

Creating a Poetry Pond- an approach to supporting children's language and literacy

Creating the pond

First we curate a collection of poems about pond wildlife and weather; poems that would spark the children's interests. For each poem we found a representing object and decided on simple actions the children could join in with. We then created a small world pond for our objects to live in; using a builders tray, a collection of natural objects, solar fountain and garden ornaments. We also had a large gardening box to keep everything safe and added some outdoor cushions. For each poem, we chose the vocabulary we were going to teach the children. In addition to nouns, we also chose *tier two words*; new words that can be used in different contexts such as soggy, bumpy, scared and fidgety.



As a staff team, we used the EEF Evidence Store to identify the **key practices** we wanted to use as practitioners around the pond.

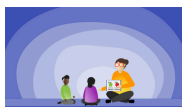
Supporting C&L development through *teaching vocabulary* by:

- *Naming & Labelling* the objects children choose,
- *Repeating* the modelled vocabulary each time the opportunity arises.
- *Explaining and showing* what the words mean; using the words in longer sentences and talking about the different contexts we find the words.



Early Years Evidence Communication and Language

Approaches and practices to support Communication and Language development in the Early Years



Early Years Evidence Store
Early Literacy

Approaches and practices to support literacy in the early years

Supporting Literacy through **teaching sound manipulation** by;

- **sparking/tempting** the children to join in with the poems, using the objects to interest them.
- **emphasising** the words that rhyme, by changing the pitch or volume of our voices.
- **experimenting with sound** by encouraging the children to recall/predict the words that rhymed or by trying to substitute the rhyme for a different word.

Support Literacy through **interactive reading** by:

- *labelling the features*, such as poet, anthology, poem, title, rhyme.
- *thinking out loud* about the poem, in order to engage children in conversation about the poem.
- *performing* the poem and modelling how to read aloud with expression.
- *making links* to the children's own experiences of nature; finding out what existing knowledge they have got, in order to make the new vocabulary memorable.

Take a look

Use the QR codes to view our poems.

Consider how you might use poetry in your practice.



Share aspects of your exemplary practice

We want to help *celebrate and share your evidence informed practice*. Please get in touch with the hub to share your exemplary practice with others. As an EYs community let's share what we do across the curriculum.