

Seal Literacy Links - Foundation Stage

New Beginnings

Core activity: Create a class or group family album, or a wall display 'All about us'.

This might include photographs, drawings of children and adults in the class, some information about each child and adult (about their families, home cultures, likes, dislikes, etc.), shared agreements made with the children about class or group 'dos and don'ts', and information for newcomers.

Communication, language and literacy:

SEAL objectives

- To identify and manage feelings of fearfulness and sadness
- To interact with others, negotiating plans and activities and taking turns in conversation

Early Learning Goals for communication, language and literacy

Linked literacy objectives

- To use language to imagine and recreate roles and experiences
- To enjoy listening to and using spoken and written language, and readily turn to it in their play and learning
- To sustain attentive listening, responding to what has been heard by relevant comments, questions or actions
- To listen with enjoyment, and respond to stories ... make up own stories
- To explore and experiment with sounds, words and texts
Narrative: predictable structures and patterned language
T1, T6, T7, T10, T11, T12a
- Retelling stories using a variety of props and artefacts

Session One

Read the story *Owl Babies* by Martin Waddell (Walker Books) ISBN 0744531675 to the children.

The story depicts the anxieties felt by a family of baby owls when their mother goes hunting each night, and their relief and joy at her return.

Note: As the teacher, you will be working in role as Bill. It may be useful to have a prop of some sort to denote when you are in role. Ask them to be alert throughout to expressions on the faces of the owls, which show them feeling afraid or anxious. Focus particularly on the expressions of Bill and ask the children to discuss with a talk partner what he might be feeling and thinking. Scribe some ideas on to thought bubbles and insert them in the appropriate places.

Session two

Ask the children: 'Have you ever felt like Bill? What do we call these kinds of feelings?' Ask children to tell each other about any experiences that parallel Bill's - for example, leaving Mummy/Daddy/carer on the first day of school or getting lost in the supermarket. Challenge children to show how they felt on their own faces and take photographs of these to attach to the original story using re-usable sticky pads alongside the illustrations of the owls.

Session three

Develop role-play. Tell the children that they are going to imagine what happened after the end of the story. Tell them that Sarah, Percy and Bill meet their other owl friends in the playground at Owl School and they all talk about what they do when their mums and dads go out hunting. The children might like to role-play these conversations, with two confident children taking on the roles of Sarah and Percy and you in role as Bill.

The rest of the class can go into role as their owl friends. In your role as Bill, generate a conversation about how you sometimes feel very scared and how happy you are when your owl mother comes back. Encourage the children to use comforting language to make you (Bill) feel better. This may involve moving in and out of the drama to reflect on what is happening. Out of role, discuss what happened in the playground. Did the other owls feel the same as Sarah, Percy and

Bill? How should we talk to people like Bill when they feel really scared? Make owl puppets/soft toys available so that children can both re-enact the story, and role-play reassuring Bill. They can continue to experiment with different words and actions to make him feel better.

Alternative/additional texts with similar themes

This is the bear and the scary night by Sarah Hayes (Walker Books) ISBN 0744594820.

- Hot-seat children, after sharing the book, with other children asking the child in the seat what they felt and thought at different points in the story.
- Using a classroom puppet or soft toy, create a story which explains the toy coming to life when we have gone home. He explores the setting when we are not there. Give descriptions of the area he found and things he did. Ask the children where this might be. The toy could ask for help from the children to find a particular thing, so that another night he might find it himself.

I won't go there again by Susan Hill (Walker Books) ISBN 0744520916, ***The red woollen blanket*** by Bob Graham (Walker Books) ISBN 0744575575, ***Timothy goes to school*** by Rosemary Wells (Penguin) ISBN 0140547150, ***Starting school*** by Allen Ahlberg (Puffin Books) ISBN 014050737X, ***I am absolutely too small for school*** by Lauren Child (Orchard Books) ISBN 1843623668, ***Clever sticks*** by Bernard Ashley (Picture Lions) ISBN 0006638554 or ***Little rabbit goes to school*** by Harry Horse (Viking) ISBN 0670912832.

Getting on and falling out

Communication, language and literacy:

Read stories about friendship and cooperation, such as *Alex and Roy - Best Friends* by Mary Dickinson (Scholastic Hippo) ISBN 0590559435 or *The Surprise Party* by Pat Hutchins (Red Fox) ISBN 0099402920.

Write an instruction book about how to make a friend, giving suggestions and using photographs.

Continue to make up your own stories about social situations that you can use as a teaching point to build your children's social skills. Relate these closely to the children's own experiences.

Going for Goals

Core activity: Children spend a day visiting a local wood or wildlife area.

Prepare them for the visit with discussions, books, videos and role-play about the natural world. Group children into small teams of three or four (together with an adult or adults who can model appropriate language and behaviour) for collaborative, problem-solving tasks that require goal setting and persistence, such as building a shelter, laying a trail, making collections, etc.

Communication, language and literacy: Encourage children to explore different ways of communicating with each other across distance - calls, drums, signals, signs, etc.

Good to be me

Core activity:

The children are encouraged to develop and tell their own narratives about characters in stories. They are also encouraged to share their experiences that are similar to/different from those of the

characters. The use of words to explore feelings and emotions is introduced.

Session One

Life-sized stand-up character figures are introduced to the children one at a time.

On the first day, 'Lizzie Fixit' is there to welcome them into the classroom. She is introduced to the children, who learn about her and explore her character through stories about where she has come from and how she came to join the class.

Other sessions

Over a number of days, a series of other life-sized characters join them in the classroom and are introduced to them in the same way. These can include a range of characters, e.g. 'Daring Dalvir', 'Baby Bo' and 'Chip the Bloodhound'. Narratives about the characters and their lives and experiences are told, and the children are encouraged to create their own narratives.

Every day a character poses a challenge or problem for the class to solve. These challenges and problems include moral and social dilemmas, or an exploration of how one of the characters is feeling about something that has happened, and how the class might help them deal with this feeling.

Exemplar Lessons

SEAL objectives

- To explore feeling good when safe and loved
- To consider how core feelings are expressed
- To be able to view a simple situation from the point of view of more than one character

Links to Early Learning Goals, communication, language and literacy and linked literacy unit of work - Non-fiction: all about me
Literacy objectives T2, T6, T11c/e/f, T12c, T13, T14, T15

- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- To extend their vocabulary, exploring the meanings and sounds of new words.
- To sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.
- To use language to imagine and recreate roles and experiences.
- Simple recount of own experiences.

Text *Tom Rabbit* by Martin Waddell (Walker Books ISBN 0744582806).

This picture book tells the story of a toy rabbit, Tom, who is taken outside and forgotten. As darkness falls he experiences some trepidation but retains his confidence that his owner Sammy will come back for him. This proves justified and the two are safely tucked up for the night.

Text themes The main themes are love and security, played out through the imagined reciprocal love felt by a treasured toy. There is also scope to empathise with the toy by discussing its thoughts, given in the text, and the alterations in its facial expression and body language, apparent in the illustrations.

Possible focuses for the response to this text

Before reading the book, the teacher/practitioner could ask children to bring in any precious and special toys that they take to bed at night. Discussion could centre on how the toys make them feel, and although this might be difficult for some children to articulate, words like safe, warm, cuddly, snugly could be introduced.

After a first reading, the teacher/practitioner could encourage the children to imagine and discuss with a talking partner how they would feel if they were Tom Rabbit and were left outside alone in the dark. Having taken some responses, the teacher/practitioner could pose the question: 'What does Tom Rabbit do to make himself feel better when he is alone?'

Rereading some of Tom's thoughts over several pages, especially 'Sammy won't be long ...', 'It's only a rabbit the same as I am', 'I'm not scared one bit ...', 'Sammy won't go to bed without me ...' should help the children reflect on ways of managing feelings.

The teacher/practitioner should emphasise that, although Tom begins to worry a little, he is positive that Sammy will come for him, because he knows how much Sammy loves him.

Another session could focus on a close examination of each picture of Tom, encouraging the children to look carefully at him and then talk about how they think he is feeling (and why) on each page. The teacher/practitioner can draw attention to the changes in his expression, encouraging the children to look particularly at his mouth, eyes and paws, and the clues these give about his state of mind.

The class could then practise simulating facial expressions and body language for contrasting feelings, as a way to support them in recognising the external signs. This could lead into a discussion of how children can tell when other people are feeling sad, lonely, or left out, and how they can respond.

Suggested related activities Children could talk about the reaction of the real rabbits in the story to Tom Rabbit, and make up some thought bubbles for them, which the teacher/practitioner could scribe and temporarily add to the book.

Children could draw or paint a picture of their special toy, and write a caption for it for a display or class big book.

Children could look in other quality picture books for illustrations that clearly depict the characters' feelings.

In *Owl Babies*, the picture showing the babies' response to their mother's return.

In *Where the Wild Things Are*, the picture showing Max sitting thinking while the wild things sleep.

In *Peace at Last*, the changing facial expressions of Mr Bear.

In the role-play area, children could play out scenes related to special toys and bedtimes.

The class could collect and present as a poster ideas for 'Ways we show each other we care', e.g. you could invite someone to join in your game/sit next to you/share a turn at the computer; you could smile at them; you could spot when they are feeling sad and try to cheer them up.

Alternative/additional texts with themes related to love
Bunny My Honey by Anita Jeram (Walker Books ISBN 0744575834).
Time for Bed by Mem Fox (Hazar Publishing ISBN 1874371504).
and security *Can't You Sleep Little Bear?* by Martin Waddell (Walker Books ISBN 0744513162)
Guess How Much I Love You by Sam McBratney (Walker Books ISBN 074455439X).

Relationships

Core activity/Personal, social and emotional development:

The children are given responsibility for setting out what kind of learning environment they want to belong to. They are encouraged to think about the classroom or setting environment, the relationships and interactions they want to operate, and the rules for interaction and also for accessing materials and activities.

They are also encouraged to think about how agreed rules and behaviours are to be encouraged and transgressions dealt with to ensure fairness, inclusion, belonging and participation - that is, citizenship.

Children are encouraged to establish a system of buddying with other children to ensure care and inclusion towards others. Notions of care

and equity and the moral issues of rights and wrongs in terms of behaviour towards others are considered.

Communication, language and literacy: Children are encouraged to share their ideas about their classroom orally and to listen to and respect the views of others, negotiating consensus and agreement through their words.

Changes

Core activity:

Children are invited to select something that reflects change in their lives or environments and record a pictorial calendar of the changes over time. This change could be their own physical growth, changes within their family, the metamorphosis of a caterpillar to a butterfly, the growth of a seed into a plant, the changes of the seasons, etc. The changes could be recorded pictorially using drawings, computer graphics, video, photographs, etc.

Personal, social and emotional development:

The range of feelings associated with the changes recorded in the pictorial calendars are explored and expressed in a variety of media and ways. Children are encouraged to express their sense of awe and wonder at the change processes they are exploring, and to think about how change affects others.

Communication, language and literacy:

Children are encouraged to record an oral or written narrative of the changes they have selected to accompany the pictorial calendar. They might like to listen to stories like *The very hungry caterpillar* by Eric Carle (Philomel Books) ISBN 0399226907 or *A colour of his own* by Leo Lionni (Armada Books) ISBN 0006608736 to further explore change.