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QUALIFICATIONS,
CURRICULUM &
ASSESSMENT AUTHORITY
FOR WALES

FOUNDATION PHASE GUIDANCE MATERIAL

LANGUAGE, LITERACY AND COMMUNICATION SKILLS

INITIAL DRAFT
JULY 2005

Please note that this guidance is still in draft format and it is intended that amendments and additions will be made following the pilot project. Where examples of case studies / photographs / children's work / planning have been indicated, these will be added before the final document is published.

Contents
(to be updated on completion of document)

Background	1
Introduction	3
Oracy	4
<i>Speaking</i>	
<i>Photograph</i>	
<i>Listening</i>	
<i>Photograph</i>	
Reading	9
Writing	12
<i>Examples of Children's work in each of these stages (to be inserted)</i>	
Communication Skills	15
<i>Photograph</i>	
Learning and Teaching	17
Organisation of the Learning Environment	18
Planning / Progression	20
Progress in Learning	21
<i>Oracy</i>	
<i>Reading</i>	
<i>Writing</i>	
<i>Photograph</i>	
Language, Literacy and Communication Skills Across the Curriculum	27
Useful Information and Contacts	29
Glossary of Terms	31

Background

The introduction of the Foundation Phase and its curriculum and associated assessment arrangements for 3-7 year olds is based upon the Welsh Assembly Government's consultation document, '*The Learning Country: Foundation Phase 3-7 year olds*' (February 2003), its subsequent consultation responses and Action Plan, and the Assembly's '*laith Pawb - A National Action Plan for a Bilingual Wales*' document (February 2003).

The curriculum framework for the Foundation Phase '*A Draft Framework for Children's Learning*' is being piloted in 41 settings / schools across Wales. The pilot period began in September 2004. During the pilot project ACCAC will be monitoring and evaluating the impact of the '*Draft Framework for Children's Learning*' and its accompanying assessment and guidance material.

This guidance supports the 'Language, Literacy and Communication Skills' area of learning in the '*Draft Framework for Children's Learning*'. The document provides guidance on the skills and knowledge that children acquire, along with case studies on its implementation in settings and schools. The guidance and area of learning should not be viewed or delivered in isolation; it should be planned for across the curriculum.

Gadewch i ni siarad am ein meddyliau ac am ein teimladau. Os yw'n lleisiau'n rhai mawr neu'n rhai bychain; os ydyn ni'n sibrwd neu'n gweiddi, yn paentio, yn tynnu llun, yn meimio, neu'n arwyddo – gwrandewch arnon ni a chlywch yr hyn rym ni'n 'i ddweud.

Allow us to tell you what we are thinking and feeling. Whether our voices are big or small; whether we whisper or shout it, or paint, draw, mime, or sign it – listen to us and hear what we say.

UNICEF For Every Child: the rights of the child in words and pictures.
UN Convention on the Rights of the Child. Article 13

Introduction

Language, literacy and communication are crucial and important factors in children's development.

Language is a form of communication to express thoughts, ideas, feelings, emotions and information. Other forms of communication can include non-verbal gestures and actions such as:

- facial expressions
- body posture and movement
- tone of voice.

Children can also express themselves and communicate through using ICT, role / imaginative play, drama, dance, movement and in other creative activities such as art and music. As well as being a tool for communicating, language is also a tool for thinking and is closely linked to children's cognitive development.

It is important that the different elements of language and literacy are seen as linking and having a purpose. Language, reading and writing skills develop together and are interconnected. They should not be taught in isolation of each other. These literacy skills are developed through real life and meaningful experiences for the children.

Language is a means by which children learn about the world and communicate with their peers and adults. It is crucial in enhancing their cognitive development and in the way they go about solving problems and forming relationships.

Language, Literacy and Communication Skills consists of the progressive development of children's skills in:

- speaking
- listening
- reading
- writing
- communicating.

Oracy

Speaking and listening are essential skills for children's cognitive development and for making progress in their other literacy skills of reading and writing. Children need many opportunities to speak and listen with adults and children. When appropriate, it is also important that children are encouraged to look at the person to whom they are speaking or listening.

Speaking

Speaking involves children producing sounds, having an understanding of language development and developing the ability to speak for different purposes and audiences. Through speaking children learn and make sense of their world.

Children enter settings / schools with a variety of language experiences and language skills, having had different linguistic and cultural experiences. These can impact on their current achievements and understanding of the power of the skills of speaking, listening and communicating.

Good role models will engage children in discussions, so they can develop their thinking and understanding of their experiences, and develop a wide and varied vocabulary. Further along in their development, most children who have been exposed to enriching language experiences will be able to produce words and simple sentences.

To progress in their development, children will need to have experienced quality speaking and listening activities both spontaneous and planned throughout the Foundation Phase. It is through these experiences that children should become more confident and willing to contribute.

These experiences will also develop the skill of controlling their voice to match the audience and activity, for example, the noise level and voices used in a reading corner or during circle time will be very different to the voices needed in team games outdoors or playing cooperatively in the role / imaginary play area.

Speaking provides opportunities for children to:

- be involved in active play
- ask and answer questions
- share ideas and experiences
- discuss different emotions and feelings
- develop their ideas and those of others
- learn to take turns, to be patient and tolerant of others
- solve problems and create solutions individually, in pairs and small groups
- contribute to discussions / debates
- reflect on what they have learned
- argue constructively over moral issues and whether they are right or wrong
- articulate that they do not understand
- ask for information and clarify their thinking and understanding
- have fun with sounds, words, rhymes and songs.

Some of the activities to support the development of speaking skills could include the following:

- joining in with nursery rhymes, action songs and singing
- telling stories, sharing and recounting information, celebrations and events that are important to children
- circle time to provide opportunities for children to discuss, speak and listen to others' ideas, feelings, emotions and events
- relaying messages, sharing greetings in daily routines and giving instructions to others
- discussing and describing objects and artefacts
- using stimuli for speaking and responding, such as treasure baskets and puppets

- role / imaginative play and drama activities that encourage children to talk to each other
- working collaboratively towards a specific purpose / goal
- questioning visitors about their role in the community
- debates over topical and moral issues
- reviewing their work
- using ICT, such as taping children's voices / conversations and playing them back to them for discussion.



PHOTOGRAPH

Listening

Listening is an intricate and complicated skill that children need to develop and practise. Listening does not come naturally to all children and therefore adults must provide opportunities for children to develop their listening skills. Some children may need to learn how to listen. As with other skills, some children enter the setting / school with quite sophisticated and developed listening skills.

Today, some children live in noisy environments with a great deal of background sounds, such as television, music, playstations and other noisy electronic games, so there is an explicit need to ensure that all children have opportunities to develop and enhance their listening ,concentration and thinking.

There are many activities that support the development of listening skills. Through participating in listening activities children should be able to differentiate between sounds and discriminate sounds from each other. Activities should be differentiated to ensure children make progress.

Some of the activities to support the development of listening skills could include the following:

- listening to and joining in with action songs and rhymes
- sound walks indoors and outdoors, to allow children opportunities to listen to a wide range / variety of sounds and to identify them
- encouraging children to listen to short pieces of music, of the present / past, classical / modern and a variety of styles
- adult or children tapping / clapping a rhythm and the children repeating it
- using sorting trays, for example, children are asked to sort pictures / words that start with the same initial sound, rhyming words or using a more sophisticated form of classification
- playing sound lotto

- children having to identify which sound is the odd one out
- playing the game 'I went to the supermarket and I bought(name an item), each child repeats the previous object and adds another item beginning with the same initial sound
- using a listening centre, children have opportunities to listen to familiar and unfamiliar stories
- using music in the setting / classroom while the children are engaged in activities or as a stimuli to indicate something, such as the end of a session or on entry to the learning environment / dinner hall
- circle time to provide opportunities for children to listen to others, both adults and their peers
- listening to visitors
- collaborative activities to encourage children to listen to each other.



PHOTOGRAPH

Reading

Early literacy is best promoted through meaningful and real contexts of learning and a print rich environment. Children do not learn to read in isolation of the other skills of speaking, listening and writing. Learning to read should be fun for all children and it should not be rushed as 'learning to read' is special and unique to all children.

Many factors can influence when children are ready to read, these can include children's:

- previous linguistic and social experiences
- developmental readiness, which can include, auditory, visual and speech development
- intellectual and emotional development

In settings / schools, activities that can support early reading skills, could include:

- allowing children plenty of opportunities to enjoy, handle, look at a range of books in a quiet area
- using children's own books (individual, group or class) as first readers
- using listening centres / tape recorders to listen to and follow a story using tapes and books
- using storybags / storyboxes to encourage parental / carer involvement in the home
- sharing stories and rhymes in a fun and pleasurable way
- using role play and drama activities to 'act out' roles and characters from familiar stories
- identifying words and linking them to the relevant pictures
- breaking down words into letters – teaching of phonics in a structured and imaginative way to ensure the progressive continuum of phonic development

- identifying that the top left hand corner is the starting point and left to right orientation
- activities that encourage auditory and visual development, left / right orientation and having fun with letters and words
- sequencing pictures, events and celebrations, for example, sets of cards and pictures and ICT programs
- book days where children dress up as their favourite book character
- book fairs and book bus.

As children progress through these early stages of reading, within a comprehensive reading program they should have experiences of:

- observing an adult reading
- shared / guided reading
- matching picture cues to words
- sequencing pictures to create a story
- looking at and discussing patterns in words
- shapes of letters and words
- using and looking at common words
- matching words
- breaking down words in to letters
- creating simple sentences in groups and individually
- early stages of punctuation

Some of the activities to support the development of early reading skills could include the following:

- playing with jigsaws and sequencing cards
- listening to stories on listening centres
- making group / class and individual books with an audience in mind e.g. making a book for visitors, younger or older children
- having an interactive and contextualised print-rich environment where children use, recognise words, sentences etc. in their activities

- having a reading area and access to reading materials outdoors
- responding to stories through role play / drama activities
- using puppets to create individual, group and class stories
- playing games like lotto, odd one out, spot the difference
- re-telling stories that they have heard and discussing the characters' actions, motives, appearance etc.
- telling stories from picture cards and cartoons
- having time in a quiet 'reading area' to handle, look at, read to themselves (both fiction and non-fiction) books that they enjoy
- reading together activities, such as shopping lists for a cooking activity or a list of resources needed for a project
- listening to poets, authors and guests reading to them
- opportunities to play with letters and words, such as putting back together cut up words.

As children progress from looking at and showing an interest in books through to reading a range of texts fiction and non-fiction and showing an understanding of the main ideas or events. They should have had opportunities to experience reading across the curriculum and for a range of purposes.

Reading should always be a fun or pleasurable activity for children whether they are reading to an adult, for themselves or to find out information for a specific task. They should be allowed to read from books that have meaning for them and not just be made to read through a commercial scheme.

An environment that is rich in print, colourful displays, along with areas for speaking and listening, reading and writing will encourage a love of words, books and reading in children.

Writing

Children should have plenty of opportunities to make marks and write in meaningful activities. Through participating in purposeful writing tasks, children will develop and improve their written skills as they move along the learning continuum. Although there are stages of writing that the children move through, it is important to note that even if they are at the stage of mark making they are still able to write for a variety of purposes. At all stages of development children's work should be valued and displayed. The following is a breakdown of the different stages children move through to become confident and competent writers:

- mark making
- unexplained scribbles
- explained scribbles
- attempts to write letters
- left to right orientation
- modelled writing
- making lists / notes etc.
- own attempt to write simple sentences
- write simple sentences using word books / dictionaries
- write simple sentences with capital letters, full stops, question marks
- write short stories / accounts using word books / dictionaries with increasing independence
- write for a variety of purposes mainly unaided, with evidence of planning / shaping.

EXAMPLES OF CHILDREN'S WORK IN EACH OF THESE STAGES (to be inserted)

Children need to see writing as a useful and purposeful activity; they need it to make sense. There is a range of writing experiences which can be planned and provided for children in the Foundation Phase, starting with the early writing activities. As children's writing skills progress, they should have

opportunities to practise, develop and apply their written skills across the curriculum and in play activities, such as, a garden centre or garage outdoors, a café, travel agent, or pet shop etc. For the children to gain maximum benefit from play activities it is important that that they result from first hand experiences as far as possible.

To support the development of children's written skills, it is essential to provide plenty of opportunities for children to develop, use and improve their hand-eye coordination, their gross motor and fine manipulative skills. They should handle and manipulate materials, including natural resources and those commercially purchased, in the learning environments. The following are some activities that can support children's hand-eye coordination and early writing skills:

- threading and lacing activities, beginning with larger / chunky resources
- jigsaws and puzzles
- scribbling, drawing, painting and writing using a variety of resources and media, such as, large paintbrushes / crayons at their early stages of development, progressing to smaller / thinner ones as their skills become more sophisticated
- pattern making using art and craft activities
- using scissors to make patterns and for cutting out pictures
- using light boxes to support pattern / letter formation
- playing with bean bags, large and small balls for throwing and catching
- following pathways and joining dots
- appropriate tracing activities
- early letter formation activities using mark making materials, indoors and outdoors
- forming letters, patterns and names in sand trays, shaving foam, rice etc.

In the Foundation Phase children should have opportunities to write, in a variety of styles, genres and for a range of purposes, these could include:

- **recounting**, for example, events that have happened, visits etc.
- **expressing personal feelings**, thoughts and ideas for example, something funny, serious
- **descriptive**, for example, describing objects, people, the outdoor environment, animals, minibeasts and artefacts
- **prediction**, for example, what they might think will happen next in a story or experiment
- **letters / invitations** for example, writing to an organisation to get information for a topic
- **imaginative**, for example, writing about how baby bear might have felt in the story '*Goldilocks and The Three Bears*' or a character in Star Wars
- **information**, for example, researching, collating and writing about a famous person, local celebrity or developing a questionnaire
- **instructions**, for example, how to make a fruit salad
- **poems / rhymes**, for example, making up some nonsense poems
- **persuasive**, for example, trying to persuade someone to choose the healthy option for snack or lunch
- **explanation**, for example, to explain why they felt someone had behaved in a certain way or explaining what the meaning of a story was about
- **reports / factual**, for example, writing a factual account of a visit or activity that had happened for the setting / class/ school magazine
- **narrative / story**, for example, using three story cubes to identify, character, circumstance, setting

Communication Skills

Children can communicate through actions and gestures as well as through language. Adults working with children can pick up many cues from children. These could be to do with their involvement in their learning, their relationships with adults, peers and the environment and how they feel about themselves and those around them.

Through their play and structured activities, children use and communicate through verbal and non-verbal interactions. Children should have plenty of opportunities throughout the Foundation Phase and across the curriculum to:

- express themselves, their needs, feelings, emotions and desires
- use facial expression, including eye contact
- use body gestures
- follow instructions and directions
- understand spoken language and discriminate between different sounds
- practise using words and sentences.

An appropriate, active, experiential learning curriculum should provide children with ample opportunities to express themselves. Through participating in art and craft, movement, dance, drama and music activities, children should be able to see immediate results, represent aspects of their world and follow up on their own experiences.

Art and craft activities allow children to squeeze, mould and touch materials which can provide them with opportunities to experiment, discover and represent different emotions. Mark making using a variety of media will allow children to represent different feelings and aspects of their lives and experiences, as well as allowing them to communicate new ideas to others.

Movement, dance and drama activities are ideal for allowing children to use their imagination and for taking on different roles, whilst moving and responding to different stimuli. They are able to express themselves and release their emotions and feelings through using their bodies in a variety of ways. Music and movement activities are often linked and allow children opportunities for self expression.

Most children respond to music and it is a wonderful medium for them to communicate their emotions and feelings. Music can provide a release for them as well as allowing them to explore sounds by making their own, through using instruments that have been made and commercially purchased. A range of music activities and listening and responding to a variety of different music will provide children with opportunities to learn about different cultures and the special music that plays an important part within their customs.



PHOTOGRAPH

Learning and Teaching

As identified in ACCAC's *supplementary guidance on Personal and Social Education (2000)*, active learning requires styles of learning and teaching which include the following features:

- The adult as a **facilitator** who is willing to learn alongside the children
 - A positive and secure **learning environment**
 - Children as **active participants** not passive listeners
 - Learning that creates **challenges**
 - **Collaborative** learning
 - A variety of visual, auditory and kinaesthetic activities to cater for different **learning styles**
 - Children having **ownership** of the learning and accepting some responsibility for it
 - An emphasis on **skill development** through practising skills e.g. in role playing scenarios
 - The **affective aspect** of children's development playing a significant part as attitudes, values, feelings and emotions are explored
 - **Empowerment** seen as a central concept so that children are better equipped to take greater charge of their lives in order to enhance their confidence, competence and self-esteem.
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- As the Foundation Phase Curriculum applies for 3-7 year olds it is essential that there is continuity of planning for children's development. Educators need to be aware of what has been taught in the previous year and build on children's attainment / achievement and experiences.
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- Evaluation of the provision will necessitate all adults engaging in observation of concentration, involvement and dispositions to learning, social interactions in group work and ability to work independently. Consultation with children and parents can also contribute to evaluation of the learning programme.

Organisation of the Learning Environment

The learning environment should be inviting, stimulating, flexible, language rich and used as a powerful resource to motivate learners. It should be enhanced by interactive displays of children's work that stimulate, motivate and reinforce their learning. Displays and the learning environment should change regularly and children should have ownership and feel confident moving from the indoor to the outdoor learning environments.

To support children's language, literacy and communication skills, the learning environment should:

- be rich in print, in English and / or Welsh where appropriate
- provide a variety of challenging opportunities
- value and celebrate everyone's contribution
- offer opportunities for talking, listening, being still and quiet, reading, mark making, writing and using ICT

Resources should provide for equal opportunities and meet individual needs. Resources and activities should be developmentally appropriate, enable consolidation of existing learning and acquisition of new knowledge, skills, and understanding through enquiry and investigation.

A range and variety of resources should be used and selected to support children's learning indoors and outdoors. The way resources are organised should ensure that there are a wide range of opportunities for children to make choices, select and return resources after use and engage in experiences that interest them.

Resources to support children's language, literacy and communication skills could include props such as puppets, telephones, walkie talkies, role play areas, talking seats, friendship stops and gardens to encourage children to speak and listen to each other. Quiet areas should be provided to

support sustained listening and exciting book corners / areas that provide children with an extensive genre of books to handle and 'read'.

To support writing skills all learning environments should have plenty of opportunity for mark making / writing using a variety of media.

Opportunities for children to perform and express themselves should be provided, such as, having music resources that are easily accessible and having areas to perform their own devised dances and for exploring different emotions. This could be achieved by creating a performing area indoors and outdoors.

Another useful resource for the learning environment can include visitors from the local communities, from various cultures and from areas of particular interest to the children. These visits can provide first hand experiences for the children and provide ideal speaking and listening activities. They can extend children's knowledge and understanding, for example, on various roles people have in the community and important traditions of different cultures.

Space should be carefully planned to accommodate:

- indoor and outdoor learning experiences
- opportunities for individual and small group work
- independent learning
- group sessions with an adult.

There should be adequate surfaces for:

- storing work in progress
- displaying work
- setting out interactive displays.

Planning / Progression

As children will move along the learning continuum at different rates, it is important to observe children's skills, consider individual needs and take into account the range of language, literacy and communication skills, when planning activities. Relevant and engaging learning experiences will enable children to make steady progress appropriate to their stage of development. Children's involvement in planning and decision making will enhance the learning experiences for them.

Progression in children's language, literacy and communication skills can be supported by opportunities for:

- play
- experimentation
- talking / discussing
- predicting / estimation
- practise
- review
- application
- evaluation.

Examples of Planning *(to be included during the pilot project)*

- a policy statement for Language, Literacy and Communication Skills, possibly a curriculum map and scheme of work
- a plan for a cross curricular theme integrating several areas of learning

Progress in Learning

Oracy

Through taking part in speaking, listening and viewing activities, the Foundation Phase should enable children to make progress in their ability to:

- use simple language in their play and communicate understanding of basic instructions
- listen to and join in with simple rhymes, songs and stories
- make themselves understood, have something to say; talk about matters of immediate and personal interest; convey meaning in a simple way; listen to others and respond appropriately; listen to and carry out instructions
- tell stories, both real and imagined; take part in imaginative play and drama; read and listen to nursery rhymes and poetry, including repeating some from memory; be able to re-tell stories in sequence, with some detail
- express feelings, likes, dislikes and needs
- express some thoughts, ideas and feelings through structured activities; listen, view and respond with growing attention and concentration to a range of stimuli, including media and ICT texts, such as children's TV programmes and animated tales on CD-
- relate their contributions in a discussion to what has gone on before, taking similar/different views into account; use the conventions of discussion and conversation
- work as individuals and in different sized groups, talking to different audiences including: friends, the class, teachers and other familiar adults
- adopt a role, making a conscious use of movement, gesture and speech; participate in drama activities, improvisation and performances of varying kinds, using language appropriate to a role or situation; respond to drama they have watched, as well as that in which they have participated

- predict outcomes and discuss possibilities, giving reasons for opinions; make simple, clear explanations of choices, giving reasons for opinions and actions
- speak with confidence, making themselves clear through organising what they say and choosing words with precision, building on their previous experience; speak with clear diction and appropriate intonation in their own accents, modifying their talk to the requirements of the audience
- understand that there is variety in the language they hear about them,
- incorporate relevant detail in explanations, descriptions and narratives, and distinguish between the essential and less important; recognise the importance of language that is clear, fluent and interesting in order to communicate effectively
- respond appropriately and effectively to what they have heard;
- ask and answer questions that clarify their understanding and indicate thoughtfulness about the matter under discussion

Reading

The Foundation Phase should enable children to enjoy books and to make progress in their ability to:

- follow stories read to them and respond as appropriate; look at books with or without an adult and show an interest in and enjoy their content; handle a book as a reader; be able to follow stories from pictures
- be aware of different types of books: picture books, plays, poems and stories with familiar settings and those based on imaginary or fantasy worlds; stories, poems and chants containing patterned and predictable language; retellings of traditional folk and fairy stories; stories and poems from Wales and a range of cultures; books and poems written by significant children's authors; adaptations and translations; stories and poems that are particularly challenging in terms of length or vocabulary

- read information, both in print and on screen, and make use of a range of sources of information, including dictionaries, ICT-based reference materials, encyclopaedias and information presented in fictional form
- read with enjoyment and increasing fluency, accuracy, understanding and independence, building on what they already know, including: the sounds and names of the alphabet; an awareness of the sounds of spoken language in order to develop phonological awareness, the use of various approaches to word identification and recognition; the use of their understanding of grammatical structure and the meaning of the text as a whole to make sense of print
- read their own work and other texts aloud
- understand and respond to stories and poems, and in particular to: talk about characters, events and language in books, beginning to use appropriate terminology; say what might happen next in a story; retell stories; explain the content of a passage or whole text; choose books to read individually and with others; review their reading with their teacher; read complete short texts, including playscripts; re-read favourite stories and poems, reciting some from memory; hear stories and poems read aloud frequently and regularly, including some longer, more challenging material; prepare, present and act out stories and poems they have read.
- explore meaning within a book as a whole: use their knowledge of book conventions, story structure, patterns of language and presentational devices, and their background knowledge and understanding of the content of a book; keep the overall sense of a passage in mind as a checking device; recognise the structural devices for organising information, e.g. contents, headings, captions

while at the same time developing their ability to:

- understand that written symbols have sound and meaning; recognise alliteration, sound patterns and rhyme, and relate these to patterns in letters; consider syllables in longer words; identify initial and final sounds in words; identify and use a comprehensive range of letters and sounds, including combinations of letters, blends and digraphs, and paying specific attention to their use in the formation of words; recognise inconsistencies in phonic patterns; recognise that some letters do not always produce a sound themselves but influence the sound of others
- develop a vocabulary of words recognised and understood automatically and quickly *e.g. extending from a few words of personal importance to a larger number of words from books and the environment*; use their sight vocabulary to help them read words that have similar features; discuss alternative meanings of words and phrases
- focus on what can be learned about word meanings and parts of words from consistent letter patterns,
- recognise the way language is ordered and organised into sentences: use their knowledge of word order and the structure of written language to confirm or check meaning; recognise the value of surrounding text in identifying unknown words; check the accuracy of their reading, attending to whether it sounds right and/or makes sense grammatically; re-read and/or read ahead passages when the sense has been lost

Writing

The Foundation Phase should enable children to enjoy experimenting with written communication and to make progress in their ability to:

- make marks and communicate by using a variety of media
- begin to produce pieces of emergent writing, developing some letters correctly

- understand that writing is a means of communication; understand the connections between speech and language; differentiate between print and pictures; understand the different purposes and function of written language as a means of remembering, communicating, organising and developing ideas and information and as a source of enjoyment
- experiment with mark making; express ideas for a scribe to write; begin to write in a conventional way; recognise the alphabetic nature of writing and discriminate between letters
- write independently on subjects that are of interest and importance to them, including stories, poems, class activities and personal experiences; identify the purpose for which they write, and write for a range of readers; organise and present writing in different ways, helpful to the purpose, task and reader, using ICT as appropriate; write with increasing confidence, fluency and accuracy
- write in a range of genres, incorporating some of the different characteristics of those forms; the range should include a variety of narratives, e.g. stories, diaries; poems; notes, e.g. *lists, captions; records, e.g. observations; and messages, e.g. notices, invitations, instructions* plan and review their writing, assembling and developing their ideas on paper, using ICT as appropriate
- collaborate, to read their work aloud and to discuss the quality of what is written, to encourage confidence and independence
- make choices about vocabulary and organise imaginative and factual writing in different ways, e.g. *a cumulative pattern in a poem, a list of ingredients for a cake*
- recognise that punctuation is essential to help a reader understand what is written; read their work aloud in order to understand the connections between the punctuation of a sentence and intonation and emphasis; punctuate their writing, be consistent in their

use of capital letters, full stops and question marks, and begin to use commas

- spell common and familiar words in a recognisable way: write each letter of the alphabet; use their knowledge of sound–symbol relationships and phonological patterns; recognise and use simple spelling patterns; write common letter strings within familiar and common words; spell commonly occurring simple words; spell words with common prefixes and suffixes; check the accuracy of their spelling and use word books and dictionaries, identifying initial letters as the means of locating words; experiment with the spelling of complex words and discuss misapplied generalisations and other reasons for misspellings; scrutinise word families
- develop their handwriting: hold a pencil comfortably in order to develop a legible style that follows the conventions of written English and Welsh, including: writing from left to right and from top to bottom of the page; starting and finishing letters correctly; regularity of size and shape of letters; regularity of spacing of letters and words; the conventional ways of forming letters, both lower case and capitals; building on their knowledge of letter formation to join letters in words; present their writing clearly and neatly in order to communicate their meaning effectively.

PHOTOGRAPH

Language, Literacy and Communication Skills across the Curriculum

Effective provision for the development of children's language, literacy and communication skills needs careful planning across all areas of learning to ensure that children have opportunities to develop, apply and extend their skills of communication, speaking, listening, reading and writing through a variety of media. There are many opportunities to develop these within the other areas of learning and within the different teaching areas in the setting / school, for example:

Personal and Social Development and Well Being

- through role / imaginative play children have opportunities to discuss and communicate different emotions with others in order to develop their personal and social skills
- through listening to events (happy and sad) that have happened to others, children could discuss or record how they think they might have felt in the same situation

Mathematical Development

- through handling 3D and 2D shapes children's mathematical language could be developed by describing the properties of these shapes
- through problem-solving activities and relevant questions such as 'what do you think might happen next' children's thinking and speaking skills can be developed through providing relevant and possible answers / solutions

Bilingualism and Multi-cultural Understanding

- opportunities for children to listen to simple rhymes / songs / stories in Welsh through to writing sentences about their favourite stories, activities undertaken or visits made in the community
- listening to and discussing stories from different faiths and writing recipes for food from different cultures

Knowledge and Understanding of the World

- children to record pictorial through to written accounts of investigations undertaken in both the indoor and outdoor environments
- children to give instructions on their journey to school either orally, pictorially or written

Physical Development

- listening to instructions / directions in movement activities
- making lists and rules of how to keep healthy and safe in their immediate and local environments

Creative Development

- talking, listening and writing about their work and that of others in art and craft
- listening to and copying rhythms that are clapped / tapped by adults and other children. Creating their own musical pieces on the computer or using instruments

Useful Information and Contacts

Information

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Contacts

Learning Through Landscapes
[www. teachernet.gov.uk](http://www.teachernet.gov.uk) / growing schools

Glossary of Terms
(Terms to be identified and inserted)