

Literacy Policy

Rationale

The aim of this policy is to develop and raise awareness of literacy in line with current local and national guidelines.

"Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways and apply discernment."

Building the Curriculum 1 - Scottish Executive 2006

At Hyde n Seek Nurseries we aim to ensure that children:

- Develop essential skills in listening, talking, reading and writing for learning and life
- Use different media effectively for learning and communication
- Develop an understanding of how language works and communicate ideas and information
- Use a variety of resources to further develop aspects of literacy
- Use peer and self evaluation to determine next steps for literacy
- Discuss with staff their next steps and targets for future learning

Role of Staff

Staff at Hyde n Seek Nurseries have an important part to play in the development of early literacy for children in their care.

"Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families and Curriculum for Excellence enable early years practitioners to provide stimulating, active learning environments and build strong foundations for the development of literacy skills. They also encourage staff to support families to provide a rich home learning environment."

Literacy Action Plan - An Action Plan to Improve Literacy in Scotland - Scottish Government (2010)

Staff provide a range of stimulating resources and shape the learning environment to enhance real life opportunities for developing skills in communication, language and literacy. Staff/child interaction is the main vehicle for extending children's learning and sustained shared thinking. In every area of the nursery, throughout the day staff use open-ended questions to encourage children to share their ideas, explain their thinking, describe things around them and make reasoned evaluations. Each child has an individual plan in which the staff plan for and respond to the child's individual next steps in relation to literacy and other areas of the curriculum.

Staff ensure there is appropriate resources at all times to challenge, stimulate, and keep children motivated. Staff complete monthly Literacy audits to assess if

we need to purchase new resources. Each area within the playroom also has an area observation folder in which staff will write an observation once a week based on a continuous outcome for that area. This observation will help staff see if they need to change, challenge or adapt this area to improve learning for children within the nursery.

Resources

At Hyde n Seek Nurseries we carefully select appropriate resources for all our playrooms. In relation to literacy we ensure that we have:

- * Comfortable Story area with a wide selection of books. The selection of books will include fiction, non-fiction, recipes, atlases, poetry etc.
- * Books in all areas of the playroom. For example science books in science area, Cookbooks in role-play kitchen.
- * Opportunities for writing in all areas. Shopping list in house corner, appointment book for hairdressers. Etc.
- * Examples of letters available. Both upper and lower case.
- * Resource cards for letters and sounds. (Phonological Awareness)
- * Examples of high frequency words.
- * Large range of writing materials in which children have the freedom of choice. This will include resources such as pens, pencils, crayons, chalk, chalkboards, magnetic letters, whiteboards, whiteboard pens, rubbers, rulers, clipboards etc.
- * Opportunities to access the smartboard and PC for literacy experiences through word pad and online learning games.
- * Letter/Name recognition through signing in.
- * Examples of environmental print within the playrooms.
- * Outdoor opportunities for literacy development through the use of a literacy box.
- * Outdoor classroom area with outdoor chalkboard and book area.
- * Opportunities to learn a second language through the use of a Linguistic teacher.

Parental Involvement

We encourage parents to be involved within the service through a variety of events such as World Book Day, Reading sessions, Fun Days. Parents are also invited to attend a parents meeting twice a year to discuss their child's progress in relation to literacy, numeracy, HWB and other areas of development. This gives parents a key opportunity to see what their child has achieved over the past few months and a chance to contribute to any next steps they feel they would like staff to work on along with any mentioned in their individual plans.

Parents are encouraged to take home links away on a regular basis. This gives parents a chance to deepen their child's learning and progression of Literacy.

Home Links we aim to provide are:

- * Lending Library - Opportunities for reading and story telling
- * Big Cook, Little Cook - Opportunities to read and follow instructions

- * Travelling Ted - Opportunities for writing through the use of a diary
 - Opportunities for story telling about Ted's day
- * Rhyming Cards- Opportunities to develop phonological awareness through example rhyming cards from a familiar story

Assessment

Staff will assess children's early literacy development through assessment records on a termly basis. Literacy will be assessed through next steps in their individual plans on a weekly basis.

Monitoring

Management monitor children's progress in Literacy through curriculum monitoring and room monitoring of staff practice which will then be discussed at planning meetings.