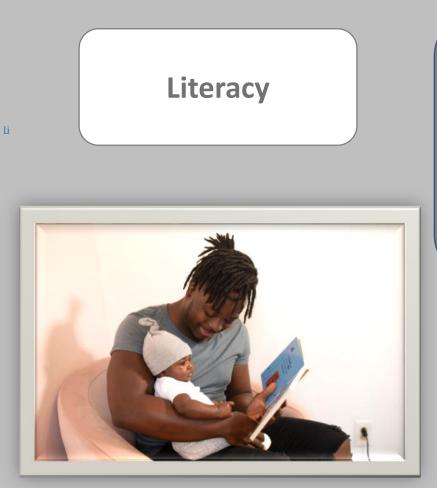
mestouides () UNIVERSITY OF CHICHESTER VSO

"Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest" (DFE, 2017)

Children imitate the adults around them. Reading magazines and books, colouring and writing can ease anxiety in adults as well as showing children the value of reading and writing.



Speaking and listening skills are vital for the development of reading and writing...

...Share conversations, songs and books with children and encourage them to create their own.

Before children can form recognisable letters, they make marks and give meaning to these marks using their imagination. This process can be encouraged by

providing a range of materials to enable mark-making and by listening and supporting children when they talk about the marks they have made.

A Parent's Guide to Promoting Learning and Development at Home



Promoting Writing

	Promoting Reading				Promoting Writing	
Activity	How adults can support	Learning (DfE, 2013)		Activity	How adults can support	Learning (DfE, 2013)
Listening for Sounds	Set a timer for one minute and sit outside, open the window or walk around a room. What sounds can your child hear? Can they imitate any of these sounds?	Listen attentively in a range of situations		Pretend Play	engaging in imaginative play. For example if they are pretending to mar be a doctor, provide them with a notepad to encourage them to as the	Gives meaning to marks they make as they draw, write and paint
Story and Rhyme Time	Try creating a cosy reading den space together using blankets and chairs. When reading rhyming books, encourage your child to join in	Anticipates phrases in rhymes and stories				
	by pausing to see if they can complete the rhyme . Can they also think of a rhyming nickname for each family member?	Enjoys an increasing		Writing for Purpose	Build in opportunities for your child to write for a specific purpose. This could include writing letters to family and friends, a shopping list for the weekly shop or a thank you card.	Write in meaningful contexts
	Encourage your child to talk about their favourite book, pages and characters.	range of books		Name Writing	Together, choose a special place where their name is displayed for them to see every day. This could be their bedroom door or where	
Letter Detective	Encourage your child to become a detective by hunting for letters, such as the first letter in their name. Look inside books during the bedtime story, recipe books, or on the front of post which arrives through the door.	Begins to show an interest in print in books and print in the environment Links sounds to letters			their to see every day. This could be their bedroom door of where they eat their meals for instance. Ensure the first letter in their name is written as a capital letter and all remaining letters in their name are in lower case. Encourage them to write their name on any artwork they are proud of to promote the purpose of name writing. Try making a string washing line inside and writing the letters in their name on pieces of paper for them to hang with pegs in the correct order.	
	name or simple words. Ask your child to say the sound of the letters aloud when they find them.			Sensory	Before encouraging your child to use a paper and pencil to write	Uses some
I Spy	Play 'I spy with my little eye' with your child to help them hear the initial sound in words. To make this game easier gather a selection of objects or toys starting with the same sound for your child to choose from. For example, a scarf, saucepan and snake.	Hears and says the initial sound in words		Writing	new letters first encourage them to try forming the letters by; - Tracing the letter in the air with their finger -Drawing it on your back -Using their finger to create the letter in a baking tray filled with sensory materials such as salt, flour or lentils.	clearly identifiable letters
Musical Statues	Place letters familiar to your child on the floor. Play music and ask them to dance. When the music stops say a sound and see if they can run to the matching letter. If you have access to an outside area, you adapt this game by placing the letters on fences or walls where they can run to each letter or aim at them with balls.	Links sounds to letters.		Storytelling	Encourage your child to tell you stories. Make a storytelling hat together out of paper or cardboard and take it in turns to wear the hat and become the storyteller. As part of the bedtime story routine, tell your child a story about the events of the day featuring themselves as a character. When they are used to this process encourage them to create their own story for their day.	Develop their own narratives and explanations by connecting ideas or events.

meshouides (F) PUNIVERSITY OF VSO

References

Communication Trust. (N.D.). Top Tips for Parents on Supporting Children's Speech and Language. Available at: <u>https://www.thecommunicationtrust.org.uk/media/18662/tott_top_talking_tips_for_parents_final.pdf</u>

DCSF. (2009). *Learning, Playing & Interacting: Good practice in the Early Years Foundation Stage.* Available at: <u>https://www.keap.org.uk/documents/LearningPlayingInteracting.pdf</u>

DfE. (2017). Statutory Framework for the Early Years Foundation Stage. Setting the standards for learning, development and care for children from birth to five. Available from https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

DoHSC. (2019). Physical Activity Guidelines: Infographics. Available a<u>t:</u> <u>https://www.gov.uk/government/publications/physical-activity-guidelines-infographics</u>

Early Education. (2012). Development Matters in the Early Years Foundation Stage. Available at: https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf

Fisher, J. (2016). *Interacting or Interfering? Improving interactions in the early years*. Maidenhead: Open University Press

Laxton, D., & Leask, M. (2017). MESH Guide: Early Years/ Early Childhood. Retrieved October 29, 2019, from http://meshguides.org/guides/node/1343

Acknowledgements

With particular thanks to Dr Linda Cooper and Lianna Wilding of the University of Chichester for their contributions to the Understanding the World and Literacy pages.



This document and other information related to SKIP for Early Years Educators can be freely accessed and downloaded from:

https://www.skipforeyeducators.co.uk

