



## Westfield Nursery School Policy for Literacy

### **Vision**

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

### **Background**

Literacy is identified as a Specific area under the Early Years Foundation Stage Curriculum. Children enter Nursery with a range of experiences and access to resources at home.

### **Intent**

Our intent for reading:

- To sow the seed for a lifelong love of books and rhymes (early reading).
- To support children to understand a range of vocabulary.
- To support reading at home

Our intent for writing

- To develop fine motor control
- To enable rich opportunities for mark making

### **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
- Understand the sequenced stages in the Nursery curriculum
- Ensure that they have knowledge of current trends relating to literacy learning in early years
- Plan activities to encourage literacy development
- 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
- 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 for children to 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.

## **Implementation**

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

### Reading areas

- Provide attractive welcoming reading areas
- Use picture books (without words) as well as themed story collections and non-fiction books to develop vocabulary
- Use books in dual languages
- Reread stories more than once, share non-fiction books more than once
- Use the Nursery logo books (fast food, high street, favourite television shows etc)
- Use the Nursery child friendly policies

### Large Group Times

- 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
- Use of story sacks, puppets and props to enable children to re-tell stories and reinforce learning
- Use the Central Bedfordshire's school's library service to supply a range of new books and story sacks

### Other

- Support children reading their own names during self-registration
- Support children's understanding of print e.g. by using keywords, pupil voice speech bubbles
- Regularly read in child-initiated work times
- Provide props for story telling during child-initiated work times
- Provide materials for children to make their own books, comics
- Encourage reading at home through home learning challenges
- Encourage families to use the large collection of fiction and non-fiction books in the library (termly library prizes)
- Use World Book Day to stimulate interest in books and reading with children and families (Whenever possible hold a stay and play day to inform parents about how literacy is taught in the Early Years Foundation Stage through the Nursery Curriculum and provide helpful information, signposting and tips to enable parents to support and stimulate their children's learning in this area)

- Plan for the librarian to visit, and encourage families to join the library to access books as well as other resources and activities

## Phonics

At Westfield Nursery we aim to develop children's pre-phonetic knowledge by teaching a range of aspects in adult led teaching times. They are:

- Listening to and joining in with simple rhymes (2 year olds)
- General sound discrimination: Listening skills- Listens to and identifies a range of environmental sounds inside
- General sound discrimination: Listening skills- Listens to a range of music
- General sound discrimination: Instrumental Sounds
- General sound discrimination: Body Percussion
- Sound reproduction skills: Rhythm
- Sound reproduction skills: Rhyme
- Sound reproduction skills: Syllables
- Sound reproduction skills: Syllable Blending
- Sound reproduction skills: Alliteration
- Voice Sounds
- Oral Blending and Segmenting
- To learn to say a discrete phoneme, recognise and write the letter that represents that phoneme for the letters (s- a- t- i- p- n)

## 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.

## Implementation

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

- Develop hand eye co-ordination through gross and fine motor exercises/ movements such as swinging on a bar, threading, completing puzzles, gluing, painting and using malleable materials. These provide a sound basis for early writing skills
- Encourage children to make marks using a variety of materials e.g. in sand, paint, shaving foam, chalk or with dough etc, eventually working on correct letter formation
- Give opportunities for children to work at large and small scale
- Provide organised mark-making areas 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 context-based mark making e.g. using emergent writing in role play areas for stories, lists, letters, tickets, cards etc. or writing their name in a card

- Give children opportunities to contribute to displays by writing their names or captions and labels. This can be done in a variety of ways e.g. emergent writing, adult scribing, copy writing or by using ICT.
- 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
- Include examples of children's mark-making and attempts at early writing as part of children's 'Learning Journey' folders

## **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. 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.

## **Roles and Responsibilities**

Overall curriculum lead is Mrs Andrews, lead teacher. Class leaders take responsibility for planning communication and language.

## **Resources**

The Nursery has a wide collection of books organised by vocabulary theme as well as big books and story sacks in the resource's cupboard. There is a well-stocked lending library open to families. There are a range of mark making resources in the hot cupboard. 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.

## **Safety**

Staff will ensure all resources that are put out are safe and useable for children, staff will also ensure that the outside and inside area is checked during the morning health and safety check.

## **Equal Opportunities**

All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or cultural/ social backgrounds.

## **Interventions**

All staff are tasked with reading with children who are in receipt of Early Years Pupil Premium (EYPP). The EYPP champion ensures literacy is woven through the range of interventions where appropriate. For example, reading a non-fiction book about mini-beasts and then writing which minibeasts are found.

### **English as an Additional Language**

We welcome children and families for whom English is an Additional Language (EAL) and see multilingualism as an asset and support the parallel use of home languages and English. We have a range of dual language books and translation cards.

### **Equal Opportunities**

Practitioners have high expectations of what the children can achieve regardless of gender, ability, race or culture/social backgrounds.

### **Working with Parents/ Carers**

We actively encourage our children and their families in this area by encouraging weekly use of the library and giving termly library prizes, asking Santa to give a book as a gift at Christmas, sending home Bookstart book gifts. Reading is also a focus for home learning challenges.

### **Assessment, Monitoring and Moderation**

Two-year checks are completed for those children starting in our two-year-old class.

Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term so the school can monitor progress and target next steps.

The school has a program to monitor and evaluate the work of the school through regular scrutiny of policy, planning, assessment, observations and feedback from staff, parents and carers.

The judgements staff make are moderated with outside agencies to support validation of these assessments.

### **Impact** (Based on exit data and questionnaires from June 2021)

Children make better than expected progress in reading and expected progress in writing from initial baselines.

Children in receipt of Early Years Pupil Premium make expected progress.

EAL children make better than expected progress.

Children report they like listening to stories, reading, singing, painting and playing with the alphabet.

Parents/ carers report that children enjoy a range of songs, rhymes and stories.

### **Conclusion**

Implementation of this policy will ensure children reach their potential in the area of literacy.

Policy updated March 2022