

**LETTERLAND PROVIDES AN ENRICHED LITERACY ENVIRONMENT, CHARACTERIZED BY TEACHING IDEAS AND STRATEGIES WHICH SUPPORT AND MAKE CONNECTIONS WITH KINDERGARTEN CURRICULUM GUIDELINES**

**ORAL LANGUAGE**

**. use language to connect new experiences with what they already know**

The connections made throughout the programme build upon the children's prior experiences. Letterland uses the language of children to teach them about language.

**. demonstrate awareness of individual sounds and sound patterns in language**

Letterland's unique approach promotes oral language activities; the focus on characters encourages alliteration, and playing with language – Clever Cat eats cupcakes, cucumbers, likes camping, does cartwheels...

**. retell familiar stories, using appropriate vocabulary and basic story structure**

The imagery of Letterland becomes a spur to the development of independent ideas, leading naturally into storytelling. Children enjoy making up stories and connections about the characters that live in Letterland.

**READING**

**. make connections between their own experiences and those of storybook characters**

Role-playing the characters from Letterland is a natural extension of the programme.

**. demonstrate awareness of some conventions of written materials (eg. text is written from left to right...words are spelled with upper and lower case letters**

These conventions are introduced to the children by stories, not rules, making it easier for them to grasp the concept.

**. recognize that words often consist of beginning, middle and final sounds**

Live spelling addresses this expectation in a developmentally appropriate way.

**. identify most of the letters of the alphabet and demonstrate understanding that letters represent sounds and that written words convey meaning**

Phonemic awareness is addressed by the very nature of the programme, and is the springboard into word recognition.

**WRITING**

**. print most of the letters of the alphabet...and some short words**

The Handwriting Songs teach correct letter formation; Letterland copymaster resources provide practice. Word building is taught and practiced from the third week of the programme.

**MEDIA**

**. begin to distinguish between the imaginary and the real**

The very concept of an imaginary place where fictional characters live inside the letters helps children to understand the distinction between the real world and their imaginations.

**THE ARTS**

**. recall and repeat familiar songs, dance steps and rhymes**

The songs to teach the sounds and formation of the letters help foster this expectation

**SCIENCE AND TECHNOLOGY**

The teaching guides provide ideas that address many of the learning expectations in the Kindergarten programme