



# Literacy Policy

**Date of last review: 5 November 2019**

**Date of next review: November 2021**

**Reviewed by: Jayne Staves**

This policy will be reviewed sooner if there is a change to legislation or guidance which may affect it.

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## **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of Literacy at Whitecross Nursery School. Literacy unites the important skills of speaking, listening, reading, writing and thinking critically. In order for children to become literate they must understand that the written word is a representation of the spoken word and that both have a variety of forms related to purpose. We follow the statutory framework for the Early Years Foundation Stage (April 2017) and use the guidance (2012) to work towards the Early Learning Goals in Communication and Language, Reading and Writing.

## **Aims**

- To provide children with the opportunities to communicate effectively for a range of purposes and to listen with understanding.
- To give children an environment which is safe and secure and which provides encouragement for the development of all aspects of Literacy.
- To ensure there is equality of access and opportunity for all children to develop their Literacy skills.
- To seek to ensure that all children achieve their full potential in all aspects of Literacy by the time they leave us to move on to FS2.

## **Statutory Requirements**

In the Foundation Stage children should be given opportunities to

- experience a rich language environment
- develop their confidence and skills in expressing themselves
- speak and listen in a range of situations
- link sounds and letters and begin to read and write (when developmentally ready)
- access a wide range of reading materials to ignite their interest

## **Teaching and Learning**

The school believes that staff must work together to plan, deliver and moderate the teaching of Literacy to ensure that expectations are high and children are able to achieve to the best of their ability.

### Organisation of the learning environment and resources.

We offer a language rich environment. There are opportunities for children to develop literacy skills across all areas of continuous provision both inside and out. Each area has interactive print displayed and includes resources for children to use to represent their own ideas. Staff model good communication skills and support children to develop their ability to communicate in a variety of ways. We have an attractive and comfortable book corner, which includes high quality books (including poetry, rhymes and non-fiction), props and story sacks. We also have two smaller 'book nooks', enabling children to access books during outdoor play. There are specific areas indoors and out where children select resources and use them in relation to their own interests to develop their mark-making skills.

### Planning

Staff work closely alongside children, observing and evaluating their interests. These observations are brought to planning meetings when we discuss how we intend to progress children's learning in all areas.

A range of strategies are used to support the children in the development of their Literacy skills including

- Modelling reading and writing.
- Listening and responding to children's ideas.
- Telling and reading high quality stories to individuals and small groups of children.
- Scribing children's narratives, allowing them to develop their story telling skills.
- Development of gross muscle control through climbing, swinging and balancing activities outdoors.
- Development of fine muscle control through the manipulation of malleable materials (including 'Dough Disco'), cutting, sticking, model making and small construction sets.
- Small and whole group Physical Literacy including finger rhymes, action songs and 'Squiggle' sessions.
- Specific phonics activities in key person groups aimed at developing children's listening, following guidance in 'Letters and Sounds Phase 1'.
- Extra phonics and shared writing sessions targeting children at specific stages of development.
- Opportunities for emergent writing in all areas including drawing plans, labelling models, writing instructions, shopping lists, invitations, cards and letters . It is the understanding of the purpose that is important here.
- Small group times (morning and afternoon) focused around high quality children's books.
- 'Helicopter Stories', giving all children the opportunity to tell and act out (as well as see scribed) their own stories.

### Training and support

Staff have access to training sessions at the local Hub, which enable them to meet with colleagues from other schools as well as update their knowledge. Other opportunities are available for CPD through courses further afield and visits to other settings.

The lead practitioner (Mrs Staves) has recently attended training on 'Talk Boost', 'Sharing Quality texts with young children' and 'Helicopter Stories'. Two members of staff regularly attend an 'Early Years Book Club' giving them the opportunity to discuss a range of books with practitioners from other settings.

### Equal Opportunities / Inclusion

The staff use a range of visual clues and story props in group sessions and with individuals to allow all children access to stories. We liaise with each other to ensure specific needs are met (including SEND, EAL and Gifted and Talented), targets are set and reviewed, questions and activities are differentiated. We have dual language books and ensure we have a range of languages available at all times, including those heard and spoken by specific cohorts of children. All children are supported by adults to access a wide range of mark-making tools.

### **Monitoring and Evaluation**

Records are kept and next steps identified for individual children by their key person. Feedback is given to individuals and to small groups of children during and on completion of activities. Small group activities are evaluated weekly and these evaluations are used to move on children's individual learning and to determine when children are ready for more challenging texts or a more structured approach to phonics. Formative assessments are moderated each term and data is used to inform key persons and set targets.

Regular monitoring of resources – The lead practitioner monitors resources and activities.

### **Role of Governors / Parents**

Governors visit the school to monitor the physical and emotional environments and to observe adults working alongside children and teaching both small and whole group sessions. All Governors are kept up to date with the teaching and learning taking place through feedback to the Standards Committee. The progress and attainment data for the previous year's cohort of children is shared with Governors and, as a result, priorities for school improvement are agreed. Governors support the development and reviewing of policies on a regular basis.

Parents are kept informed about their child's individual progress through termly meetings with their key person, when they have the opportunity to discuss their progress in all areas of the curriculum. All parents are invited to attend a Literacy workshop during the autumn term and are given leaflets with information about the teaching of writing. There are additional ideas for ways in which parents can support their children's development in reading and writing on the Nursery website. They may also be interested to refer to the following clips on YouTube in order to support their children with the correct enunciation of sounds

'Jolly Phonics Letter Sounds (British English)'

'Sounds of the English Phonic Code'

It is important that we work in partnership with parents to develop their children's Literacy skills.

A copy of this Literacy Policy is available for parents who wish to see it, either on the website or as a hard copy available from the school office.

**Links to other Policies:**

- Early Years Foundation Stage Policy
- PSHCE
- Physical Development
- Special Educational Needs & Disabilities
- Equality and Diversity
- Risk Assessment
- Offsite Visit
- Health and Safety