# Projects for learning - Early literacy

This template has been designed for use during a preschool or early intervention class closure or extended absence. It is a resource that teachers can use to plan for children’s continuity of learning in the home environment while they are unable to access formal early childhood education. It has been designed to help teachers work with families to continue their child’s learning through planned experiences.

Links to the Early Years Learning Framework (EYLF) and the teaching and learning planning cycle are included throughout this template.

## Planned learning

### Current interests of children

**Include observations from home and preschool.**

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### Intended learning outcomes:

**Consider key components of the five learning outcomes.**

‘Literacy is the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing. Contemporary texts include electronic and print based media. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy. Children benefit from opportunities to explore their world using technologies and to develop confidence in using digital media’ *(Belonging, Being & Becoming The Early Years Learning Framework for Australia, page 41).*

Child/ren will:

* engage with a range of text types and explore and understand the link between differing texts
* experiment with writing and drawing to understand that symbols and words have meaning
* understand the process of storytelling and be able to create stories themselves
* demonstrate an increasing awareness of the relationships between oral, written and visual representations
* engage in conversations about the meanings of images and print, talking explicitly about concepts such as rhyme and letters and sound.

### Intentional teaching strategies:

**Consider how the learning outcomes will be promoted through your actions, conversation and questions. Draw on strategies from each of the five learning outcomes.**

* Read and share a range of texts e.g. books, magazines etc. with children, modelling conventions, for example, holding book correctly, identifying reading left to right, referring to front and back cover, spine, author, illustrator and title.
* Provide a literacy rich environment, in home language and/or Standard Australian English. Including literacy supports in learning environments such as signs, images and symbols.
* Provide a range of resources that will allow children to experiment with print.
* Provide a variety of experiences and culturally diverse resources to engage children in various texts.
* Use the strategy of modelling, engaging with print and explaining these strategies with children.
* Use open ended questions to engage in sustained conversations about oral and written texts.
* Scaffold learning through exploring different story ending options, ‘what if’ questions and creating oral narration to activities.
* Experiment with rhymes, sounds and patterns in speech, and other contexts such as music, stories and song.

### Holistic approaches to learning

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| Concepts to be developed  (Draw on the outcomes of the Early Years Learning Framework and consider how these provoke higher order thinking) | Experiences and resources for various learning environments  (Think about learning which may occur in various spaces across the day – indoors, outdoors, small and large group times and during routine times) |
| Engagement with storytelling, beginning to recognise the connections between written, oral and visual representations | Sharing books is beginning literacy   * Sit with children and look at a simple book every day. * Point to the words and pictures in the book as you read. Children will learn that words have meaning. * Show children how to hold books and turn the pages. Learning how books work is part of learning to read. * Book talk is an important part of reading. Chat about the book before, during and after reading and really encourage your child to talk about their ideas and ask questions about the book. * Here are some questions you can ask at different times before, during and after reading the book: * What would you like to read about? * Look at the cover – what do you think this book is about? * What is happening in the pictures? * What do you think is going to happen next? * What was your favourite part of the book? * Who was your favourite character in the story? Why did you like that character? |
| Understand that words carry a message and apply that to help associate the relevant symbols that carry a message | Words are all around   * Point to road signs when out with children. Explain what the words say and what they mean. * Point out logos and symbols, for example Kmart, KFC and let children know that they are reading when they can name them. * Look at the words on food packets and tell children what say. * Show children your name on letters that you receive in the mail. * Look at magazines and newspapers. Cut letters and words and paste. Discuss left to right conventions when placing words on paper. * Find items around the environment and explore what is written on them and what the meaning is. Think of what is in the home and how you model your own reading habits- newspapers, magazines, novels, pamphlets, textbooks, recipe books, comics. |
| Awareness of the use of symbols as a means of communication for many purposes | Learning to write begins with scribbles and drawing   * Scribbles and drawings are an important first step to writing and should be encouraged. * Support your child to read their writing aloud. Create somewhere to store and display their writing. * Provide children with opportunities to draw and make marks – children can benefit from trying a range of drawing utensils, for example pencils, crayons, textas. * Use your child’s experiences to create links between talking, writing and reading. Here are some steps to follow: * Ask your child to talk about an experience or something that interests them. * Ask your child what part of the conversation they would like you to write. * As your child is talking write down their ideas. Use the child’s language. * Ask your child to read back the writing. * Your child may want to draw a picture or create something to match the writing. |
| Children will identify, think about, and manipulate sounds in spoken speech  Develop memory skills to begin to develop awareness of the sound/symbol code (phonics) | Emergent literacy (phonics)   * Shared book reading, talk about the sound that letters make, support children to recognise a letter/s from their name and apply the sound to it. * Use the start of the day as an opportunity for children to practice mark making by signing in, or opportunities to record throughout the day (eg who has applied sunscreen) * Any attempts at writing or mark making can be supported with some sounding out, and discussion of the letters in their name, talk about what sound each letter makes * Introduce a new letter each day, and brainstorm what words might start with that letter; during writing experiences, talk about the letter of the day in children’s names * Find patterns in texts * Create word boxes for children to record in, encourage the sound of the letter as it is written separately, or a mark is made * Learning can be extended and supported at home via [readingeggs.com.au/about/phonics/](https://readingeggs.com.au/about/phonics/) |
| Develop a familiarity with the sounds of language and letter sound relationships and show an understanding of the syllable beat | Playing with rhymes helps children learn about sounds. It is an important part of tuning a child’s ear to the rhythms and sound patterns of language. (Christine Topfer, 2007)   * Play games with rhyming words either made up or real word, for example, book, look, chook * Sing action songs and rhymes that encourage children to feel the rhythm and hear rhyme. For example, B-I-N-G-O, Old McDonald and This Old Man. * Read books with repetitive rhythm, rhyme and sound repetition. * Sing and tap rhyming songs and chants using musical instruments such as tapping sticks or by clapping hands. * A walk outdoors, finding sounds that rhyme (me/tree). * Enjoy riddles, jokes and playing with sounds * Nursery rhymes * Puppets * Dr Suess books (alliteration) * Memory and matching games * Circle game, rolling a ball and adding an initial sound (at – bat, sat, cat). |
| Awareness and understanding of the sounds and patterns in speech, stories, songs and poems | Breaking words into syllables helps develop phonological awareness   * Clap beats or syllables in words. For example, the word elephant has 3 syllables e-le-phant. * Play a game where the people’s names are said clapping each syllable. * Clap syllables in word related to everyday objects. * Use musical instruments to play the syllables. * Jump hoops and recite syllables, stomping feet and counting fingers   Identifying individual sounds in words helps develop phonemic awareness   * Play a game of “I spy” to identify words that start with a particular sound. * Once children become familiar with the game, mix it up by using the end sounds of words. * Make a ‘mystery bag’ of familiar objects. Break the name of the object into sounds, for example, d-o-l. * Introduce ‘play dough smash’- a piece of playdough correlating with each letter. The child ‘smashes’ each playdough blob as they say the sound.   References:   * Talking and Learning (Laurie Lind Makin) * Supporting Literacy in the Early Years (Jenni Connor & Christine Topfer) * Learning to Read (Dr Jane Torr) * Northern Territory Preschool Curriculum (Northern Territory Government) * Helping your Child Learn to Read - a Guide for Parents) Board of Studies NSW * Current Issues and Practices in Preschool Literacy Development (Education and Community Services ACT)   Acknowledgement of activity idea collation:   * Margaret Cali, School Services, Arncliffe. |

### Evaluating the learning experiences

#### Observations of learning

(Reflect on the learning intentions as you consider these prompts)

How did the child respond – what did they do, what did they say?

What did the child enjoy?

What was a challenge?

What other things were of interest?

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#### Reflection on teaching

**Reflect on the learning intentions as you consider these prompts. Consider ways you could gather feedback to demonstrate the child’s learning, for example recording children’s words or a conversation with an adult, photos, describe what the child did, work samples.**

Were the planned teaching strategies appropriate?

What strategies worked well?

What didn’t?

Where to next?

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### Critically reflecting on the learning

#### Discussions between educators, families and children

**Reflections of learning – consider how the principles, practices and outcomes of the EYLF have contributed to the child’s learning.**

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#### Where to next?

**What might you do to follow up or extend on the learning based on this experience?**

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