



## Policy Statement for Literacy Development

### RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

**Article 28** Every child has the right to an education.

**Article 29** Education must develop every child's personality, talents and abilities to their full.

Literacy is a Specific area of learning within the Early Years Foundation Stage Curriculum. Through Literacy the children are developing their reading and writing skills.

All children develop at a different rate - staff are aware of each child's needs and provide activities appropriate to the individual child's level.

At Selly Oak Nursery School, we aim to ensure that all our pupils are given every opportunity to reach their full potential, regardless of language, race or culture.

Reading will foster an enjoyment of books and promote and develop good book handling skills. Books will be used both as a means for gathering information and as a means of gaining and sharing pleasure.

Opportunities for mark making and writing, both indoors and out, will help to develop writing skills for the expression of thoughts, ideas and feelings and as a means of recording and ordering facts and information. Opportunities for meaningful writing will be provided in role play and staff will model writing for different purposes.

Where English is a child's additional language staff support the children in accessing the curriculum through:

- Visual aids to support vocabulary
- Gestures and objects to model key vocabulary
- Small focus groups with the Assistant - SENCO
- Parental support through multi-lingual activities, e.g. stories
- Creating vocabulary banks in a variety of languages using parental support
- Using bi-lingual child care / teaching students to translate for the children and check the child's understanding

Staff make regular observations of children and these are recorded and used for monitoring progress and informing future planning. Writing samples are assessed on a Termly basis and used as evidence of the children attainment and progress in their Developmental Matters Profile. A file of stages in writing development is kept for reference.

Writing samples are moderated on a Termly basis to ensure that there is continuity in assessments across the Nursery.

Literacy Development is broken down into two areas:

- Reading
- Writing

## Writing/Handwriting

By encouraging and fostering confidence in their ability to write, we believe that we are laying the foundations for children to become independent writers.

Fine motor control, hand/eye co ordination and muscular control and pressure are all developed through pre writing activities.

Writing and mark making activities will be incorporated where possible into activities in the nursery.

We will develop writing skills by:

- Providing opportunities to develop gross and fine motor control by use of activities available for the children on a daily basis - i.e. threading, peg boards, jigsaws, outdoor play etc
- During child initiated play children will have access to a writing area, trolley and tool boxes which encourage mark making and emergent writing. Outdoor role play areas also have writing materials relating to the particular focus of the area.
- Parents/Carers will be provided with a writing template of their child's name with the correct letter formation early in January.
- We will encourage writing for a purpose - e.g. lists, messages, letters and cards, 'pretend' registers and labels
- Adults will use as many different opportunities, as possible, to model writing
- Children will all have their own message boxes and we will encourage staff and children to communicate regularly

## Writing Table/Trolley/Tool Boxes

Suggested resources:

- Different coloured shaped paper shape/envelopes/cards
- Pen/pencil/felts/chalks/charcoal/crayons
- Tracing paper/tissues
- Pritt sticks/hole punch
- Masking tape (dispenser)
- Scissors
- Elastic bands
- Rulers
- Telephone directories/telephone/catalogues
- Dictionaries/word books
- Tracing/stencils
- Clipboards
- Stapler

These resources will be added to during the year according to the developmental needs of the children.

## Reading

We aim to foster a love of books and enjoyment of reading by:

- Sometimes using books and stories as the basis of our topic work so that children are familiar with books as sources of information.
- Using big books regularly and encouraging shared reading
- Encouraging parents to be involved in our weekly library. The nursery provides parents/carers with a guidance booklet which outlines ways in which children can be supported in this area of learning
- Providing a stimulating and comfortable book area where children can listen to taped stories or sit and browse through a selection of books and share them with adults and each other
- Using clear print for labels and displays
- Holding events such as World Book Day.
- Using story sacks
- Encouraging children and parents/carers to use the message boxes

To foster reading and enjoyment of books our teachers will:

- Always appear keen and enthusiastic about the book they are going to read
- Read every day and share their enjoyment of reading
- Encourage children to select own books to read at school and share at home
- Provide a wide range of suitable books for children to use
- Provide a range of captions around nursery and examples of print from other countries and languages.
- Re read favourite stories and rhymes
- Share big books, incidentally modelling reading behaviour
- Talk about pictures and encourage children to contribute
- Read texts featuring rhyme, rhythm and repetition
- Read a range of texts including fiction and non fiction
- Follow print with finger or pointing stick from right to left, especially when using big books
- Make children aware that books can carry information as well as a story
- Use photos of 'print' in the local environment e.g. road signs/names

## Letters and Sounds

The publication 'Letters and Sounds' plays an important part in the development of children's early reading and writing skills.

Letters and Sounds activities will be introduced on a daily basis during the Autumn Term with specific planning being created for each group. All sessions will be evaluated and plans adapted to suit the children's abilities.

During the Spring term groups will be streamed by ability to ensure that all activities support and further develop their skills.

Higher ability children in reading, writing and Phonics will work in small focus groups supported by the Deputy Head Teacher and Nursery teacher.

Agreed by Selly Oak Nursery School Governors Curriculum Sub - Committee on

**Signed** .....

Review date .....