected' by the end of Reception:

Reading

Comprehension:

- ▶ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- ▶ Anticipate (where appropriate) key events in stories.
- ▶ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word reading:

- ▶ Say a sound for each letter in the alphabet and at least 10 digraphs.
 - ▶ Read words consistent with their phonic knowledge by sound-blending.
 - ▶ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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Reading at School



Your child is surrounded by a print rich environment.

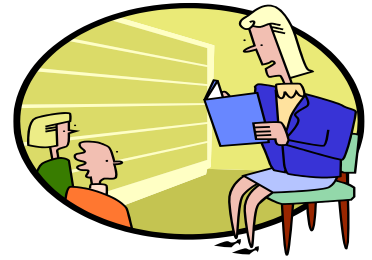
They are encouraged to read the signs around them and they are read to everyday either as a group, in pairs or individually.

There are books in each of the main areas of continuous provision and the children are encouraged to look at them for ideas for play and to find the answers to their questions in books.

We have a weekly guided reading time and teach the children how to handle books with care and respect.

Reading activities take place outside too!

Reading at School



SHARED READING

As a whole class or group

GUIDED READING

As a small group

INDIVIDUAL READING

Individually with an adult in class.

Reading Books



Individual Reading Books

Each child will have one given to them which is based on their reading level. Please share them at home together. Your child should be able to read this book independently with a small amount of support from you.

Book Bands

Your child's reading book will have words, captions and sentences in for them to read, once they are ready. They will always bring home a book that has sounds that they have learnt in.

Reading Records

These are a HOME to SCHOOL record. Please fill them in when you have listened to your child read. Add any comments you feel necessary and we will do the same. Please have it in your child's bag **EVERY** day.

Reading at Home



Become a champion for reading.
Be enthusiastic about what you read.
Let your child see you reading as well as reading with them.
It can be ANYTHING!

Children who are read to regularly develop a positive attitude to books and love reading! This is a powerful incentive to children to learn to read for themselves!

Show them where print is in their environment and read everything around them; signs, menus, magazines, newspapers, shop signs, labels, recipes, football league tables and maps are some.

Join the library and choose books together.

Share your reading book and bedtime stories together.

Bedtime stories...



Read to them EVERY day

Just before they go to bed is a good time but any quiet time will do. Not in front of the television!

Be enthusiastic about the book and topic.

Let your child choose their book even if it is the same one over and over again.

During reading

Show your enjoyment... laugh, smile, look scared, sad, use your voice to create characters and set the scene.

Run your finger under the words showing your child where you start and direction of the print.

Invite your child to turn the pages over and develop respect for the book.

Talk about the pictures.

After reading

Talk about similar experiences your child might have had..."Do you remember when..."

Talk about the story.. "Which bit did you like?" "Wasn't it funny when...."

If your child enjoyed the story, read it again and again

Find more stories by the same author or with similar story lines



Phonics

What is Phonics?

<https://youtu.be/42jb6PopZCI>

Learn how to say the sounds

<https://youtu.be/UCI2mu7URBc>

https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=ae

Phonics at school

The children have a specific phonics session every day for about twenty minutes.

This focuses on...

- Hearing sounds in words
- Naming and sounding the letters of the alphabet
 - Recognising phonemes such as *sh* and *ch*
 - Segmenting and blending sounds in simple words
- Reading and writing words and simple sentences with these sounds in
 - Recognising 'tricky' words such as *the*, *I* and *was*

Phonics activities take place in our outdoor environment too!

Phonics at Home

I Spy

Find the sound

Guess the sound

"Metal Mike"- speaking in robot or 'sound' talk

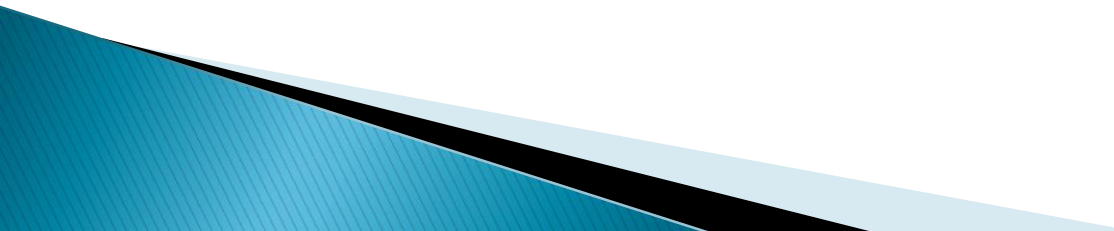
Watch Alphablocks or Geraldine the Giraffe (you tube)

Listen to and sing the Jolly Phonics letter songs

Try some of the activities on

www.ictgames.co.uk and www.phonicsplay.co.uk

Play games with the flash cards sent home



Literacy - Writing



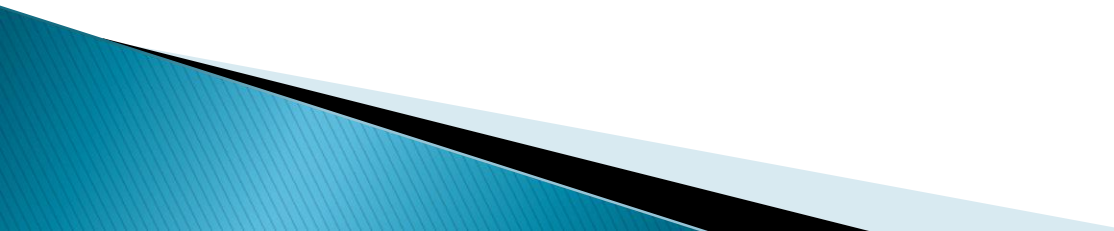
Children in Reception will:

- Form lower-case and capital letters correctly.
- Spell words by **segmenting** them into the sounds (**phonemes**) that they can hear and then writing the corresponding letter/s (**graphemes**.)
- Use their phonics fingers to help them **segment** and spell words.
- Write simple labels and captions, progressing on to simple sentences using known letter-sound correspondences, beginning to show an awareness of capital letters and full stops.
- Re-read what they have written to check that it makes sense.
- Enjoy creating writing for a range of purposes such as a list, a ticket or an invitation.
- Write by identifying letter sounds and writing recognisable letters in sequence. They use sound mats to help them.

What is expected by the end of Reception?

This is what is 'expected' by the end of Reception:

Writing

- ▶ Write recognisable letters, most of which are correctly formed.
 - ▶ Spell words by identifying sounds in them and representing the sounds with a letter or letters.
 - ▶ Write simple phrases and sentences that can be read by others.
- 

Writing at school

The children are surrounded by print and have access to writing equipment all of the time.

We have a phonics area and a mark making area specifically for writing but writing and mark making goes on in all areas of the classroom and even outside.

We model writing; stories, names, lists, diaries, writing poems, labels and instructions as often as the opportunity arises.

We do lots of talk for writing, talking in full sentences and we use fun actions to help the children remember what is needed in a sentence, such as a capital letter, fingers spaces and a full stop.

We encourage the children to have a go, sometimes using line writing, where they say a sentence, draw a line for each word, then try to write each word on the lines, listening to the sounds.

THINK IT! SAY IT and HEAR IT! WRITE IT! READ IT!



Cursive Handwriting

- ▶ From the off we are introducing the children to the cursive style that the rest of the school use. Each letter starts on the line and has a lead in.
- ▶ As we learn each letter in phonics, we learn a little rhyme to help us remember how to write it.
- ▶ We encourage you to model this when writing with them at home. It does take perseverance and practise! But the results are worth it in the end!

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

Writing at Home



As with reading it is about being a champion for writing. Encourage your child to write by letting them see you write and let them know why. Give it a purpose, such as writing a shopping list or a list of jobs, leaving a note for someone, writing a letter or signing a birthday card.

Write in sand or with chalks or paintbrushes and water on the garden path.

Do magic finger writing in the air.

Practise the letter formation sheets that your child brings home, as they learn each letter.

Encourage your child to make marks, trace over patterns, do colouring in or draw pictures.

Early writing activities also include looking for print around them and fine motor activities e.g. cutting, playing with play dough or using tweezers.

ENJOY!!!

