

Literacy			
Resources to support progression through EYFS	Developing Communication and language		Possible learning experiences/ invitations to play
<p><u>To start with</u> Available adult to support children in using the area appropriately. Consider the use of Doodle sticks, write dance, Dough Disco, to support the development of fine motor control (writing skills in later life) through engagement in gross motor activities.</p> <p>Selection of paper, pads, notebooks (consider how they support children’s interests) Selection of mark making tools, think chunky crayons, stubby pencils</p> <p>Readymade books Floor book to support talk</p> <p>Name cards Mark making caddies/bags to promote mark making everywhere. Print in different but relevant languages</p>	<p><u>Keys to Communication</u> Listening and attention – Listen for the word</p>	<p><u>Asking open questions?</u> “How did you...?” “Why does this?” “What happens next?” “What do you think?” “What would happen if: “How would you feel...”, “I wonder how we could find out?”</p> <p><u>Using Positive Questioning</u> “I don’t know”, “ what do you think”, “I hadn’t thought of that” “That’s an interesting idea” “Have you seen what Ben has done”, good thinking maybe you should try it out.</p> <p>I wonder what would happen if.? I wonder how we would make that. How about writing a letter to your friend? Shall we write invitations to your party?</p> <p><u>Words to build vocabulary</u> Adults to introduce vocabulary (use of words, symbols, and signs) e.g.- Pen, crayon, felt pen, chalk, brush, draw, colour, write, paper, letter sounds(phonics), Squiggle, scribe, alphabet, print, information Circle, line, zig zag</p>	<p>Use variety of tools and experience the different marks they make, Experiment with thick/ thin lines. Make curled, zig- zag, straight patterns Letter orientation. Make lists, invitations, cards, recipes, and labels Model adult mark making Use message board for communication with others. Name writing. Story writing-using books relating to theme. Book making. Explore large movements. Make water patterns. Use ‘chalk paint’ to mark make on large natural surfaces. Use natural objects & body to mark make in mud, sand, gravel, and dough Use body parts to mark make with different media Use tyres, shoes, wheeled toys to make tracks Use whiteboard/blackboard as scoreboard Use natural resources for mark making & printing Splatter painting. Graffiti wall. Large scale letter formation. Outdoor adventure / story books/ Map making for adventure. Opportunities to develop muscles in shoulders, arms, and fingers by using Doodle sticks, Jedi writing, Spiderman webs etc Funky fingers station for development of fine motor control</p>
	<p><u>EAL</u> Points to consider – how do children use books? Is the print right to left or do they start at the back of the book? Ask parents to annotate books themselves in their home language? Ask parents to use the talking buttons to share key messages.</p>		
<p><u>Enhancements to support skill development.</u> Name cards Pens, pencils, felt tips, thin wax crayons, highlighters, (assorted colours/types/thickness). Sharpeners. Clipboards Hole puncher, staplers, scissors, glue, Sellotape, Stencils, rulers, paper clips Assorted paper, card, envelopes, postcards, gift tags, parcel labels, writing books/pads – lists, gummed labels/post-it-pads Phonic resources to help with linking letters to sounds and recalling tricky words etc. Class lists/Message Board/ Books depicting mark making ideas about the theme/Story books Letters / numbers Telephone/ Newspapers/ comics/ magazines Readymade books</p>			
Look, listen, and note.....			
<p>Can they tell you about the different marks they are making in their writing and drawing? Can they hold a chunky crayon, pencil, pen or paintbrush to make lines that go up and down, round and round and side to side?</p>	<p>Can they recognise their own name and other words that are special to them? Do they hold the book the correct way up and are able to turn the pages? Are they aware that the words in a book tell them things and where the words start on the page? Do they sometimes tell you about their drawings and paintings and what their writing means? Do they tell you what they think your writing means? Are they able to make the marks and lines they want with a pencil? Do they copy some of the letters of their name when you write it for them?</p>	<p>Can they write each of the letters I need to write the word? Can they read short sentences which are made up of words like “the” or “and” and words that I can say each of the sounds in? Do they use their favourite stories to help the make up their own stories when they are dressing up? Do they like to share different stories, comics, rhymes, and fact books etc? Do they look in books and on websites to find out information about things they are interested in? Do they tell you about the marks, shapes, and letters they make? Do they know that when you say a word, you can write it down and that letters make up the word? Can they tell you the first sound in any word you say? Can they tell you the name and sound of all the letters in the alphabet? Can they write their name? Do they write labels and captions to tell you about things they do and make?</p>	