

Inclusive Practice

SLC 6 - Literacy – Practitioner's role



Please note: the SLC cards have been designed to be worked through in order from cards 1 - 6

Stories are an important part of life. Loving printed books and developing an enjoyment of looking at or hearing stories is a key part of early years. Research shows that the amount of input young children receive from the adults around them makes a big difference to how children learn to read and write in reception classes.

Task 1

Sit in a cosy place with your children and as you read with them:

- ask 'why have I, you or we chosen this book?'
- tell them why you like it, for example 'I love this book because the cat always makes me laugh'
- point out colours, pictures, and characters.
- challenge them to point out the book's title, or author
- stop and talk about the main characters
- look for rhymes, like 'shark in the park'

When you are reading it helps to be enthusiastic and exaggerate your movements. Think about how you use your voice, to capture the children's interest.

How do you use talk to support reading and writing?

Task 2

Carry out a peer observation on a colleague sharing a story with a child or a group of children. Agree beforehand what you will be looking for e.g., how do they engage the children? How do they provide opportunities for the child to participate, how do they capture and maintain the child's listening and attention?

Following your observation, reflect together on these questions. Remember to be constructive and to build on the strengths identified.

- What did the practitioner do well?
- What could they have done better?
- What did the children get out of it?
- What did the practitioner get out of it?

How will this impact on your practice moving forward?