

# Key Concepts About Print

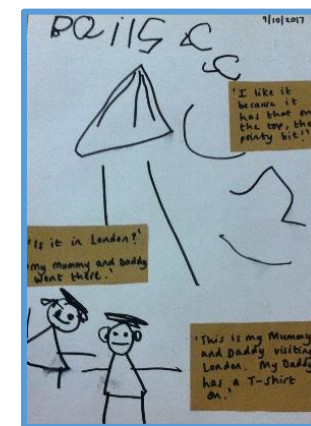
## EYFS Strategies & Activities



Development Matters 2020: **LITERACY** / *3-4 year-olds will be learning to:*

### **Understand the five key concepts about print**

- *Print has meaning*
- *Print can have different purposes*
- *We read English text from left to right and from top to bottom*
- *The names of the different parts of a book*
- *Page sequencing*









# What concepts and skills do the children need to develop?

## FIVE KEY CONCEPTS ABOUT PRINT: For 3 – 4 year olds

KEY CONCEPT	SKILLS & CONCEPTS
1. Print has meaning	<ul style="list-style-type: none"> <li>Understand that print has meaning and can be used to communicate</li> </ul>
2. Print can have different purposes	<ul style="list-style-type: none"> <li>Be aware of a wide range of examples of print with different functions</li> <li>Recognise familiar words and signs <i>e.g. their own name, advertising logos and screen icons</i></li> </ul>
3. How print works	<ul style="list-style-type: none"> <li>Know that we read English text:               <ul style="list-style-type: none"> <li>□ from left to right</li> <li>□ from top to bottom</li> </ul> </li> <li>Hold the book the correct way up</li> <li>Understand the difference between:               <ul style="list-style-type: none"> <li>□ words (<i>know that you can get longer and shorter words</i>)</li> <li>□ letters</li> <li>□ pictures / illustrations</li> </ul> </li> <li>Follow the print. Know:               <ul style="list-style-type: none"> <li>□ where to start reading</li> <li>□ which way to continue to read</li> <li>□ where to go next (<i>i.e. return sweep</i>)</li> <li>□ the correct orientation of letters and words</li> </ul> </li> <li>Follow words with one-to-one correspondence</li> <li>Begin to become aware that sentences start with a capital letter and end with a full stop</li> <li>Understand the words '<i>first</i>' and '<i>last</i>'</li> <li>Identify the first or last word / letter</li> </ul>
4. Different parts of a book	<ul style="list-style-type: none"> <li>Identify and name different parts of the book e.g. :               <ul style="list-style-type: none"> <li>□ <i>front / back</i></li> <li>□ <i>cover</i></li> <li>□ <i>title</i></li> <li>□ <i>author</i></li> <li>□ <i>page numbers</i></li> </ul> </li> </ul>
5. How pages work	<ul style="list-style-type: none"> <li>Turn pages:               <ul style="list-style-type: none"> <li>□ one at a time</li> <li>□ from the front of the back of the book</li> </ul> </li> <li>Begin to be aware of page numbers</li> </ul>

# Strategies & Activities to Develop Key Concepts About Print (CAP)

Talk about and model CAP during:  Shared Reading  Book sharing  Focused reading  Child-initiated learning

CAP (CONCEPT ABOUT PRINT)	STRATEGIES	ACTIVITIES
<p><b>Print has meaning</b></p> <ul style="list-style-type: none"> <li>Understand that print has meaning and can be used to communicate</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Model reading and using print within the environment <i>e.g.</i> <input type="checkbox"/> signs <input type="checkbox"/> in books <input type="checkbox"/> letters / messages <i>etc</i></li> <li>⇒ Model <b>writing to communicate</b> <i>e.g.</i> <input type="checkbox"/> messages / signs <input type="checkbox"/> books / stories <input type="checkbox"/> fact cards</li> </ul>	<p><b>Instruction notes</b></p> <p>Make an instruction board for people to read as they enter the nursery. Ask children to decide what instruction should be written on the board. Ask all visitors to the nursery read and follow the instruction.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">skip</div>  <div style="border: 1px solid black; padding: 5px; text-align: center;">clap</div>  </div> <p><b>Differentiation:</b> Child to identify initial phoneme for instruction</p> <p><b>Variation:</b> Write instructions on a scrap of paper / post-it and child can give it to an adult</p>
<p><b>Print can have different purposes</b></p> <ul style="list-style-type: none"> <li>Be aware of a wide range of examples of print with different functions</li> <li>Recognise familiar words and signs <i>e.g.</i> their own name, advertising logos and screen icons</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Provide a <b>print rich environment</b>, indoors and outdoors <i>e.g.:</i> signs, labels, books, names, logos <i>etc.</i></li> <li>⇒ Encourage parents/carers to talk about print within the home and local environment.</li> <li>⇒ Provide, model and encourage engagement in purposeful reading and writing opportunities, indoors and outdoors</li> <li>⇒ Ensure many opportunities for <b>name recognition and writing</b> throughout the routines of the day (<i>see also name reading/writing activities</i>)</li> </ul>	<p><b>Print Safari</b></p> <p>Go on a 'Print Safari' around the learning environment / school. Record examples (using photos and / or drawings) of print spotted and talk about their purpose.</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p><b>Differentiation:</b> Child to spot / record letters they know <i>e.g.</i> from their name</p> <p><b>Variations:</b> Ask families to do a Print Safari on the way to or from school</p>

## How print works

- Know that we read English text:
  - from left to right
  - from top to bottom
- Hold the book the correct way up
- Understand the difference between:
  - words (*know that you can get longer and shorter words*)
  - letters
  - pictures / illustrations
- Follow the print. Know:
  - where to start reading
  - which way to continue to read
  - where to go next (*i.e. return sweep*)
  - the correct orientation of letters and words
- Follow words with one-to-one correspondence
- Begin to become aware that sentences start with a capital letter and end with a full stop
- Understand the words 'first' and 'last'
- Identify the first or last word / letter

⇒ During shared reading, model using a pointer\* to follow print. Exaggerating movements to emphasis **directionality**. After the shared read, leave the pointer with big book to for children to have a go.

⇒ Make mini pointers\*\* for children to use in the reading area.

*\*To make pointers – use chopstick, stick something on the end relating to the focus text e.g. paw print, character, picture.*



*\*\*To make mini pointers – use a craft/lolly stick with picture relating to focus text, topic or child interest.*

⇒ Model and talk about how you decide **which way up to hold a book**. Ensure children have many opportunities to handle their own copy of a book. When you pass books to them, pass it to them with a vertical spine. This allows them to make their own decision about which way up the book should be.

⇒ Model the use of vocabulary – **word, picture, illustration**. During a shared read, model how to 'trap or catch' a word or letter, using fingers, craft sticks or strips of card. Then, during focused reading activities, ask children to 'trap a word' or 'trap a letter'. This will help to assess if they understand the difference between a 'word' and 'letter'.

⇒ Model using the words '**first**' and '**last**' in a range of contexts *e.g. when ordering toys, in a toy or child race, when discussing events / routines*. Scaffold children to use the words in context.

## Tidy up time – book and letter rescuers

At tidy up time, explain to child that things need to be the right way up. Can they help to rescue books and letters? Support and encourage child to put books, print and letters the right way up.



Help me! Please can you turn me the right way up?



Phew... thank you!

## Word/letter sort

Sort print and pictures or words and letters into different containers (*e.g. boxes, nets, baskets*)



**Differentiation:** Match upper and lower case letters

**Variations:** Cut words, letters and pictures from magazines and stick onto different pages

## Smiley faces under words

Write a simple sentence (*from a familiar text*) on a strip of card/paper. Support child to orally rehearse sentence. Put one smiley face under each word. Model and support child to point to each smiley face as they 'read'/say each word.



**Differentiation:** □ Point 1-1 without help of smiley faces

**Variations:** Provide a special mini pointer to follow the words.

### Different parts of a book

- Identify and name different parts of the book e.g. :  front / back  cover  title  author  page numbers

⇒ During shared reading, book shares and focused read, talk about the different parts of the book. Scaffold children to use this vocabulary when they are talking about books.

### Help the puppet ...

Ask child to help the puppet to find the ... front cover, back cover, title, picture, words, age number etc



Show me the front cover.



**Differentiation:** Find a letter from their name or a family member's name

**Variations:** Turn into a race e.g. *Who can find me a book with a blue front cover?*

### How pages work

- Turn pages:  one at a time  from the front of the back of the book
- Begin to be aware of page numbers

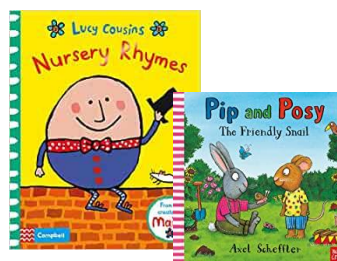
⇒ Model and talk about turning pages carefully, one at a time, from the front of the book to the back.

⇒ Maximise times for children to handle their own copy of a book e.g. in the book area, in other workshop areas and at home.

⇒ Encourage children to share books with toys and each other, turning pages carefully.

### Book hunt

Using a magnifying glass the children look through books to see if they can find any :  letters from their name  page numbers  circles / squares etc  food  winter / summer clothes etc.



**Differentiation:** Tally as they find items.

**Variations:** Ask each other to find an item e.g. *Can you find a .....?*

