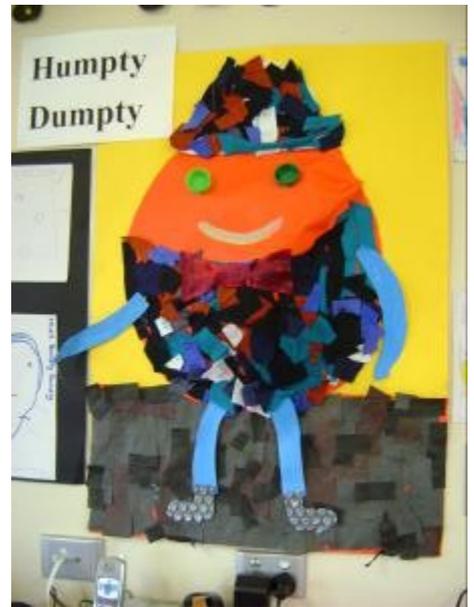


# Literacy extended

During our literacy focus, it became evident that our children particularly enjoyed phonics. We incorporated nonsense phonics such as Williby Walliby Woo, Dr Seuss books and the like, and nursery rhymes through out the curriculum. To reinforce our nursery rhymes, we embarked on a paper mache Humpty Dumpty. This was achieved with Xavier, Amber and Lucy applying glue strips of newspaper to an inflated balloon over the course of a week with others joining in the process as well. This created much needed patience for those who wanted an end result immediately. However the process was most important -fine motor skills, sensory, communication and exploration. Once our balloon was dry enough, a team of helpers were on hand to paint our Humpty. A wall 2D Humpty was also created with the use of collage materials as well.



Our next nursery rhyme creation was Incy Wincy Spider. Firstly we designed the web. Annabel, Saffron, Lily and Brooke were to be our web enthusiasts, adding stretched out cotton wool to pva glue on black paper. Then white string was added for effect. Saffron lead us into song by singing Incy Wincy Spider, with much dramatic tone. To achieve a great big fat spider, Annabel stapled (first time using the stapler), around the spiders' body and head which was filled with paper. The legs were attached after the children had cut these out using staples as well.



Brecon and Annabel were to paint our cloud and stick cotton balls on for yet another 2 D effect. Later that day, rain drops were cut out to eventually hang from the cloud once it was dry. To complete our nursery rhyme project, we put up a noodle which had been wrapped in white paper for our water spout. To extend this rhyme further, I took Sophie L, Lily, Ben, Otto, Luke, Saffron, and Caitlin through the process of drawing a spider. I asked what shape they thought the spiders' head and body was. Lots agreed it was round. They all drew a round shape for the body, then added the head. "How many legs does a spider have "?, was asked. There were lots of estimates, but we agreed eight, so legs were drawn off the side of the body. These are displayed in the classroom.

This programme included a variety of opportunities for playing and having fun with rhyming words and also for sequenced activities, experiences and the encouragement of language. It also allowed for creative events and activities to continue over several days.

