



# Thornhill Early Years Foundation Stage School Policy for Literacy

At Thornhill 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.

## Aims

The objectives within the Early Years Outcomes framework (A non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years) 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:

- Interested in books and rhymes and may have favourites
- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
- Show an interest in books, songs, rhymes and jingles
- Enjoy rhyming and rhythmic activities
- Show an awareness of rhyme and alliteration
- Listens to and joins in with stories and poems, one-to-one and also in small groups
- Join in with repeated phrases in stories and rhymes
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters
- 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
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print
- Knows that print carries meaning and, in English, is read from left to right and top to bottom
- Link sounds to letters
- Continue a rhyming string
- Hear and say the initial sound in words
- Segment the sounds in simple words and blend them together
- Link sounds to letters, naming and sounding the letters of the alphabet
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books



# Thornhill Early Years Foundation Stage School Policy for Literacy

- Enjoy an increasing range of books
- Understand that information can be retrieved from books and computers

## Early learning goal – reading

- To read and understand simple sentences
- To use phonic knowledge to decode regular words and read them aloud accurately
- To also read some common irregular words
- To demonstrate understanding when talking with others about what they have read

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

- Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning
  - Distinguish between the different marks that they make
  - Sometimes gives meaning to marks as they draw and paint
  - Ascribes meanings to marks that they see in different places
  - Give meaning to the marks that they make as they draw, write and paint
  - Continues a rhyming string
  - Hears and says the initial sounds in words
  - Can segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet 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
- Attempts to write short sentences in meaningful contexts

## Early learning goal – writing

- Children use their phonic knowledge to write words in ways which match their spoken sounds
  - They also write some irregular common words
  - They write simple sentences which can be read by themselves and others
  - Some words are spelt correctly and others are phonetically plausible

## The teaching targets for the age band

- 16- 26 months, 22-36 months and some 30-50 are taught in afternoon nursery
- 30-50 months and some 40-60 months are taught in morning nursery
- 30-50 months are taught and revised in reception
- 40-60 months and the Early Learning Goals are taught in reception



# Thornhill Early Years Foundation Stage School Policy for Literacy

We use the DFE 'Letters and Sounds: Principles and Practice of High Quality Phonics' phase 1 in afternoon nursery (pre-school) to promote attention and listening. In morning nursery and reception we use the Read, Write Inc., phonic scheme and this is supplemented with phase 1 and 2 activities that are taught throughout the year to give a sound start for reading and writing. Medium term 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. Throughout children's time in EYFS (F1 and F2), 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, shared and modelled writing with a purpose. E.g. lists

We encourage children to write in all areas of the classroom

## **Recording and Assessment**

Lesson observations, assessment sheets and evaluations are used to assess children's learning and these are also used to inform future planning and next steps. As a school we use Target Tracker as a format for recording information and further progress throughout the year. Children's records in Target Tracker are updated regularly throughout the term. This also keeps account of children's progress in Literacy over each academic year.

The co-ordinator for Literacy is Mr Chris Gunning

The EYFS Leader is Mrs Ami Henkes

Policy Date: January 2019

Review Date: January 2022