



Westfield Nursery School Policy for Literacy

Vision

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings; outstanding futures'.

Literacy

Literacy is identified as a Specific area under the Early Years Foundation Stage Curriculum. Literacy development involves Reading and Writing, for example encouraging children to link sounds and letters and to begin to look at and discuss books and making marks. At Nursery we give access to a wide range of reading materials and mark making opportunities to ignite their interest.

Guidelines for Implementation

Early year's practitioners, both inside and outside, should:

- Have a positive attitude to literacy development in children.
- Understand the learning outcomes for literacy development in the EYFS document.
- Ensure that they have knowledge of current trends relating to literacy learning in early years.
- Plan small group activities to encourage literacy development, and that the activity has differentiated learning outcomes to meet children's individual needs; Activities should provide challenge to best extend learning.
- Provide a variety of stimulating and appropriate literacy resources available, many of which may be open ended and flexible in their usage, ensuring that appropriate resources are easy for children to access and to find.
- Have a secure knowledge of the resources available, and to ensure that all the resources are used, not just the more familiar ones.
- Understand how ICT (e.g. ipads and interactive touch tables) can promote children's' literacy development.
- Model reading, language, use of new vocabulary and letter formation.
- Take opportunities to challenge, extend and make sense of their own learning.

Reading

We understand that on starting Westfield children enter the Nursery with a range of previous experiences. For example, some of our pupils will be familiar with books, including popular and traditional stories and those published in conjunction with their favourite television programmes and of the written word around them. They may have had stories read to them at home or in another pre-school setting. Other children will have limited access to books, and we aim to remedy this. We build on these experiences and extend them in order that children develop a genuine love of books and an interest in the meaning of print. We aim to provide an environment where a variety of books are always available and are presented in an attractive way

Guidelines for Implementation

Early year's practitioners, both inside and outside, should:

- Utilise the large collection of fiction and non-fiction books in the library.
- Supply and regularly change the collections of fiction and non-fiction books in the book boxes in each classroom.
- Access the themed story collections and non-fiction books for a variety of areas of interest (in Ladybirds story room).
- Use books in dual languages.
- Give children the opportunity during group times to listen, act out and discuss stories, including a wide range of popular and traditional stories to ensure the children have a broad experience of all types of fiction.
- Reread stories more than once, share non-fiction books more than once
- Plan use of story sacks, puppets and props enable children to re-tell stories and reinforce learning.
- Provide materials for children to make their own books. Making individual or group books, may be a task undertaken during small group sessions.
- Encourage parents and children to select books from the Nursery library area. Books are signed in and out daily or when required.
- Plan a Literacy 'stay and play' session on an annual basis (often as a part of World Book Day). The workshop will seek to inform parents about how literacy is introduced throughout the Early Years Foundation Stage curriculum, using a range of cross-curricular activities. The session will also endeavour to provide helpful information and tips to enable parents to support and stimulate their children's learning in this area.
- Lend Reading books to parents, who are encouraged to share them with their child, and swap them weekly.
- Use the school's library service to supply a range of new books, big books and story sacks.
- Attend the librarian to visit, with the children, and encourage families to join the library to access books as well as other resources and activities.

Letters and Sounds/ Jolly Phonics

At Westfield Nursery we aim to develop children's knowledge of letters and sounds by working through the following aspects: general sound discrimination in the environment, with instrumental sounds and body percussion, rhythm and rhyme activities, voice sounds and segmenting and blending.

We also introduce children to the letter sounds using Jolly Phonics where, using different multi-sensory methods, children learn how to say, form and write the letters.

Guidelines

Early year's practitioners, both inside and outside, should:

- Provide games and activities to encourage careful listening and the ability to distinguish sounds will be used during adult directed time.
- Use strategies and ideas from the 'Primary National Strategy – Letters and Sounds.

- Introduce single sounds/letter shapes using materials from the 'Jolly Phonics' scheme. Generally, a 'Sound of the week' is introduced during message board with activities planned throughout the week to reinforce learning. This is further enhanced by sharing the 'Sound of the week' with parents, along with activities for family home learning.

Writing

Children enter Westfield with widely differing writing skills. Whilst a few will have a developed grip and good control with writing implements, beginning to form the letters of their name, some will enjoy making marks on paper, others will not yet be able to hold a pencil effectively. It is therefore vital, that we appreciate each child's previous experiences in order that we develop their early writing accordingly.

Children are encouraged to mark make and write whenever possible, on drawings, artwork and during imaginary play etc.

Guidelines

Early year's practitioners, both inside and outside, should:

- Give opportunities for children to work at large and small scale.
- Provide mark-making areas are available in the classroom's and outside under the veranda, stocked with a variety of materials e.g. books, jotters, different sized and textured paper, envelopes, diaries, a variety of pens, pencils, chalks and markers.
- Encourage emergent writing in order to enhance children's learning. Role play areas contain opportunities for context-based mark making, encouraging children to write for a variety of purposes, stories, lists, letters, cards etc.
- Encourage children to form letters using a variety of materials e.g. in sand, paint, shaving foam, chalk or with dough etc.
- Develop hand eye co-ordination through such activities as threading, completing puzzles, gluing, painting and using malleable materials. These provide a sound basis for early writing skills.
- Give children opportunities to contribute to displays by writing their names, captions and labels. This can be done in a variety of ways e.g. emergent writing, adult scribing, copy writing or by using ICT.

Handwriting

It is imperative that any intervention in a child's writing is sensitive to prevent the loss of confidence, interest and enthusiasm. A range of strategies can be used to cater for the individualised nature of each child's learning style, and can be taught across the curriculum e.g. with paint, sand, dough etc. The correct letter formation is shared with parents at the Literacy Stay and Play day. We recognise different pen grips: palmer, digital, modified tripod and tripod grip and encourage children to use a tripod grip as they demonstrate they are ready.

Guidelines

Early year's practitioners, both inside and outside, should:

- Provide positive encouragement and sensitive treatment in order to progress children from 'drawing' the letters to forming them correctly. Adults should describe how each letter should be formed e.g. 'the letter 'a', around and up, back down and flick' and encourage the child to do the same
- Encourage early attempts at any copywriting sensitively. (Whilst some children enjoy trying to copy adult's scribed writing, others may be discouraged by not producing 'perfect' results.) All attempts should be valued and celebrated.
- Plan mark-making and handwriting activities in accordance with the recommendations and developmental steps in the Early Years Foundation Stage guidance. These activities will be an integral part of our day-to-day planning and will be relevant to the children's overall experience e.g. writing names in Christmas cards, making tickets for a role play bus etc.
- Include examples of children's mark-making and attempts at early writing as part of children's 'Learning Journey' folders.

Resources

Literacy resources are located in the library (lending books), Ladybirds story room (themed books) resource cupboard (writing resources, big books and story sacks) and the hot cupboard (paint, paper, pens etc). All staff should have a good knowledge of the resources on offer. Resources must also be available in each room and outside area that children can independently access to further their development in the aspects of literacy development.

Staff ensure that they encourage children to access the interactive literacy resources in the outside 'castle' and designated area. Resources are rotated regularly to ensure children remain engaged.

Children/staff should be encouraged to share in the responsibility of the equipment and have clear expectations with regard to storage, use and care. It is everyone's responsibility to ensure that all resources are kept in good working order, returned complete and are appropriate for the children's stage of development.

Equal Opportunities

All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or cultural/ social backgrounds. Any observed inequality such as an activity only being accessed by a particular group, needs to be discussed and addressed. It is important to consider the cognitive and English language abilities of the children for whom English is an additional language and for children with additional needs. Safety of all children when using equipment and exploring their environment is the responsibility of all members of staff, both inside and outside.

Working with Parents/Carers

- Parents will be invited to attend a stay and play day including a literacy focus.
- Parents will be encouraged to understand the importance of the indoor and outdoor environment when promoting literacy.

- Parents will be encouraged to promote literacy within the environment, outside of Nursery.
- Each year a literacy home learning challenge will be provided to encourage literacy.
- The parents notice board will be used to display sound of the week.

Monitoring and Evaluation

Overall curriculum lead is Mrs Andrews, lead teacher. She is supported by the Literacy team Development Team (Mrs Collins) who monitor, evaluate and implement necessary changes to ensure effective provision of literacy development opportunities. This is done through regular scrutiny of policy, planning, assessment, observations and feedback from other members of the nursery.

Policy reviewed March 2020

To be reviewed March 2021