

Literacy

'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)' EYFS Statutory Framework 2021

READING

In Early Years we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:

- Teaching early knowledge and skills of reading
- Fostering a love of books by sharing and talking about texts
- Immersing children in sounds, words, rhythm, rhyme and song

INTENT: Reading and the enjoyment of books is highly valued and promoted through daily direct teaching in the form of Read Write Inc. phonic sessions, Story and Rhyme Time and listening to children read. Opportunities for children to read within the provision and across the curriculum are also planned for and capitalised on.

During the planning process careful consideration is given to the next steps in learning and how this links with phonics and what key texts will be used.

- Key texts are carefully identified and explored in detail to help children become familiar with its structure and content.
- Supporting texts are also used to expand children's knowledge and fire their imagination.
- New and ambitious vocabulary we want children to read is identified and displayed in the environment
- To help children make connections across their learning, each area of the provision is also equipped

IMPLEMENTATION::A Reading Area is situated within the provision. It offers a selection of fiction and non-fiction material and resources connected to the theme and familiar rhymes and stories. The resources are carefully selected and organised on open shelves so that they are visually inviting to children and adults and allow for thoughtful choices.

Adults have a sound knowledge and deep understanding of reading development. They:

- Recognise the strong links between reading and phonics and how these life long skills enable children to develop knowledge in other subjects.
- Draw children's attention to text.
- Demonstrate that text has meaning, model the enjoyment of reading and support the application of phonic knowledge and skills.
- Actively encourage children to become familiar with the stories and rhymes they have heard through role play, small world play and favourite books.
- Use Tales Toolkit and Helicopter stories to ignite imagination and immerse them in storytelling

Phonics: we use Read Write Inc. phonics across the school. In Pre- School children begin with phonic games to develop their phonic awareness and a love of reading through story and rhyme time. In the Summer term, and only for children who are ready, children will begin to learn initial sounds.

Phonics teaching starts immediately as children start Reception. Phonics lessons take place daily and children are assessed half termly by the Reading Leader. Children are placed in homogenous groups and may have daily one to one tutoring to ensure that no child is left behind.

IMPACT: We will monitor the impact to ensure children are 'on track' in the developmental age band 3 -4 years, are excited about stories and books and are developing their ambitious vocabulary. Children in Reception will talk about the books they have read and have read to them. They will understand that we read from left to right and top to bottom. Children will be able to segment and blend and read some common regular words and irregular words with some fluency. We will monitor who is 'on track' in reading through half termly phonics assessments with our RWI leader and move children on when they are ready in order to develop fluency and comprehension skills.

WRITING

In Early Years we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- Valuing the different ways that children make marks
- Teaching the physical skills which will enable them to control and manipulate writing tools
- Teaching how phonemes are represented through graphemes
- Teaching letter formation
- Providing children with genuine reasons to write
- Ensuring that writing tools and materials are readily available
- Modelling the pleasure and purpose of writing
- Immersing children in an environment of print e.g. vocabulary, sentences, books, labels
- Developing children's vocabulary by rehearsing orally what they are going to write

INTENT: Children are taught to write and develop a love of writing by knowing:

- How a tripod grip is formed
- How phonemes are represented
- How letters are formed correctly
- Writing goes from left to right and top to bottom
- Writing has meaning
- The alphabetic code
- When to use capital letters and full stops
- Some simple types of punctuation
- There are spaces between words in writing

IMPLEMENTATION: Writing is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision.

- During the planning process careful consideration is given to the next steps in learning and how children can rehearse and refine their writing skills.
- New and ambitious vocabulary we want children to learn and use is identified and displayed in the environment in the form of words and sentences.
- Literacy Tool Stations are situated within the provision offering a wide variety of mark making tools and materials.

- Vertical surfaces such as white boards and easels are also available indoors and outside e.g. Graffiti walls.
- Each area of the provision is equipped with relevant writing resources.
- We use sensory experiences to develop children's confidence and enjoyment in early writing skills. We encourage them to mark make in positions that enable them to develop their core stability.

Adults have a sound knowledge and deep understanding of child development and they recognise the strong links between physical and communication skills and emerging writers. Within the environment adults actively encourage children to practise and develop gross and fine motor skills and oral communication in readiness for writing. By modelling, suggesting and encouraging they promote ways in which children can record their ideas in different ways.

We recognise and use the links across Literacy between reading, spelling and writing. We ensure that children are immersed in different genres of books promoting an enjoyment of reading, extending their vocabulary and cultivating their imagination. We deliver a daily phonics session following Read Write Inc. developing fluency and helping children to make connections between reading and writing.

IMPACT: We will monitor the impact to ensure children are 'on track' in the developmental age band 3 -4 years, are enjoying mark making and are developing their fine and gross motor skills to enable them to use a tripod grip. Children in reception will be taught the mechanics of writing and will be encouraged to use imaginative ideas when they write. Most children will use a tripod grip and will be writing recognisable letters, most of which are correctly formed. Children in reception will be able to write phrases that can be read by themselves and others.