

GREAT COATES VILLAGE NURSERY SCHOOL

POLICY FOR

LITERACY

Reviewed every 3 years
Spring Term 2022
To be reviewed Spring Term 2025

Literacy has a linked Governor.

INTRODUCTION

In the first Early Years Foundation Stage (EYFS) Document (Sept 08) Literacy was an integral part of Communication, Language and Literacy. However, in the revised version September 2012, Communication and Language became one of the 'Prime' Areas of Learning and Development and Literacy became one of the 'Specific' Areas of Learning.

This policy is an amendment of the original CLL policy and reflects the Literacy content of the revised Early Years Foundation Stage (EYFS) Document.

The implementation of this policy is a requirement and the responsibility of the whole staff, in order to achieve the agreed objectives.

Each of us learns language and in turn uses language to learn. It is therefore important that we as a staff offer all children a variety of experiences and opportunities through which they can express themselves freely and effectively in all areas of Literacy. This policy outlines the purpose, nature and management of Literacy in our school.

1. What Literacy means for Children

The revised version of the Early Years Foundation Stage is now the statutory Document for early years provision, effective from Sept 2012. As part of the revision, there are now seven Areas of Learning: three 'Prime' areas and four 'Specific' areas. Every Area of Learning and Development is important in its own right but they are all inter-connected and therefore must shape educational programmes in early years' settings. Literacy is now a Specific Area of Learning.

This policy is concerned with the development of literacy skills, i.e. early reading and writing skills, which underpin the development of children's language, social and communication skills. It involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range reading materials (books, poems, and other written materials) to ignite their interest.'
(Extract from the revised EYFS 2012).

'As children develop their speaking and listening skills they build the foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children need varied opportunities to interact with others and to use a variety of resources for expressing their understanding, including mark-making, drawing, modelling, reading and writing.'
(Extract from Learning & Development cards in EYFS 2008)

2. Aims

To offer individuals opportunities to access a wide range of books and written material in order for them to explore, and develop their understanding of the written word and illustrations, through a variety of well planned, quality experiences, alongside spontaneous opportunities, for literacy learning which arise.

3. Entitlement

All children will have access to: -

- ❖ A range of opportunities, activities and resources which are relevant, appropriate and challenging to the development of early reading and writing (literacy) skills of each individual child, including those with special needs.
- ❖ A caring ethos in which all young children feel secure, valued and confident in their literacy skills, and where motivation, eagerness and enthusiasm to learn are fostered and encouraged.
- ❖ A literacy environment which is organised with due regard to the health and safety of young children whilst offering opportunities for exploration, play and well planned and assessed activities which reflect good early years practice.
- ❖ Well planned activities which are appropriate to their individual stage of development and which consider and recognise the knowledge and skills they bring with them from home.
- ❖ Each child is viewed as an individual with specific needs being met in appropriate ways and with individuality being encouraged. Independence is fostered so that each child is offered the opportunity to reach his/her full potential, both in this area of the curriculum and in life.

4. Implementation

a) Organisation

Our philosophy is based on developing confidence and self-esteem by providing an approach, which is geared to the specific needs of young children. Emphasis is on first hand experiences which view talk and play as important media for learning, and which build on what the child can already do, and what he/she already knows and understands. We organise the children's learning and move them forward in their development through 1 to 1 interaction, input in small groups, as well as whole class and whole school approach when appropriate. It is our intention to encourage self-discipline and independence. In preparing young children for life skills it is important that they learn to be independent and able to find appropriate resources for an activity, to carry out the activity and to clear away afterwards. The organisation and layout of the classroom is therefore very important. A sound literacy framework is required to ensure that all children develop the necessary skills, concepts, attitudes, knowledge and understanding in this and all areas of the curriculum. Activities will be available both inside and outside to enable the children to develop their literacy skills.

Our overall Communication, Language & Literacy programme aims to meet the children's individual needs by encouraging communication, listening, expressing, interpreting and developing an enquiring mind. Opportunities for speaking, listening, reading and writing are essential to develop good foundations for language and literacy development. Children will have access to a variety of books, writing materials, 'story phones', 'story sacks', CD players and computers. They will be encouraged to understand the need for developing competence in early reading and writing skills which will result in them becoming enthusiastic readers and writers in the future. Role-play is an important contribution to the development of language and graphic skills and the children will be encouraged to participate with enjoyment in these activities.

Successful literacy development is dependent on the provision of appropriately planned and resourced activities, which offer challenge and support to enable children to develop the necessary skills, so that by the end of their reception year they will be able to achieve the appropriate learning goals.

There are two elements to Literacy:

- ❖ **Reading** – In the early stages, reading is about children understanding and enjoying stories, books and rhymes; recognising that print carries meaning, both fiction and fact; being able to reading a range of familiar words and simple sentences. As their skills develop and improve, it is about children using their phonic knowledge to decode regular words and read them aloud accurately; being able to read some common irregular words; being able to demonstrate their understanding when talking to others about what they have read.
- ❖ **Writing** – Early writing is about how children build an understanding of the relationship between the spoken and written word and how, through mark-making, drawing and personal writing, children ascribe meaning to text and attempt to write for various purposes. As skills develop, children will use their phonic knowledge to write words in ways which match their spoken sounds; they write some irregular common words and simple sentences which can be read by themselves and others, where some words are spelt correctly and others are phonetically plausible.

b) Delivery

The learning experiences of children in their early years form a good, broad foundation for developing their education. The way in which children learn, their attitude to learning and the building up of self-discipline are equally as important as what they learn. Therefore, it is the role of all early years educators to nurture children's eagerness and positive attitude to learning.

In order to achieve this we must give particular attention to the following:

Positive Relationships:

- ❖ Help children to communicate thoughts, ideas and feelings and build up relationships with adults and each other.
- ❖ Give daily opportunities to share and enjoy a wide range of fiction and non-fiction books, rhymes, music, songs poetry and stories.
- ❖ Allow children to see adults reading and writing and encourage children to experiment with writing for themselves through making marks, personal writing symbols and conversational script.
- ❖ Identify and respond to any particular difficulties in children's language development at an early stage.

Enabling Environments:

- ❖ Plan a learning environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures.

- ❖ For children who may need to use alternative communication systems, staff will support them through the use of 'makaton' and by providing opportunities for them to discover ways of recording ideas to gain access to texts in an alternative way, for example, through ICT.
- ❖ Provide time and opportunities for children to develop literacy skills and competencies through a range of activities, including relevant physical activities and large scale mark-making, which allow them to develop good muscle and joint movements which can then be transferred to the finer more detailed movements required for pencil control and letter formation.
- ❖ Provide a wide range of opportunities for children to use mark-making tools and equipment, where adults are good role models, purposefully demonstrating good hold and control of pencils etc.; correct letter formation at all times and offer challenge to individuals according to need.

Learning and Development:

- ❖ Link language with physical movement in action songs and rhymes, role play and practical experiences such as cookery and gardening.
- ❖ Show sensitivity to the many different ways that children express themselves non-verbally, and encourage children to communicate their thoughts, ideas and feelings through a range of expressive forms, such as body movement, art, dance and songs.
- ❖ Develop children's phonological awareness, particularly through rhyme and alliteration and their knowledge of the alphabetic code.
- ❖ Develop children's awareness of languages and writing systems other than English, and communication systems such as signing and Braille.

Activities within the classroom, and outside, are planned to encourage full and active participation of all children whatever their ability. Key persons select activities, which they judge to be relevant to either consolidate or progress individual children's learning.

Children will be given opportunities to use a range of resources to support the development of their literacy skills. They will have access to a computer with an interactive white board and opportunities to use a variety of software, which will develop literacy skills alongside their Information Technology skills whilst supporting other areas of the curriculum.

All children, regardless of gender, race, or capability, are given equal access to, and encouraged to take part in, all activities. Children are given opportunities to explore and enjoy stories, poetry, music, and art and play materials from a wide range of cultures.

The safe use of equipment, which is well ordered and easily accessible, is taught and the idea of a safe environment is promoted in all groups.

5. Special Needs

We ensure that all children, including those with special educational needs, have access to a range of activities, resources and experiences that will help them to make maximum progress within all areas of learning and development. The children's rate of progress will vary, as will individual achievement therefore staff will plan activities to ensure that all children have opportunity to reach their full potential. We must be aware of the particular needs of all our children so that we can plan and assess to ensure progression and continuity.

6. Planning & Assessment

Weekly planning is always displayed in the classroom. The planning will detail the learning opportunities for Literacy which may be introduced by the Key Persons, be enhancements to the continuous provision, spontaneous opportunities instigated by the children or a mix of all three.

Parents have an important role to play in the assessment process. They are invited to attend weekly 'Stay and Play' sessions with their child during the term before their admission which enables them to learn more about the Early Years Foundation Stage. They are asked to complete a 'profile' about their child's achievements before admission to the nursery and are also given a Home to Nursery Sharing book which they can use to share information about their child on a regular basis.

The Stay & Play sessions also enable Key Persons to begin to gather all important evidence to support baseline assessments, which are completed within the first three weeks after the child's admission date. Baseline assessments enable us to assess the child's stage of learning and development and thus form a starting point for future teaching and learning. Key Persons will continue to gather evidence, to support the children's progress, throughout their time at the Nursery, using the 'Tapestry' online system. Summative assessments are completed three weeks after admission and once every term thereafter. This information is shared with parents at our termly Parents meetings.

7. Background Information

This policy was informed by reference to the Early Years Foundation Stage Guidance 2008 and the revised Early Years Foundation Stage 2012.

8. Policy Review and Evaluation

The Co-ordinator will review the policy and discuss any amendments with all staff on a bi-annual basis. Any changes will be presented to the governors at the appropriate meeting.

Policy prepared Spring/Summer 2008

Date policy agreed...November 2008

S. Fowler Co-ordinator

Review Record

Autumn Term 2009

Reviewed in line with CLL audit. Minor changes made to reflect changes in the S.O.W. All references to Day care removed following closure in July 09

- ❖ Policy reviewed and agreed by Governing Body at **Spring Term 2 meeting 14/03/12**. Minor adjustments made to reflect changes in practice and procedures.
- ❖ Policy amended post Sept 2012 to reflect changes as a result of Revised EYFS SEPT 12 and change of Governor with responsibility. Now a 'stand-alone' policy which will be reviewed bi annually during Spring Term 2
- ❖ Policy reviewed and accepted by Governing Body at the **Spring Term 1 meeting 09/03/16** Claire Knight added as the responsible Governor.
- ❖ Policy updated January 2019. Reference to staff Co-ordinator removed.

- ❖ Policy reviewed and accepted by Pupil Outcomes Committee **Spring Term meeting 19/03/19**
Linked Governor changed to Sophie Nicolaou. Reference to 'story sacks' added.
 - Policy Reviewed **Spring Term Committee Meeting 2022** –Linked Governor is Claire Knight
and 'Simple online system changed to 'Tapestry'.