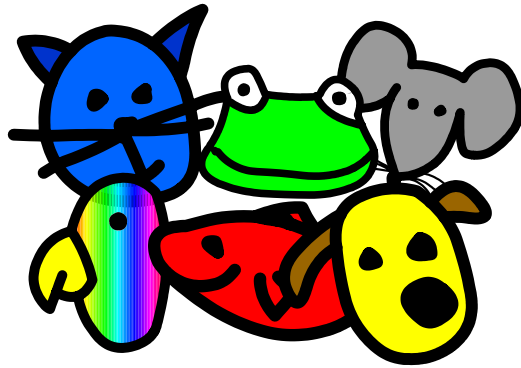


All day to play



Links to the National Literacy Strategy

Use this document to find the right activity to teach a particular objective.

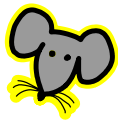
Key to the sections and activities



The Alphabet Song



The alphabet song.



The Alphabet



The Alphabet Keyboard



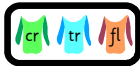
The Alphabet



CVC blends



Consonant Clusters 1



Consonant Clusters 2



Phonics



Upstairs, Downstairs, Front or Back?



What is that word?



Sound it out!



Phoneme Fun!



Onset and Rime 1



Onset and Rime 2



Buried Treasure.



Nursery Rhymes



Hickory, dickory, dock



Hey diddle, diddle



Humpty Dumpty



Baa, baa, black sheep



Jack and Jill



Higglety, Pigglety, Pop!

Each Nursery Rhyme includes 4 activities:-



Nursery Rhyme Main Screen



Silly Rhymes



Missing Words



What happens next?



Tongue Twisters



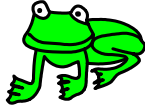
c cat



d dog



f fish



f frog



m mouse



n newt



p parrot

Each Tongue Twister includes a 'letter click' activity:-



Handwriting



Handwriting



Patterns



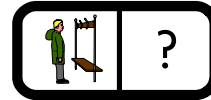
Talking Books



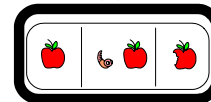
All day to play
Talking book



Mud
Talking book



What happens next?



In the right order?

WORD LEVEL: Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

alphabetic and phonic knowledge through:

- sounding and naming each letter of the alphabet in lower and upper case.
- understanding alphabetical order through alphabet books, rhymes and songs.
- linking sound and spelling patterns.
- identifying alliteration.

to understand and be able to rhyme through:

- recognising, exploring and working with rhyming patterns, e.g. learning nursery rhymes.
- extending these patterns by analogy, generating new and invented words in speech and spelling.

knowledge of grapheme/phoneme correspondences through:

- hearing and identifying initial (and final) sounds in words.
- identifying initial (and final) phonemes in spoken words.
- identifying initial (medial) and final phonemes in consonant-vowel-consonant words.
- reading letters that represent the sounds: a-z, ch, sh, th.

To link sound and spelling patterns by:

- using knowledge of rhyme to identify families of rhyming CVC words, e.g. hop, top, mop; fat, mat.
- discriminating 'onsets' from 'rimes' in speech and spelling.
- identifying alliteration in known and new and invented words.
- *(From Year 1)* to discriminate, read and spell words with initial consonant clusters e.g. bl, cr, tr str –Appendix List 3.

- The Alphabet Song. The Alphabet Keyboard.
- The Alphabet Song.
- The Alphabet Song
- The Alphabet Song. Tongue Twisters.
- Nursery Rhymes Main screen. Silly Rhymes.
- Silly Rhymes
- Upstairs, Downstairs, Front or Back? What is that word? Buried Treasure.
- Buried Treasure.
- Upstairs, Downstairs, Front or Back? What *is* that word?
- What *is* that word? Sound it out! CVC blends. Phoneme Fun! The Alphabet Keyboard. The Alphabet.
- Onset and Rime1&2
- Onset and Rime1&2. Consonant Clusters 1 & 2
- Onset and Rime1&2. Tongue Twisters. Tongue Twisters – letter click.
- Consonant Clusters 1 & 2

Word recognition, graphic knowledge and spelling

- to read on sight a range of familiar words.
- to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1.
- Hearing and identifying initial sounds in words.
- To read on sight the words from texts of appropriate difficulty.
- To recognise the critical features of words, e.g. shape, length and common spelling patterns.

Vocabulary extension

- new words from their reading and shared experiences.

Handwriting

- to use a comfortable and efficient grip.
- to produce a controlled line which supports letter formation.
- to write letters using the correct sequence of movements.

SENTENCE LEVEL: Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- to expect written text to make sense and to check for sense if it does not.
- to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories.
- that words are ordered left to right and need to be read that way to make sense.

- Nursery Rhymes Main screen. Silly Rhymes. Upstairs, Downstairs Front or Back? Sound it out! Onset and Rime 1 & 2. Talking books. The Alphabet Keyboard. The Alphabet. Tongue Twisters. Tongue Twisters – letter click.
- Nursery Rhymes Main screen. Silly Rhymes. Sound it out! Talking books. The Alphabet Keyboard. The Alphabet. Tongue Twisters.
- Onset and Rime 1 & 2
- The Alphabet.
- The Alphabet.

- Nursery Rhymes main screen. Silly Rhymes. Talking books. The Alphabet. Tongue Twisters.

- Handwriting. Patterns.
- Handwriting. Patterns.
- Handwriting. Patterns.

- Missing words
- Missing words
- Missing words

TEXT LEVEL: Comprehension and composition

Pupils should be taught:

Reading

Understanding of print

Through shared reading:

- to recognise printed and handwritten words in a variety of settings.
- to track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words.

Reading comprehension

- To use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically.
- To re-read a text to provide context cues to help read unfamiliar words.
- To be aware of story structures e.g. actions/reactions, consequences and the ways that stories are built up and concluded.
- to re-read frequently a variety of familiar texts.
- to locate and read significant parts of the text.
- to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns.
- To use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence.

Writing :- Understanding of Print and Composition

Use the Talking Books and Tongue Twisters photocopiable PDFs to meet the NLS writing objectives.

- Nursery Rhymes main screen. Talking Books. CVC blends. Tongue Twisters. The Alphabet. Tongue Twisters. Tongue Twisters – letter click.
- Nursery Rhymes main screen. What comes next? Talking Books. The Alphabet. Tongue Twisters.
- Talking Books. What happens next? In the right order?
- Nursery Rhymes main screen. Talking Books.
- Talking books. What happens next? In the right order?
- Nursery Rhymes main screen. Talking Books. Tongue Twisters.
- Nursery Rhymes main screen. Talking Books. Tongue Twisters.
- Nursery Rhymes main screen. Talking Books. Tongue Twisters.
- What comes next? What happens next? In the right order?