**Willow Nursery School**

**Policy for Literacy**

**Rationale**

At Willow Nursery School, we aim to support and extend children’s learning and competence in literacy. We aim provide opportunities for children to use their skills in a variety of situations and for a range of purposes. The children will be supported in developing their confidence and disposition to achieve this. The Early Years Foundation Stage guidance provides the framework for the curriculum for literacy.

The co-ordinator for Literacy is **Miss Clair Howe**

This policy was reviewed in the **Spring Term 2015**

Next review: **Spring Term 2017**

**Aims**

The objectives within the Early Years Foundation Stage ‘Development Matters’ framework for literacy is organised into two groups:

* Reading
* Writing

Our aims in the teaching and learning of ‘**Reading’** are that the children will begin to:

* Show an interest in books, songs, rhymes and jingles
* Enjoy rhyming and rhythmic activities
* Show an awareness of rhyme and alliteration
* Join in with repeated phrases in stories and rhymes
* Show an interest in illustrations and print in books and the environment
* Recognise familiar words and signs
* hold books the correct way and turn the pages
* Hear and say the initial sound in words
* Link sounds to letters
* Continue a rhyming string
* Enjoy an increasing range of books
* Segment the sounds in simple words and blend them together
* Link sounds to letters, naming and sounding the letters of the alphabet
* Understand that information can be retrieved from books and computers

Our aims in the teaching and learning of **‘Writing’** are that the children will begin to:

* Distinguish between the different marks that they make
* Give meaning to the marks that they make as they draw, write and paint
* Use some clearly identifiable letters to communicate meaning
* Write their own name and maybe other things such as labels and captions
* Use some identifiable letters to communicate meaning and represent some sounds correctly and in sequence

**Guidelines**

The curriculum for Literacy is covered using the ‘development matters’ document. The teaching targets for the age band 22-36 months are taught in Catkins class with some 30-50 targets being introduced by the time the Catkins children reach 30 months. The teaching targets for the age band 30-50 months and 40-60 months are taught in main nursery.

We use the DFE ‘Letters and Sounds: Principles and Practice of High Quality Phonics’ to ensure that all of the recommended phase 1 and phase 2 activities are taught throughout the nursery year to give a sound start for reading and writing.

Weekly planning includes activities to develop literacy. The curriculum for literacy includes a range of adult led activities, as well as child initiated activities. Activities take place individually and/or in small groups.

‘Basic Skills’ sessions are taught once a week to the children for a ten week block in the term in which children turn 4 years of age. These sessions include five well planned lessons which promote and encourage early reading and writing skills.

Throughout children’s time in ‘main nursery’, a variety of whole class sessions are taught with a literacy focus. These include sessions using The ‘Oxford Reading Tree’ big books and teaching cards, Reading a ‘Big Book’ story weekly for over 20 weeks and planned phonics sessions teaching phase 2 letters and sounds over a number of weeks.

**Recording and Assessment**

A 30-50 month and 40-60 month baseline assessment in Literacy is carried out on each child within their first 2 weeks of starting in the main nursery school. If the child is in Catkins class, a 30-50 month baseline assessment will be carried out when the child is 30 months old and transfers onto the 30-50 month teaching targets.

The child’s ‘Record of Progress’ is used as a format for recording baseline information and further progress throughout the year. Children’s records are updated regularly throughout the term.

A tracking record keeps account of children’s progress in Literacy over the academic year.

An exit assessment in Literacy is carried out at the end of the academic year.