

**Kay Rowe Nursery School and Children's Centre**  
**Literacy Policy (Reading and Writing) EYFS - Draft**

**Introduction**

This document is about how we help children learn how to read and write at Kay Rowe. This policy outlines the approaches discussed and used. As the nursery is part of the Foundation Stage we relate the aspects of reading and writing to the objectives set in the Early Years Foundation Stage( EYFS) which underpins the curriculum planning for children aged three to five.

Communication and Language is a 'prime' area of learning in the Early Years Foundation Stage. Literacy - reading and writing - depends on communication and language, speaking and listening are the foundations of reading and writing.

At Kay Rowe children experience a wide range of activities and experiences, for example, singing and saying rhymes, making and listening to music, listening to them and joining in conversations, painting and pretend play, to develop their early reading and writing skills. These activities will enable children take the first important steps towards reading and writing.

At Kay Rowe we place the early learning of literacy within children's self chosen activities and to make sure that these activities happen in real and meaningful contexts.

We give all children the opportunities to talk and communicate in a widening range of situations, to respond to each other, to listen carefully and to practice and extend their range of vocabulary and communication skills.

**Aims and Objectives**

The aim of this policy is to provide a consistent approach to the support and teaching of children's early reading and writing. The objective is that through the consistent and effective implementation of this policy, all children will make significant progress.

**Equal Opportunities**

**(See also Inclusion policy)**

## Assessment and recording

### Staff will support early reading and writing by:

- Regularly monitoring and evaluating the effectiveness of the teaching of reading and writing.
- Complete ongoing analysis to identify any differences in attainment between groups.
- Ensure that the importance of a quality, literacy rich learning environment is kept high profile.
- Maintaining children's profiles, making regular recorded observations and setting challenging and appropriate next steps.
- Evaluating daily in order to plan effectively and follow children's interests.
- Following the overarching principles (EYFS Statutory Framework). Four guiding principles should shape practice in early years settings.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
  - children learn to be strong and independent through **positive relationships**;
  - children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
  - **children develop and learn in different ways and at different rates.**
- The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

### To support children's early reading at kay Rowe we will:

- Encourage children to:
- Enjoy sharing a wide range of books- stories, poetry, songs, information
- Know how to use books and how to treat them with care
- Develop an understanding of familiar stories and begin to develop confidence to behave as a reader.
- Develop early reading strategies through beginning to retell familiar stories - from memory and from picture cues.
- Develop understanding of the structure and language of stories.
- Understand the direction of print
- Develop familiarity with significant words - own name - friends/family name etc. (Moving on to developing a sight vocabulary of a range of words).
- Understanding the concept of a 'word' and that it is made up of component letters
- Develop knowledge of letter shape and name

### Strategies to Support Reading Development

- Provide a range of good quality books and props.
- Provide books that reflect cultural diversity, have different scripts and non-stereotypical images
- Provide a range of reading materials (magazines, comics, recipes, catalogues, menus etc.) to stimulate children's interest and enthusiasm to act as readers
- Extend stories through role play, book based games, puppets and by writing own versions of stories with children.
- Give a high priority to encouraging all children to be regular users of the library facilities or to use their local library

### To support children's early writing at kay Rowe we will:

Encourage children to:

- Enjoy exploring mark-making in a range of contexts.
- Provide opportunities for children's mark making to be regularly valued and celebrated.
- Know that writing conveys meaning and is a way of communicating.
- Respond to children's early attempts at writing.
- Use writing for different purposes and audiences.
- Begin to form recognisable letters particularly those of personal significance
- Develop confidence to write their own name and other familiar names and words
- Be aware that different spoken languages are represented in print and in a variety of different scripts
- Use their knowledge of letter name/sound to make attempts to write words.

### Strategies to Support Writing Development

- Plan opportunities that enable the development of gross motor control of the arm, shoulder and developing fine motor skills.
- Provide opportunities to develop hand/eye co-ordination.
- Provide a range of fun and meaningful opportunities for children to mark-make/write e.g. drawing, role-play, ball games etc.) in areas of the learning environment
- Model writing for children.
- Ensure that a range of scripts and languages are included in 'writing' activities and in the classroom environment.
- Value children's mark-making and call it 'writing'
- Appreciate that young children may have anxieties about writing - particularly if they have not developed fine motor control and that we need to encourage them to want to write but should not force them to do so.
- Appreciate that young children may not have a dominant hand and should not be made to choose one.

## Monitoring and reviewing

Monitoring of classroom practice by Literacy Co ordinator / LT.

Monitoring of procedures and practice by Curriculum Link Governor - Diane Walls.  
School Development Plan.

Data

OfSTED inspection reports.

## The importance of speech sounds

From a very early stage, children develop an awareness of the different sounds in our spoken language. They learn to use their voices to make contact with you and to let people know what they need and how they are feeling.

As children grow older they begin to understand more about the sounds of our language and they are able to join in with rhymes, songs and stories by clapping, stamping and skipping. This is an important stage as the children's ears are learning to tune into all the different sounds around them. Playing with sounds and tuning children's ears into sounds will develop phonological awareness that is the ability to discriminate different sounds. Over time, this will help children develop an understanding that words are made up of different sounds (*phonemes*) and they will be able to hear the different sounds in a word. Gradually they will learn to match sounds to letters (*graphemes*). This is phonic knowledge. They use this knowledge when they are reading and writing.

## Linking Sounds and Letters

Engaging young children in interesting and worthwhile pre-reading activities paves the way for the great majority to make a good start on systematic phonic work by the age of five (Rose report 2006)

Research shows that children often falter in their development of reading when they need to discriminate and blend sounds. At Kay Rowe, we believe it is essential that children develop the aural and visual skills as the building blocks that they will require to become successful readers and writers

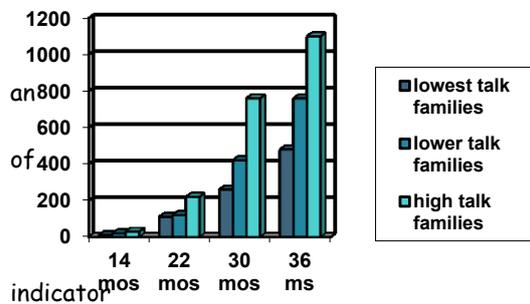
At Kay Rowe we use the governments "Letters and Sounds" programme, mainly although not exclusively phase 1.

Phase 1 of Letters and Sounds is made up from:

- Environmental sounds (sound discrimination)
- Instrumental Sounds (sound discrimination)
- Body Percussion (sound discrimination and blending)
- Voice Sounds (sound discrimination and blending)

- **Rhythm and Rhyme (recognition of the pattern of specific sounds)**
- **Alliteration (recognition of individual sounds)**
- We will also encourage children to recognise individual letter sounds, particularly those relating to their own name and other words that are important to them.
- Have an awareness of letters in the environment
- Have experience of letter play and examples of letters/writing e.g. name cards available.

Children's vocabulary size - Hart and Risley, *Meaningful Differences*, 1995



When they start school, relatively high performing children know

average estimated vocabulary

7000 words, poor performing children know 3000 words.

Vocabulary is a strong

of reading success. (Biemiller

2003)