



Eastwood at the heart of community with community at heart

Policy: Literacy

Date Adopted:
Autumn 2017

Policy Category
Curriculum

Date for Revision:
Autumn 2020

Definition:

We start children learning to read and write as soon as we teach them a nursery rhyme or read them a story! In fact these are two of the most important things we do to support children's early literacy and of course they can all access books, writing and mark making equipment all the time at all ages. Adults will also support children by writing down things that they say, encouraging them to recognise their name and to be imaginative and make up stories.

Rationale:

At Eastwood Nursery School & Centre for Children and Families we want to ensure children develop an interest and increasing mastery of the world of songs, rhymes, stories, information texts, symbols, signs and mark-making. Enjoyment, fascination and interest will then lead to children exploring literacy as a problem-solving and creative endeavour that adds to their ability to communicate, think critically and find out more.

This policy has been developed for all children who attend Eastwood Nursery School & Centre for Children and Families or use its services.

Aims:

To provide a communication-rich environment in all settings and situations which helps all children make good progress in literacy relative to their starting points
For children's literacy development to be monitored closely and every opportunity given to promote children's mastery of literacy.

To identify early any difficulties and respond appropriately, in a timely way

To provide for a wide range of communication needs ensuring that barriers to effective communication and language development are removed

To value and promote the child's home / first language but to also provide an environment that helps all children to develop fluency, language and communication in English

To promote literacy-supportive environments in the home

Objectives:

Eastwood should provide: -

- An environment that acknowledges, references and values the child's home language
- Opportunities for children to regularly take books home or access book start
- An environment that actively promotes children freely accessing books, labels, symbols, mark-making equipment at all times and all ages
- Training opportunities for staff to develop skills in using additional communication aids, systems and signs
- Resources to help adults create a literacy-rich environment including book areas, story-telling areas, mark-making areas and age-appropriate resources.
- Opportunities and experiences that will promote literacy development in different contexts- outdoors, small groups, large groups, individual, open-ended, child-initiated and adult-initiated activities
- Adults who will interact with children in ways to promote and develop their reading and writing development- for example by offering to write down what children say or read stories that interest them
- Adults who can confidently help children understand how letters and sounds work and discriminate between sounds
- Regular, relevant and timely information for parents on the progress children are making with literacy
- Well-planned and regular story-telling sessions that meet the needs of the children in the group and are differentiated to provide a suitable level of challenge
- Provision that reflects the best and most appropriate elements of 'Letters and Sounds' so that when ready and interested and discriminating sounds, children can explore rhyme, alliteration and letters.

We believe that all children should have access to a range of books suitable for their age and opportunities to develop a passion for the written word from an early age, regardless of their developmental level.

- Children are given the opportunity to share books and story sacks with the whole class.
- Children have access to a range of books including fiction, non-fiction and rhyme.
- Children have access to a writing area with a variety of pens, pencils, crayons and paper
- All children's writing and mark making is valued and a variety of work is displayed
- Areas of the classroom are appropriately labelled with symbols, frequently used words, names and the alphabet.
- Children are given the opportunity to visit local public libraries
- Children have the opportunity to listen to tapes, with stories, songs, rhymes and computer software that promotes language and literacy skills
- Children have the opportunity to take books home and enjoy sharing them with family members

Written By : Curriculum & Achievement Committee

Headteacher's Signature:

Chair of Governors:

Date: Autumn 2017