**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 Statuary Framework for the Early Years Foundation Stage provides the structure for the curriculum for literacy.

The co-ordinator for Literacy is: **Big Nursery** **- Miss Clair Howe**

 **Little Nursery – Miss Kara Gaffney**

This policy was reviewed in the **Spring Term 2022**

Next review: **Spring Term 2024**

**Aims**

The Statuary Framework for the Early Years Foundation Stage (2021) states that ‘It is crucial for children to develop a life-long love of reading’ Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**Within the birth – 3 years’ age band, our aims in the teaching and learning of ‘Literacy’ are that the children will begin to:**

* Enjoy songs and rhymes, tuning in and paying attention.
* Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
* Say some of the words in songs and rhymes.
* Copy finger movements and other gestures.
* Sing songs and say rhymes independently, for example, singing whilst playing.
* Enjoy sharing books with an adult.
* Pay attention and respond to the pictures or the words.
* Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
* Repeat words and phrases from familiar stories.
* Ask questions about the book. Make comments and shares their own ideas.
* Develop play around favourite stories using props.
* Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
* Point out print in the environment and talk about what it means.
* Enjoy drawing freely.
* Add some marks to their drawings, which they give meaning to.
* Make marks on their picture to stand for their name.

**Within the 3 – 4 years’ age band, our aims in the teaching and learning of ‘Literacy’ are that the children will begin to:**

* Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing.
* Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound.
* Engage in extended conversations about stories, learning new vocabulary.
* Use some of their print and letter knowledge in their early writing.
* Write some or all of their name.
* Write some letters accurately

**Guidelines**

The curriculum for Literacy is covered using the ‘development matters’ document. The teaching targets for the age band ‘birth – 3 years’ is taught in our Catkins class. The teaching targets for the age band 3 – 4 years are taught in ‘little nursery’ and ‘big nursery’.

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 ‘big 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 19 of the phonic sounds are taught over a number of weeks.

**Recording and Assessment**

A 3-4 year baseline assessment in Literacy is carried out on each child within their first 2 weeks of starting in ‘little nursery’ or ‘big nursery’ depending on when they start at Willow Nursery School. These assessments are recorded in a ‘class list’ for each colour group. The class lists are used as a format for recording children’s progress during their time at Willow Nursery School. They are used daily for planning and they are updated regularly each term. A tracking record keeps account of children’s progress in Literacy during their time at Willow Nursery School.

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

If the child is in Catkins class, a ‘Birth to 3’ document is kept on each child to record their progress and development. Keyworkers update these records regularly and use them for planning for individual children.