

## **Literacy - Specific Area of Learning**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

### **Aim**

At Glebe Trust we aim to develop, extend and enrich the skills of literacy which the child has, in order to enable the child to function effectively as a member of society. Communication, language and literacy permeate all areas of the setting. The setting as a whole is organised in order to promote and enhance development in communication, language and literacy, and to promote positive images and role models for the children.

Learning will be achieved via a mixture of structured, adult directed and free-play activities, delivered through cross-curricular activities. We value linguistic diversity and where possible provide opportunities for children to develop and use their home language in their play and learning through the resources we provide them with.

### **Objectives**

To provide a stimulating environment in which literacy skills can be nurtured and developed. To provide visual, auditory and tactile experiences, which will provide stimuli for all children so that at the expected level of development they will do the following within the below aspects of learning.

#### **Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### **Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs e.g. sh, ph etc
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### **Writing**

- Write recognisable letters, most of which are correctly formed
- Spell words by indentifying sounds in them and representing the sounds with a letter or letters

## **Operating Policy**

The setting will be organised in order to facilitate the development of the following areas of language:

- Comprehension
- Word Reading
- Writing

A programme of activities based upon structured free-play and staff directed work will be implemented and there will be opportunity for the children to communicate with peers, staff, other adults and visitors to the setting.

The children will also experience the use of gesture and expression as a means of conveying information. Where appropriate, staff will support children in developing alternative strategies (such as signing) as a means of communication and lots of role modelling.

For children whose first language is not English, the setting will aim to offer support and show respect for the home language and culture of the child through the use of labels, books, pictures and other equipment which reflects and values their home language and culture. If possible, parents will be encouraged to come into the setting to share their knowledge with children and staff, and offer support to the bilingual learner.

Where there are already significant delays in the development of the understanding of language when a child starts the setting (as noted by parents, health visitor, doctor etc) or where a child does not appear to be making progress (as noted by staff and parents) then the setting will consult with outside agencies such as speech therapists or the educational psychologist in order to ensure that the child receives the support that he/she needs, but only with parental/carer consent. See Communication and Language Policy for more information in supporting children's understanding of language.

The programme of activities will help the children to develop an awareness of how language is constructed and the children will be encouraged to listen to and form sounds and letters.

Equipment will be carefully selected to represent the setting's commitment to equal opportunity and will provide positive images for all the children.

## **Programme of Work**

The setting will provide a wide range of opportunities and experiences through which literacy skills can be developed and promoted. These opportunities and experiences will be gained through a programme of activities based upon children's interests and general group needs. There will be a mixture of individual, group and adult directed activities which will be based on structured play. Staff will use Comprehension, Word Reading and Writing activities as a baseline for many of the adult led activities on a daily basis at a developmentally appropriate level for each individual child and groups of children where appropriate.

Programmes of work will be based upon a mixture of children's interests and adult focused activities. The children may participate in such activities as an individual or as part of a group and in free-play or adult-directed situations.

The programme will aim to include some or all of the following types of activity:

### Comprehension

- Storytelling to individuals.
- Storytelling to groups.
- Sound lotto games.
- Sound walks focusing on what can be heard around the school or on a walk in the grounds.
- Giving the children simple instructions to follow.
- Asking the children to listen for a particular character or event in a story.
- Listen to songs, rhymes and poems.
- Letter and sounds activities, inc phonics

### Word Reading

- Sorting and matching toys and games.
- Sequencing activities.
- Labelling of coat hooks and other personal items with the child's name.
- Storytelling to individuals, following the story through the pages of a book – pointing to the words as they are read if appropriate.
- Storytelling to groups, following the story through the pages of a large book – pointing to the words as they are read if appropriate.
- Labelling displays and other items in the nursery.
- Games matching sounds to letters or symbols.
- Reading corner for free-play with books.
- Displays of items starting with a particular letter (phonics).
- Language games to introduce the initial and final sounds in words, and short vowel sounds within words.
- Flashcards of key reading words.
- Letter and sounds activities, inc phonics

### Writing

- Sorting and matching toys and games.
- Sequencing activities.
- Free-play with paper and writing equipment.
- Modelling with playdough and clay.
- Colouring.
- Tracing over lines, shapes and letters.
- Copying lines, shapes and letters.
- Dot-to-dot patterns.
- Pathway drawing activities.
- Independent writing activities.
- Writing for different purposes such as labels, lists etc.
- Finger painting, gloop, food play etc.
- Threading etc to prepare children's fine manipulative skills ready for early writing

### **Planning, recording and assessment**

Individual targets and activity planning occurs on a daily, weekly or half termly basis. The individual targets and activity planning sheets used by the setting are laid out to identify each of the areas of learning; however staff should recognise that some areas of learning may not fit into children's individual interests and therefore need to be planned separately.

Planning also occurs on a daily or weekly basis whereby staff select a specific activity for the children to experience – there is a different activity out each day. Items are rotated so that all resources are used, providing broad experience for the children, however it is also important that children can follow their interest in their chosen activity and extend their knowledge through repetitive play with enhancements

Staff are able to observe the children and records of such observations can be made on the children's personal profile sheets, individual records or assessment folders.

Samples of the children's work which relate to comprehension, word reading and writing are kept in the child's individual folder as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

However assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, staff draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through a collection of physical evidence.

Information gained through recording, assessment and professional judgement will be shared with parents, other school staff and outside agencies as appropriate to address any learning and development needs.

### **Resources**

Resources available for literacy are located in the Resources file.

### **Documentation**

It is available to any person who wishes to read it and pass a comment. The policy is to review and amend the above as and when appropriate, minimum period two years.

Reviewed: June 2021