

Supporting Computing Skills in Early Years Books and Reading	
Skill strands (Refer to computing skills in EYFS): Ongoing Skills, Computer science, Information Technology, Digital Literacy, eSafety	
Examples of resources that practitioners could provide:	
<p>Audio Books, e-books Sound buttons Tape recorder Dictaphone / Voice Recorder Kindle Rigby Star cBeebies</p>	<p>iPad apps: iPad keyboard ABC Pocket Phonics Collins Big Cat apps Nosy Crow story book apps</p> <p>Clicker software - Clicker Phonics / Clicker 6 or 7 Read with Biff, Chip and Kipper</p> <p>2Simple software: Simple City 2Start English Phonics 1 and 2 (as part of 2Simple Purple Mash.)</p>
Vocabulary: Digital, non-digital, devices, iPad, computer, talking book, audio book, multimedia books, hyperlink, permission, polite messages, record	

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Some things practitioners could do:

- Support children in using iPads or other computing devices to play phonic games.
- Prepare recordings of sound effects from stories and use them to enhance reading experiences.
- Work together with children to record sound effects for stories and play them back as an aspect of their story telling.
- Support children to select and play CDs and to use the CD player independently, e.g.: stop, start, skip to the next track etc.

Some behaviours a child could demonstrate to show understanding:

- Realise that technology can be used to support a reading experience e.g. a 'talking book' helps to read and say unfamiliar words.
- Be able to operate equipment e.g. play audio books independently using the appropriate buttons.
- Engage in open-ended activities through exploring cause and effect e.g. use sound buttons or sounds effects at the appropriate moment to enhance story telling.
- Focus on an activity for a length of time e.g. listening to a 'talking book' or sequencing a story.
- Explore ways in which technology can be used to create digital content, including writing and drawing e.g. exploring multimedia books that have music, voice, text and images.
- Begin to create digital content; text, drawing, pictures and sound using simple digital applications e.g. typing a caption for a picture, record voice or sounds independently (once this has been modelled.)
- Discuss similarities and differences in using digital and non-digital books and share what they have discovered.
- Be able to choose a regular activity on a safe site via a hyperlink or icon e.g. cBeebies or Oxford Owl for reading e-books.

eSafety

- Know who to tell if something they see makes them worried or uncomfortable
- Use safe sites to search for information / books
- Ask permission before using the internet
- To use age appropriate books, games and music
- Ask permission when capturing an image or recording a sound of others
- Keep their personal information (name, photo, school and address) private
- Write, record and share polite messages