Literacy Policy

Within *Curriculum for Excellence*, literacy is defined as:

the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.

Aims:
- To promote the development of language for:
  - Expressing needs, thoughts and feelings.
  - Reporting on past, present and future experiences.
  - Predicting, describing, explaining and asking questions and the developing of ideas.
- To foster fluency and the ability to communicate in a variety of situations.
- To develop language for particular areas of the curriculum
- To develop listening skills
- To develop book skills
- To develop early reading skills and foster a lifelong interest in books and reading.
- To develop an awareness of letters, words and symbols.
- To enable and encourage the development of early writing skills.
- To develop phonological awareness
- To develop the use of non verbal language where appropriate
- To develop the overall language development of children for whom English is an additional language.

Learning and Teaching Strategies: Implementation

At Hyde n Seek Nursery, literacy is embedded throughout the curriculum. Opportunities for talking, listening, reading and writing are made available throughout the setting. We monitor our practices in Literacy and English on a regular basis to ensure that these outcomes are made available in a variety of contexts.

Effective learning and teaching in literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities

- harnessing the motivational benefits of following children and young people's interests through responsive planning
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- building on the principles of Assessment is for Learning
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the development of problem-solving skills and approaches
- the appropriate and effective use of ICT.

Talking & Listening:

Children have many opportunities throughout the nursery day to engage in talking and listening activities both formally and informally.

Suggested Activities:
- Social exchanges
    - Discussions
    - Questions and answers
    - Following instructions
- Listening and Responding
    - Stories
    - Poems
    - Rhymes
    - Jungles
    - Puppets
    - Songs
    - Singing games
    - Television
    - Listening Centre
- Looking at and Discussing
    - Pictures
    - Books
    - Magazines
    - Films
    - Objects
    - Surroundings
- Role Play and Re-telling Stories
- Playing Games
    - Lotto
    - Guessing games
- Using Display Areas
    - Interest and nature tables
- Going Out
    - Nature/Number/Environmental print Walks
    - Visits to local amenities.

Reading

Staff ensure that children have a variety of reading opportunities available throughout the rooms. Our literacy rich environment enables children to read a variety of texts including signs, dual-language books, magazines, recipes, fiction and non-fiction books, their own examples of writing, posters and charts, DVDs and computer software.

The book corner is a permanent feature and children can explore texts in a number of other areas of the playroom. They are regularly encouraged to read with an adult, one another or independently.

The computer are affords children the daily opportunity to use a variety of ICT software for reading or listening to texts and to use the internet to promote the development in other curricular areas.

We also have a daily story time – mornings and afternoons.

Suggested Activities:

- Daily opportunities for reading:
  - Register
  - Snack cards and labels on pegs, trays, toothbrushes.
  - Self-selection areas labelled for identification of resources
- Developing Book Skills:
  - Fostering interest in books
  - How to hold the books
  - How to turn the pages
  - Recognising the beginning and end of stories
  - Identification of author and illustrator
  - Story-telling and Poetry
- Identification of familiar words and symbols
  - Own name labels for snack and/or signing in
  - Menus
- Development of phonological awareness skills (rhyme, alliteration, syllable segmentation) and spotting the patterns in words.
- Re-telling a story or rhyme using props or puppets.
- Enjoying story sacks e.g. the "Creative Confident Individuals" bags or big books for shared reading.
- Fostering an interest through exploring specific authors or themes.
- Story bags.
- Creating and maintaining a text rich environment.

Writing

Staff ensure that writing opportunities are available throughout the nursery to encourage children to explore mark-making with a variety of surfaces and mark-makers e.g. chalk and boards, paper of different sizes and textures, notebooks, diaries, pencils, pens, crayons and more. Children's efforts and attempts at writing are celebrated through displays throughout the playrooms and foyers for children, staff, parents and visitors to enjoy. Self-selection areas are available for children to experiment with writing and children are able to transport these resources into other areas e.g. to experiment with writing in role.

<u>**Suggested Activities:**</u>
- <u>Mark-Making</u>
  - o Scribing a Picture or Story
  - o Contributing to big books
  - o Experimenting with mark-making materials and surfaces
  - o Experimenting with magnetic letters and similar resources to explore the patterns and sounds of language
  - o "Sensory" writing opportunities e.g. with sand, shaving foam, gloop etc.
- <u>Creative/Imaginative writing opportunities</u>: Children can create their own imaginative works related to the current planning theme. These can be compiled into a nursery book for the library area.
- <u>Functional writing opportunities</u>: Children can learn about the important functions of writing in the real world through creating, for example, menus, recipes, tickets, posters, instructions, information leaflets….
- <u>Personal writing opportunities</u>: Children can become aware of the value of writing experiences down to share them through recording events in their lives, for example, a diary of events or a piece of news about a recent holiday or event.

<u>**Literacy and English: experiences and outcomes**</u>

Listening and talking

- I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. **LIT 0-01a/ LIT0-11a/ LIT0-20a**

- I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b/ LIT0-11b**

- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c**

- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. **LIT 0-02a / ENG 0-03a**

- I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a**

- To help me understand stories and other texts, I ask questions and link what I am learning with what I already know**. LIT 0-07a / lit 0-16a /ENG 0-17a**

- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-09a**

- I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways .**LIT 0-09b / LIT 0-31a**

- As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. **LIT 0-10a**

Reading

- I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a / LIT 0-11a / LIT 0-20a**

- I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. **LIT 0-01b / LIT 0 -11b**

- I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read and write. **Eng 0-12a / lit 0-13a/ LIT0-21a**

- I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. **Lit 0-14a**

- To help me understand stories and other texts, I ask question and link what I am learning with what I already know. **LIT 0-07a / LIT0-16a / ENG 0-17a**

- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-19a**

Writing

- I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. **LIT 0-01a / LIT 0-11a / LIT0-20a**

- I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. **ENG 0-12a / LIT0-13a /LIT 0-21a**

- As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. **LIT 0-21b**

- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a**

- I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. **LIT 0-09b/lit 0-31a**

Broad features of assessment in literacy and English

Assessment in literacy and English will focus on the responses of children to the language and to the ideas and information that they find in texts and on the development and application of their skills in listening and talking, reading and writing.

Staff will see evidence of children's progress through their growing skills in communicating their thinking and using language appropriately for different purposes and audiences. Much of the evidence will be gathered as part of day-to-day learning.

Assessment of progress in literacy and English will focus on judgements about the success of children and young people in developing key literacy and English language skills and applying their skills in their learning and in their daily lives and in preparing for the world of work. For example:

- How well are they communicating with confidence to suit their purpose and audience and showing increasing awareness of others in interactions?

- How does their confidence in listening and talking help their personal development, social skills and ability to solve problems?

- To what extent are they exploring and enjoying a variety of fiction and non-fiction texts and making increasingly sophisticated personal responses?

Long-term success in using literacy and English is closely linked to learners' motivation and capacity to engage with and complete tasks and assignments. For this reason, it is important to observe and discuss their enthusiasm for stories, poetry and prose, their interest in words, their preferences in reading, and their enthusiasm for sharing experiences through talk and writing. Their progress can be seen, for example, in their increasingly creative use of language and their developing appreciation of literature and culture.