

## Pre-Literacy long term planning

### Reference materials:

Foundations of Literacy – Sue Palmer and Ros Bayley  
 RWInc Nursery handbook – Ruth Miskin  
 The little book of Listening- Featherstone  
 Letters and Sounds: Principles and Practice of High Quality Phonics DfES

Focus	Possible activities
<p><b>Listening</b>            Daily activities to improve discrimination            Daily activities to develop social listening skills</p> <p>Daily activities to increase attention span (link music and story time)            Daily activities to develop auditory memory (link music and story time)</p>	<p>Hall time – statues game, traffic lights, dodgems FoL p13, fly that plane LBoL p21, p 40, 43, 56,p47, p58 parachute games CD games, Letters &amp; sounds p9-23</p> <p>Adult greeter, Here’s looking at you kid!, circle time games, Signal, mystery object, toys go for a spin FoL p15 Team stop signal RWI p9            Spin the bottle, toss the bean bag, Jack in the box FoL p 17, Little book of listening p30,            Mystery bag, Long tall Sally, I went shopping, instructions- repeat back, sounds in sequence FoL p19 MTYT- RWInc p10</p>
<p><b>Talk</b>            Daily spoken language activities, including repeating and innovating on sentences)            Daily targeting of selected vocabulary- changed each week</p> <p>Targeting of PREPARE expressive language in AL/CI play</p> <p>Daily conversations to compensate for language delay</p> <p>Daily talk during child-initiated activities</p> <p>Social language skills</p>	<p>Mr copycat, toy shop, pass the parcel, what’s this for?FoL p 31</p> <p>Words that name, words for actions- Hall time, words that describe, words that categorize, words for position, words for sequence, words for reasoning FoL p33, RWI p22-23</p> <p>Plan, Recount, Explore, Predict, Analyse, Report, Explain FoL p33</p> <p>Expand sentences, provide alternatives, give running commentaries, Give plenty of time, offer visual support FoL p 25</p> <p>Commentaries – on your actions or child’s, expand and extend sentences, avoid the Spanish inquisition FoL p 27 RWI p 18-19</p> <p>Pleased to meet you, turn taking object- circle time, double circle, talking partners FoL p35</p>
<p><b>Music</b>            Daily opportunities to keep a steady beat</p> <p>Daily opportunities to sing and learn songs, action songs &amp; rhymes</p> <p>Frequent opportunities to move rhythmically</p>	<p>Keep the beat, rhythm sticks, clapping names, syllables in words, LBoL p8, p44 , music to dance to</p> <p>Rhyme of the week and recap of previously learned rhymes. Come and sit down song, tidy up song, song of the week and recap previous songs, end of day- number songs, action songs,            Ring games- hall time, sqiggle while you wiggle, dough gym</p>
<p><b>Storytime</b>            Five a day reading of story books            Frequent story telling sessions            Regular opportunities to make up stories</p>	<p>Story of the week- for children to join in with and retell RWI p14-16</p> <p>Tell children stories- introduce story baskets each week, teach story telling skills- The journey, story-telling bag FoL p55 RWI p 24-25</p>
<p><b>it</b>            Occasional environmental print walks            Environmental print displayed and discussed in classrooms            Appropriate environmental print in role play</p> <p>Frequent singing of alphabet song linked to chart ???            Regular activities with names ( including writing name)</p> <p>Occasional demonstration of different types of reading</p>	<p>Once a term – word walk/letter hunt</p> <p>Match back labels and posters in areas, words we know display</p> <p>Shopping lists, word charts for shopping lists, party invitations, phone book</p> <p>Find name to self-register, to play outdoors, to indicate playing in area, to label pictures and writing</p>
<p><b>Phonics</b>            Daily rhyme, rhythm and song – linked to music            Daily rhyming activities            When appropriate introduction of phonic awareness</p>	<p>Letters and Sounds – phase 1 aspect 5, 6 and 7</p> <p>Summer term- start RWI for Nursery – Fred Talk, sounds</p>
<p><b>Writing</b>            Daily activities to develop gross, medium and fine motor skills            Large scale handwriting movement activities ( link to music, art)            Attention to pencil grip when children using pencils            Occasional relevant shared writing</p>	<p>Squiggle while you wiggle, dough disco, funky fingers area, continuous provision areas indoor and outdoors, hall time- parachute games</p>