

# Oakdale

## Reading

### Scheme of Work

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# Writing Scheme of Work

## Introduction

### What will we teach?

See the Developmental Reading Continuum, which is a description of reading behaviours, skills concepts and knowledge.

### When will we teach it?

See the Developmental Reading Continuum, which is a description of the order in which we will teach specific reading behaviours. The advice and suggestions in this document can be used both in Literacy lessons and also in other time allocated for English and as part of teaching in different curriculum areas.

### How will we teach it?

See Major Teaching Emphases and Reading Activities, which is a range of activities that will teach specific writing behaviours and provides advice on how to create an environment that will encourage the development of literacy.

### How often will the Scheme of Work be reviewed?

This Scheme of Work will be reviewed as and when required by the Literacy Co-ordinator.

### Why are the Writing Activities described in Phases?

The Reading Activities are described in phases rather than year groups because this is more appropriate. The range of ability in any class will not necessarily relate to the ages of the children. It is possible that most classes will have children working within the first 3 levels.

## Acknowledgements

The Overview of the Reading Development Continuum is based on the First Steps Reading Continuum. It is arranged in phases with a descriptive title and linked to P Levels.

The following sources were used to develop the Writing Activities: -

- Equals – Scheme of Work
- First Steps
- Oakdale School – existing good practice
- [http://www.sotonweb.com/resources\\_for\\_parents.htm](http://www.sotonweb.com/resources_for_parents.htm)

## Overview of Reading Development Continuum

<b>Reflex Response</b> P1	<b>Reactive Response</b> P2	<b>Intentional Response</b> P3
<p><u>Visual Awareness</u></p> <ul style="list-style-type: none"> <li>• Focus on people/objects/patterns</li> <li>• Evidence of eye contact</li> <li>• Evidence of physical movement toward familiar people, favourite objects or activities</li> <li>• Emerging awareness of sound/familiar voices and familiar sound events within regular routines e.g. music before activity, environmental sounds e.g. sound of the bus</li> </ul>	<p><u>Visual Awareness</u></p> <ul style="list-style-type: none"> <li>• Visually tracks objects</li> <li>• Makes reactive responses to people or objects</li> <li>• Sustain gaze</li> <li>• Occasionally look at a picture or photograph with interest</li> <li>• Become attentive to familiar environmental sounds and voice sounds</li> </ul>	<p><u>Visual Awareness</u></p> <ul style="list-style-type: none"> <li>• Discriminate between meaningful objects</li> <li>• Make choices</li> </ul> <p><u>Understanding Stories</u></p> <ul style="list-style-type: none"> <li>• Make intentional responses to objects or people e.g. reach out to touch pictures, puppets and objects used to support the reading or telling of a story or rhyme</li> </ul>

## Overview of Reading Development Continuum

Getting Ready for Books P4	Ready for Books P5	Stories Through Pictures P6
<p><u>Visual Awareness</u></p> <ul style="list-style-type: none"> <li>• Show widening visual awareness</li> <li>• Tolerates or enjoys looking at 2D material</li> <li>• Requests by pointing</li> <li>• Notices new objects, people, pictures</li> </ul> <p><u>Understanding the Picture</u></p> <ul style="list-style-type: none"> <li>• Points to objects or people in the picture when they are named</li> <li>• Tolerates or enjoys adult labelling pictures</li> </ul> <p><u>Knowing about Books</u></p> <ul style="list-style-type: none"> <li>• Enjoys sensory material presented sequentially</li> <li>• Holds a book the correct way and turns the pages</li> </ul> <p><u>Enjoying the Story</u></p> <ul style="list-style-type: none"> <li>• Anticipates key events</li> </ul> <p><u>Phonic Knowledge and Word Skills</u></p> <ul style="list-style-type: none"> <li>• Imitates sounds (phonemes) of some letters and sometimes remembers one or two e.g. phoneme associated with initial letter of own name</li> </ul>	<p><u>Understanding the Picture</u></p> <ul style="list-style-type: none"> <li>• Holds the book the right way up</li> <li>• Focuses on picture</li> <li>• Labels objects, animals, people</li> <li>• Matches object to picture</li> <li>• Answers "What is it?"</li> <li>• Can make choices from symbols</li> </ul> <p><u>Knowing about Books</u></p> <ul style="list-style-type: none"> <li>• Enjoys handling books</li> <li>• Turns pages (several at a time, both directions)</li> </ul> <p><u>Enjoying the Story</u></p> <ul style="list-style-type: none"> <li>• Makes sound effects</li> <li>• Looks at adult to provide information</li> </ul> <p><u>Phonic Knowledge and Word Skills</u></p> <ul style="list-style-type: none"> <li>• Knows the sound of some letters</li> <li>• Listen to, and repeat initial or dominant sounds in familiar names and known words</li> <li>• Begin to say single sounds (phonemes) in the context of listening to an adult share an alliterative phrase or rhyme with the group e.g. say "b" as group share "Ben has a big, bouncy ball" or "t" when "Tom has ten tickly toes"</li> </ul>	<p><u>Understanding the Picture</u></p> <ul style="list-style-type: none"> <li>• Can find the same picture</li> <li>• Is aware of facial expressions</li> <li>• Is aware of the relationship of objects and people to one another</li> <li>• Expresses enjoyment by joining in and responding emotively when listening to familiar stories</li> </ul> <p><u>Knowing about Books</u></p> <ul style="list-style-type: none"> <li>• Pretends to read to others – holds book and verbalises</li> <li>• Wants to look at books</li> <li>• Responds to and uses simple terminology such as book, picture, right way up, upside down, front, back</li> <li>• Turns pages one at a time in the right direction</li> </ul> <p><u>Enjoying the Story</u></p> <ul style="list-style-type: none"> <li>• Remembers what happens next in a familiar story</li> <li>• Can say what characters are doing</li> <li>• Can say who the characters are</li> <li>• Can comment on the setting</li> <li>• Realises that the reader is saying the words of the story</li> <li>• Can join in with key words in a familiar story</li> <li>• Uses props to act out part of the story</li> </ul> <p><u>Phonic Knowledge and Word Skills</u></p> <ul style="list-style-type: none"> <li>• Can recognise own name</li> <li>• Knows the sounds of most letters can sort objects according to long initial sound e.g. s, m, f</li> <li>• Can show some awareness and some ability to join in with simple rhymes and some ability to continue a rhyming string</li> </ul>

## Overview of Reading Development Continuum

<b>Role Play Reading</b> P7	<b>Ready for Texts</b> P8
<p><u>Understanding the Picture</u></p> <ul style="list-style-type: none"> <li>• Uses pictorial cues when sharing a book or “reading”</li> </ul> <p><u>Enjoying the Story</u></p> <ul style="list-style-type: none"> <li>• Uses pictures to construct ideas</li> <li>• Realises that print carries a message</li> <li>• Focuses on the meaning of a television programme or story</li> <li>• Makes links to own experience when listening to or “reading” books</li> <li>• Turns the pages of a book, telling the story from memory</li> <li>• Selects favourite books from a range</li> <li>• Is beginning to use some book language appropriately e.g. Once upon a time...The child may use a “reading” voice</li> <li>• Can answer questions about the text</li> </ul> <p><u>Phonic Knowledge and Word Skills</u></p> <ul style="list-style-type: none"> <li>• Reacts to environment print</li> <li>• Knows that writing and drawing are different</li> <li>• Is beginning to recognise some letters</li> <li>• Displays curiosity about print by experimenting with writing and drawing and asking “What does that say?”</li> <li>• Offers to “read” writing and points to text</li> <li>• Knows all letter sounds</li> <li>• Can sort objects or pictures according to short initial sound e.g. c, t, b</li> </ul>	<p><u>Understanding the Picture</u></p> <ul style="list-style-type: none"> <li>• Can retell the key aspects of a story with the pictures as prompts</li> </ul> <p><u>Phonic Knowledge and Word Skills</u></p> <ul style="list-style-type: none"> <li>• Knows print carries a constant message</li> <li>• Knows certain phrases go with particular pictures</li> <li>• Waits for text to be read before turning the page</li> <li>• Knows that print goes from top to bottom, left to right</li> <li>• Can point to a letter</li> <li>• Can point to a word</li> <li>• Knows that a word is a group of letters</li> <li>• Can match words to a sentence</li> <li>• Can match letters to a word</li> <li>• Can accurately recall the text of a very familiar story</li> <li>• Can word/sound match with a very familiar story</li> <li>• Can follow the text when the teacher is reading</li> <li>• Can recognise the names of others in class</li> <li>• Recognises some letters of the alphabet and can name them</li> <li>• Knows certain blends – sh, ch, th</li> <li>• Beginning to identify end sounds of objects or pictures</li> </ul>

## Overview of Reading Development Continuum

<b>Experimental Reading</b> National Curriculum Level 1	
<p data-bbox="188 427 400 450"><u>Knowing about Books</u></p> <ul data-bbox="199 477 719 757" style="list-style-type: none"><li>• Responds to and uses terminology such as word, sentence</li><li>• Identifies the subject matter through the use of titles and illustrations</li><li>• Expresses personal views about characters and speculates about own behaviour</li><li>• Sub-vocalises or whispers when reading “silently”</li><li>• Selects books to read for pleasure</li><li>• Sees self as a reader</li><li>• May ask for favourite stories</li><li>• Can act out stories</li></ul> <p data-bbox="188 781 368 804"><u>Enjoying the Story</u></p> <ul data-bbox="199 831 730 1111" style="list-style-type: none"><li>• Shows an ability to connect ideas and events from stories by retelling events in sequence, using pictures, memory of the story and knowledge of story structure</li><li>• Is focused on expressing the meaning of a story rather than on reading words accurately</li><li>• Uses prior knowledge of context and experience to make meaning e.g. uses memory of a text to match spoken with written words</li><li>• Expresses personal views about characters and speculates about own behaviour</li></ul> <p data-bbox="188 1135 528 1158"><u>Phonic Knowledge and Word Skills</u></p> <ul data-bbox="199 1184 730 1464" style="list-style-type: none"><li>• Has a small sight vocabulary of significant words</li><li>• Matches some spoken words with written words</li><li>• Is aware own reading is not accurate and asks for help, stops reading or re-reads</li><li>• Uses patterns of language to predict words or phrases</li><li>• Points to specific known words as they are read</li><li>• Understands word/sound match between spoken and written words</li><li>• Demonstrates some knowledge of the letter/sound relationship</li></ul>	

## Major Teaching Emphasis

<p style="text-align: center;"><b>Major Teaching Emphases</b> which lead to the development of <b>Reflex Response</b> P 1</p>	<p style="text-align: center;"><b>Major Teaching Emphases</b> which lead to the development of <b>Reactive Response</b> P 2</p>	<p style="text-align: center;"><b>Major Teaching Emphases</b> which lead to the development of <b>Intentional Response</b> P 3</p>
<ul style="list-style-type: none"> <li>• Explore objects</li> <li>• Develop interest and curiosity</li> <li>• Rhymes and songs that develop interest in objects</li> <li>• Present patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Use objects as personal cues</li> <li>• Develop anticipation</li> <li>• Use objects of reference</li> <li>• Experience dark room equipment</li> <li>• Experience light beams through transparencies</li> <li>• Move objects across field of vision</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce large photo of self</li> <li>• Uses objects of reference that represent available activities</li> <li>• Find hidden objects</li> <li>• Uses photos with concept keyboard</li> </ul>

## Major Teaching Emphasis

<b>Major Teaching Emphases</b> which lead to the development of <b>Getting Ready for Books</b> P 4	<b>Major Teaching Emphases</b> which lead to the development of <b>Ready for Books</b> P 5	<b>Major Teaching Emphases</b> which lead to the development of <b>Stories through Pictures</b> P 6
<ul style="list-style-type: none"> <li>• Present stories and personal diaries using sensory stimulus</li> <li>• Use large photos to indicate the timetable</li> <li>• Present tactile stories</li> <li>• Use picture books</li> <li>• Create personal diaries with photos</li> <li>• Create displays with photos</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce books</li> <li>• Create personal diaries of events and activities</li> <li>• Label animals, objects and people in books and pictures</li> <li>• Make sound effects</li> <li>• Take hand to picture</li> <li>• Demonstrate touching the picture and pointing to objects</li> <li>• Give opportunities for exploring books</li> <li>• Demonstrate how to hold the book the right way up and turn the pages</li> </ul>	<ul style="list-style-type: none"> <li>• Model turning the pages one at a time in the right direction</li> <li>• Half turn the pages</li> <li>• Comment on what people are doing</li> <li>• Comments on people's feelings</li> <li>• Comments on why things happen</li> <li>• Read short texts</li> <li>• Provide help to interpret pictures e.g. movement, facial expression, actions, settings</li> <li>• Perspective</li> </ul>

<p><b>At all phases</b></p> <ul style="list-style-type: none"> <li>• Foster children's enjoyment of reading, encouraging them to explore a variety of texts and takes risks with confidence</li> <li>• Read to children every day and share your own enjoyment of reading</li> <li>• Encourage children to respond critically to books</li> <li>• Model reading behaviours and strategies for children to copy</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to choose their own books and look at them independently</li> <li>• Encourage children to share their experiences related to books</li> <li>• Talk to children about their reading and viewing</li> <li>• Provide children with opportunities to write</li> </ul>
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## Major Teaching Emphasis

<b>Major Teaching Emphases</b> which lead to the development of <b>Role Play Reading</b> P 7	<b>Major Teaching Emphases</b> which lead to the development of <b>Ready for Texts</b> P 8
<ul style="list-style-type: none"> <li>• Demonstrate reading texts and pointing to the words</li> <li>• Make shared book available for child to “read” independently</li> <li>• Use puppets or miniatures to recreate the story</li> <li>• Develop role play</li> <li>• Show videos of the story</li> <li>• Make up stories using personally meaningful activities, people and settings</li> <li>• Give opportunities to recreate the story by using pictures</li> <li>• Make taped stories available</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage discussion and praise critical and divergent thinking</li> <li>• Provide pictures of books of limited text that children can “read” to themselves and others</li> <li>• Re-read favourite stories and rhymes</li> <li>• Share big books with children, incidentally modelling reading behaviours</li> <li>• Establish a language rich environment, presenting print in natural and meaningful contexts</li> <li>• Read from an enlarged text so that children can follow the text as it is read</li> <li>• Read text featuring rhyme, rhythm and repetition</li> </ul> <p>As the opportunities arise:</p> <ul style="list-style-type: none"> <li>• Show that a written word is a unit of print with space either side</li> <li>• Talk about letters by name, relating initial letters to the sound they represent</li> <li>• Show that print is written top to bottom and left to right</li> <li>• Relate spoken to written words in context</li> <li>• Draw attention to relationships between words and pictures</li> <li>• Demonstrate the use of context cues to construct meaning</li> </ul>

<p><b>At all phases</b></p> <ul style="list-style-type: none"> <li>• Foster children’s enjoyment of reading, encouraging them to explore a variety of texts and takes risks with confidence</li> <li>• Read to children every day and share your own enjoyment of reading</li> <li>• Encourage children to respond critically to books</li> <li>• Model reading behaviours and strategies for children to copy</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to choose their own books and look at them independently</li> <li>• Encourage children to share their experiences related to books</li> <li>• Talk to children about their reading and viewing</li> <li>• Provide children with opportunities to write</li> </ul>
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## Major Teaching Emphasis

<p><b>Major Teaching Emphases</b> which lead to the development of <b>Experimental Reading</b> National Curriculum Level 1</p>	
<ul style="list-style-type: none"> <li>• Use terminology – sentence</li> <li>• Use book language when making up stories</li> <li>• Ask children to find particular stories</li> <li>• Retell stories together</li> <li>• Provide texts with rhymes</li> <li>• Talk about characters and events in the story and give your opinions</li> <li>• Read the text together</li> <li>• Provide texts in the environment</li> <li>• Provide alphabets and letters</li> <li>• Play initial sound games</li> </ul>	

<p><b>At all phases</b></p> <ul style="list-style-type: none"> <li>• Foster children's enjoyment of reading, encouraging them to explore a variety of texts and takes risks with confidence</li> <li>• Read to children every day and share your own enjoyment of reading</li> <li>• Encourage children to respond critically to books</li> <li>• Model reading behaviours and strategies for children to copy</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to choose their own books and look at them independently</li> <li>• Encourage children to share their experiences related to books</li> <li>• Talk to children about their reading and viewing</li> <li>• Provide children with opportunities to write</li> </ul>
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## Reading Activities

Activities which lead to the development of <b>Reactive Response</b> – P 2			
Learning Objective	Suggested Activities	Learning Outcome	Points to Note
P2 Pupils learn to recognise personal objects of reference Sustain gaze	<ul style="list-style-type: none"> <li>• Introduce objects of reference for familiar adults e.g. wristbands, tactile badges</li> <li>• Introduce objects of reference to represent personally meaningful activities e.g. on cup for drink</li> </ul>	Sustained focus on people	
P2 Sustain interest in familiar person	<ul style="list-style-type: none"> <li>• 1:1 activities in intensive interaction activities</li> <li>• Mirror play, face painting, funny hats</li> <li>• Introduce family photos, photos of self and photos of peers</li> </ul>	Sustained focus on people	
P2 to track objects through available senses	<ul style="list-style-type: none"> <li>• Use multi-sensory objects stimulating vision, touch, hearing to track by looking at, turning to and following with the hands</li> <li>• Use visually interesting objects e.g. bright colours, shiny objects, lights. Puppets, toys, props related to songs, rhymes or books, encouraging eye movement and visual interest as the object is moved across the field of vision.</li> <li>• Sound makers moved around the pupil or played in a different area for the pupil to locate</li> </ul>	Track objects	<p>Multi sensory difficulties will affect pupil responses. Appropriate media must be used.</p> <p>Age appropriate books will provide a range of rhymes, songs, action verses or poetry. Consider non-fiction too.</p>
P2 To track objects through available senses	<ul style="list-style-type: none"> <li>• IT tracking computer games – touch screen, concept keyboard or switch operated</li> <li>• Battery operated switch toys</li> <li>• Sensory room movement of light sources and projected images around the room</li> </ul>	Track objects	Staff need to note how individual pupils track objects

## Reading Activities

Activities which lead to the development of <b>Intentional Response</b> – P 3			
Learning Objective	Suggested Activities	Learning Outcome	Points to Note
P3 To develop object permanence	<ul style="list-style-type: none"> <li>• Find hidden objects in a range of media e.g. bags, boxes, foam, sand, cornflour, water. Pupils find objects by grasping, holding touching, eye-pointing with support from adults.</li> <li>• Put objects in clear or opaque containers. Partly hide objects e.g. behind screens</li> <li>• Use 2 containers – which one holds the objects – eye-point, gesture, grasp, touch</li> <li>• Peek-a-boo with adults, objects, puppets</li> </ul>	Discriminate between meaningful objects	Be aware of physical difficulties when manipulating objects
P3 Show brief attention to events, pictures, photos, speech	<ul style="list-style-type: none"> <li>• Introduce tactile books. Stories can be dramatized by staff to gain attention</li> <li>• Home made books about everyday events using photos</li> <li>• Story sacks</li> <li>• Use puppets to dramatise stories</li> </ul>	Pupils give attention to pictures, photos	
P3 To use objects of reference to make choices	<ul style="list-style-type: none"> <li>• Use personally meaningful objects of reference to make choices e.g. activities, drinks</li> </ul>	Pupils will make choices by eye-pointing, gesture, touch, grasp	
P3 To attend to and recognise objects	<ul style="list-style-type: none"> <li>• Use meaningful objects e.g. doll play, objects of reference</li> <li>• Feely boxes, bags</li> <li>• Bubbles, balloons, sensory room, cause and effect toys</li> </ul>	Pupils make intentional response e.g. point, hold, smile	

## Reading Activities

Activities which lead to the development of <b>Getting Ready for Books – P 4</b>			
Learning Objective	Suggested Activities	Learning Outcome	Points to Note
P4 To match objects to photos	<ul style="list-style-type: none"> <li>Respond to photos. Create a bank of photos related to objects of reference for pupils to match objects to photos.</li> </ul>	Pupils interact with objects and photos	Pupils need time to respond
P4 To use photos to make choices	<ul style="list-style-type: none"> <li>Make personal or group communication books using photos relating to daily routines</li> <li>Use large photos to indicate main timetable sessions</li> </ul>	Pupils to look at 2D material	
P4 To indicate photos of self, peers and adults	<ul style="list-style-type: none"> <li>Present photos of pupil in a group. Pupil to indicate own picture by pointing, eye-pointing, touching, gesture.</li> <li>Extend this to other pupils and adults, family members</li> <li>Watch a video of self, peers or family</li> </ul>	Pupils look at 2D material	
P4 To develop extended field of vision	<ul style="list-style-type: none"> <li>Find a hidden object in a range of media from a photo or picture cue</li> <li>Games with puppets</li> <li>Use large photos of objects and equipment in daily routines, familiar adults and peers in displays. Encourage looking</li> </ul>	Look at 2D material Pupil to look at displays	Pupils with physical difficulties will need support
P4 Notice difference in positioning of objects – concrete and pictorial	<ul style="list-style-type: none"> <li>Hide and seek – where's the cup? Use 2 boxes and hide object in one.</li> <li>Hide pictures under flaps</li> </ul>	Pupils to indicate by eye pointing, gesture, touching, grasping or pointing.	
P4 Enjoy sensory material presented sequentially	<ul style="list-style-type: none"> <li>Make photo albums and tactile books</li> </ul>	Pupils to tolerate looking at books as adult turns pages.	
P4 Request by pointing	<ul style="list-style-type: none"> <li>Demonstrate pointing to objects, people and areas of the classroom. Co-actively encourage pupils to point</li> <li>Ask pupils to make choices using objects out of reach</li> </ul>	Pupils to gesture to objects.	

## Reading Activities

Activities which lead to the development of <b>Ready for Books</b> – P 5			
Learning Objective	Suggested Activity	Learning Outcome	Points to Note
P5 To match objects to object	<ul style="list-style-type: none"> <li>• Adult to demonstrate pointing to named object</li> <li>• Find 2 objects the same from a group</li> <li>• Find objects linked to books and daily routines</li> </ul>	Pupils focus on features of object	
P5 To enjoy stories, books, objects, pictures	<ul style="list-style-type: none"> <li>• Story sacks</li> <li>• Acting out stories</li> <li>• Story time with puppets</li> <li>• Stories on the computer</li> <li>• Taped stories</li> </ul>	Pupils will tolerate listening to stories and looking at pictures They will sit still, look at the pictures	
P5 To turn pages	<ul style="list-style-type: none"> <li>• Adult will demonstrate turning pages</li> <li>• Give opportunities for pupil to handle books independently e.g. books on display, book boxes, library sessions</li> </ul>	Pupils will turn pages sometimes several at a time and backwards and forwards	
P5 To share stories	<ul style="list-style-type: none"> <li>• Adult models sound effects, label objects, animals, people</li> <li>• Take pupils hand to pictures and label objects</li> <li>• Use a variety of material e.g. press books, big books, tactile books, photo albums, posters</li> </ul>	Pupils join in when story being read	
P5 To match object to picture	<ul style="list-style-type: none"> <li>• Use animals, everyday objects, dolls house miniatures to link with pictures in the story</li> <li>• Kim's game – hide everyday objects under a cloth and ask pupils to remember them. Have symbols on view to remind pupils what is there.</li> </ul>	Pupils to pick up correct objects in response to a picture Pupils will sign or name a hidden object	
P5 To answer "What is it?"	<ul style="list-style-type: none"> <li>• Adult demonstrates labelling</li> <li>• Adult matches symbols to pictures</li> <li>• Give opportunity for pupils to name objects, people and animals</li> <li>• What's in the sock? Slip and everyday object into the toe of a sock and tie up the end</li> </ul>	Pupils respond to pictures by sound effect, signing, naming Pupils feel an object hidden in a sock and name or sign it.	

## Reading Activities

Activities which lead to the development of <b>Ready for Books</b> – P 5			
Learning Objective	Suggested Activity	Learning Outcome	Points to Note
P5 To name pictures	<ul style="list-style-type: none"><li>• Lotto games with every day objects</li><li>• Snap</li><li>• Picture dominoes</li><li>• Stencils</li></ul>	Pupils to sign, point to symbol or name object.	

## Reading Activities

Activities which lead to the development of <b>Stories Through Pictures</b> – P 6			
Learning Objective	Suggested Activities	Learning Outcomes	Points to Note
P6 To turn pages correctly	<ul style="list-style-type: none"> <li>• Adult models turning pages correctly</li> <li>• Half turn the pages and prompt pupil to finish the task</li> <li>• Show when pages have been missed out</li> </ul>	Pupil turns one page at a time in right direction	
P6 Remember what happens next	<ul style="list-style-type: none"> <li>• Focus on sequential nature of stories</li> <li>• Have symbols of different parts of the story</li> <li>• Make zigzag books with different events on each page</li> <li>• Give opportunities to predict, give choices for what happens next</li> <li>• Ask children to guess</li> <li>• Make up stories where the children add the next piece of information</li> </ul>	Pupils comment on what happens next e.g. point to symbol, sign, use single word or phrase to describe what happens next	
P6 Answer questions about characters, plot, action, settings, expression, movement, feelings	<ul style="list-style-type: none"> <li>• Adult models talking about details in pictures</li> </ul>	Pupils comment on story	
P6 To enjoy joining in and responding when listening to familiar stories	<ul style="list-style-type: none"> <li>• Give opportunities to add key words and phrases, sound effects</li> <li>• Interpret artistic conventions in pictures in order to make the action and plot more understandable</li> <li>• Let pupils choose some stories to be read at group story time</li> </ul>	Pupils join in story	
P6 Recognise own name	<ul style="list-style-type: none"> <li>• Lotto with names</li> <li>• Guess who's name is coming out of the box</li> <li>• Partially hide names – guess who</li> <li>• Signing in at registration</li> <li>• Substitute character names in familiar story with children's own names</li> </ul>	Pupils can pick out own name	

## Reading Activities

Activities which lead to the development of <b>Role Play Reading</b> – P 7			
Learning Objective	Suggested Activities	Learning Outcome	Points to Note
P7 To understand the print carries meaning	<ul style="list-style-type: none"> <li>• When reading the story point out that you are looking at the text</li> <li>• Point out print in the environment</li> <li>• Offer an environment with print and symbols</li> </ul>	Pupils show an awareness of the difference between picture and text e.g. point to text when pretending to read	
P7 To recognise some letters	<ul style="list-style-type: none"> <li>• Join in with saying or singing parts of the alphabet</li> <li>• Alphabet books or computer programme</li> <li>• Initial sounds of familiar words</li> <li>• Phonology programme</li> <li>• Initial sounds with objects</li> <li>• Plastic letters on magnetic board</li> </ul>	Pupil can recognise some letters of the alphabet Pupils can point to character when named	
P7 TO recognise symbols	<ul style="list-style-type: none"> <li>• Use symbols in the curriculum e.g. science, history, PE</li> <li>• Make lists</li> <li>• Symbols in greetings cards</li> <li>• Symbols in messages and letters</li> <li>• Symbols in the timetable</li> </ul>	Pupils can act upon instruction given in symbols Pupils use symbols as cues in different curriculum areas.	
P7 Links events or pictures to self when looking at a book	<ul style="list-style-type: none"> <li>• Relate to features of a story to the children's own experience e.g. "Is that bike like your bike?"</li> </ul>	Show a connection by signing or gesture or speech	
P7 Links events or pictures to self when looking at a book	<ul style="list-style-type: none"> <li>• Selects stories that the children can relate to</li> <li>• Encourage children to talk about drawing and writing</li> </ul>	Show a connection by gesture, sign or speech Pupils label or sign what is happening or what is in the drawing	
P7 Use pictorial and visual clues	<ul style="list-style-type: none"> <li>• Select books with clear illustrations. Focus attention on illustrations through questioning and comment</li> </ul>	Pupils understand who and what is in the picture and what is happening	

## Reading Activities

Activities which lead to the development of <b>Role Play Reading</b> – P 7			
Learning Objective	Suggested Activities	Learning Outcome	Points to Note
P7 Display reading like behaviour	<ul style="list-style-type: none"> <li>• Create a song box. As songs are taught, print them on cards for the children's use. Use pictures to assist children to recognise songs. Encourage the children to select and "read" and sing songs from the box. Poem and story boxes?</li> <li>• Transcribe children's oral language and make up class books for children to "read" e.g. Visit to the park</li> </ul>	<p>Children use picture cues to select song and pretend to sign them from the cards</p> <p>Children pretend to "read" books</p>	

## Reading Activities

### Activities which lead to the development of **Ready for Texts** – P 8

Learning Objective	Suggested Activities	Learning Outcome	Points to Note
P8 To know that print carries a constant message	<ul style="list-style-type: none"> <li>• Re-read familiar texts</li> <li>• Give opportunities to remember what text says</li> <li>• Match texts to pictures</li> <li>• Demonstrate writing on the board</li> <li>• Write captions on children's work</li> </ul>	Pupils say or sign particular words or phrases in response to pictures	
P8 To recognise simple sight vocabulary	<ul style="list-style-type: none"> <li>• Play games with flashcards – self correcting</li> <li>• Match words to pictures</li> <li>• Lotto, snap</li> </ul>	Pupils can say or sign word in response	
P8 To know what a letter and a word is	<ul style="list-style-type: none"> <li>• Match words to a sentence and letters to a word</li> <li>• Use the sign for word</li> </ul>	Pupils can point to a word or a letter	
P8 To recall text of a familiar story	<ul style="list-style-type: none"> <li>• Use symbols to remind children of text</li> <li>• Write out next of known songs or poems</li> </ul>	Pupils can say or sign familiar text	
P8 To word-sound match in a familiar story	<ul style="list-style-type: none"> <li>• Adult to demonstrate reading while pointing to each word</li> <li>• Pupil to point to words as adult reads</li> <li>• Reconstitute a sentence</li> <li>• Match a sentence</li> </ul>	Pupils can point to words when reading a familiar story Pupils can point to words when adult read text	
P8 To know sounds of letters of the alphabet	<ul style="list-style-type: none"> <li>• Sorting objects with same initial sound</li> <li>• I Spy</li> </ul>	Can indicate correct letter when sound given	
P8 Concepts about print	<ul style="list-style-type: none"> <li>• Discuss conventions of print spontaneously during shared book time by indicating title, front and back, concept of a page, left to right progression and top to bottom progression</li> </ul>		

## Reading Activities

### Activities which lead to the development of **Ready for Texts** – P 8

Learning Objective	Suggested Activities	Learning Outcome	Points to Note
P8 Recall text	<ul style="list-style-type: none"><li>• Display a photo of a child with a speech bubble which explains something the child likes to do</li><li>• Play Word Robber. Write out a sentence, each word on a separate card. Read the sentence to the child. The child closes his eyes and the adult removes a word. Which word is gone?</li><li>• Play Word Jumbler as Word Robber but when the child closes his eyes jumble up the words.</li><li>• Can you unjumble the sentence?</li></ul>	Pupils remember words or phrases Pupil recalls missing words	You could play this with symbols