**Literacy – 2-Year-Olds**

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|  | **Pupils will be taught to**: | **Activities:**  **Adults will:** |
| **Reading** | Enjoy songs and rhymes, tuning in and paying attention.  Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  Say some of the words in songs and rhymes.  Copy finger movements and other gestures.  Sing songs and say rhymes independently. | \* Timetable songs, action songs and rhymes every day and encourage the children to take part but joining in with the songs and rhymes, copying sounds, tunes and tempo and tapping/clapping rhythms.  \* Provide a range of instruments for the children to use when joining in with song time.  \* Invite the children to choose a song/rhyme by selecting a picture or prop from a feely bag.  \* Say some rhymes but miss out words for children to fill in, for example, ‘Humpty Dumpty sat on a…’  \* Model spontaneous singing of songs or saying rhymes as they play alongside the children to encourage them to do the same. |
| Notice some print. | \* Provide self-registration cards to enable children to become familiar with their name.  \* Make a display of signs and logos the children will see in the local area.  \* Label resources with pictures and words. |
| **Writing** | Enjoy drawing freely.  Add some marks to their drawings, which they give meaning to.  Make marks on their picture to stand for their name. | \* Timetable drawing and mark making activities during group time using large sheets of paper and different drawing media such as pens, crayons, bingo dabbers, chalk, paint etc.  \* Draw alongside the children and model labelling their drawing to encourage the children to make marks alongside their pictures.  \* Model giving meaning to their mark by saying ‘That’s my butterfly. This word says butterfly’.  \* Write the children’s name on their pictures and invite them to ‘copy’. |
| **Comprehension** | Enjoy sharing books with an adult.  Pay attention and respond to the pictures or the words.  Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  Repeat words and phrases from familiar stories.  Ask questions about the book, make comments and share their own ideas.  Develop play around favourite stories using props. | \* Timetable group activities to share core texts and other books.  \* Read stories to children, pausing for them to respond to the words and pictures, ask questions, make comments and share their ideas.  \* Read core texts regularly so that the children become familiar with them.  \* Say a phrase from a story but leave a gap for the children to fill in the word, for example, ‘I sent him…’  \* Act out stories and encourage the children to join in with phrases from the text, for example, go on a bear hunt/open parcels from the zoo.  \* Model using props and puppets to retell stories.  \* Model looking at books for information, for example, look in a recipe book in the home corner when pretending to make cakes.  \* Set up role-play areas based on the children’s favourite stories, for example, a farm for ‘Oh Dear!’. |

**Nursery Rhymes for 5 Rhymes a Day**

**Baa, Baa Black Sheep**

**Incy Wincy Spider**

**Twinkle, Twinkle little star**

**Kickory, Dickory Dock**

**Humpty Dumpty**

**Old McDonald had a Farm**

**Chick, Chick Chicken**

**1,2,3,4,5 Once I caught a fish alive**

**Core Texts**

Dear Zoo by Rod Campbell

Oh Dear by Rod Campbell

No-Bot The Robot With No Bottom by Sue Hendra

Maisy Goes Camping by Lucy Cousins

Faster, Faster! Nice and Slow! By Sue and Nick Sharratt

We’re Going on a Bear Hunt by Michael Rosen

One Mole Digging a Hole by Julia Donaldson

The Very Hungry Caterpillar by Eric Carle

That’s Not My Train, It’s too… by Usborne Books

Red, Blue, Peek-a-Boo! By Katie Saunders

Little Rabbit Foo Foo by Michael Rosen

Stick Man by Julia Donaldson

Dinosaurs Love Underpants by Claire Freedman

Autumn by Ali Smith

Winter by Ali Smith