

Manningham Community Nursery Schools Federation



Literacy Policy

Rationale

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“Reading is important, because if you can read, you can learn anything about everything and everything about anything.” Tomie de Paola

“Every great writer was a new writer once – even Shakespeare” Alan Bleasdale

Reading and writing are all about communication of ideas, feelings and information. Undoubtedly, skills and understanding of these are fundamental in allowing us to operate fully within the world in which we live and in becoming all that we can be. The environment we create for children should reflect this importance. Children need to be offered experiences that will support their growing awareness of reading and writing in a way that ensures they will develop a lifelong love of both.

To provide effectively for the needs of all our children we will use the ‘Statutory Framework for The Early Years Foundation Stage’ to inform our practice.

The four guiding principles of EYFS, Unique child, Positive relationships, Enabling environments and Children develop and learn in different ways at different times will be at the heart of our day to day practice.

We recognise the individuality of all children and the need to nurture their confidence, capabilities and independence, to this end we will ensure that our practice reflects the characteristics of effective teaching and learning, playing and exploring, active learning and creating and thinking critically.

We know that Language and Literacy are inextricably linked and that both are vital foundations for life. This policy should be read in conjunction with the Communication and Language Policy.

Aims

Our aims set out how we intend to deliver a high quality curriculum

- To support all children in developing a love of reading and writing
- To provide a cross-curricular and whole school approach to the teaching of literacy, which is grounded in knowledge and understanding of the subject matter and the most effective ways of teaching and learning
- To value and respect the skills knowledge and understanding and the rich literacy heritages that many children bring in from home and their wider community
- To have a particular focus on the aspects of literacy in our planning and assessment
 - Reading
 - Writing
- To ensure that all children are supported in making progress and that we work towards narrowing the achievement gap.

Objectives

Our objectives set out how we implement our aims

- We will ensure that we develop and extend children's existing skills and concepts by providing a rich and varied range of literacy experiences in all areas of the school
- We will create a literacy rich environment that will engage, encourage and inspire children and make reading and writing irresistible.
- We will foster emergent literacy skills through conversational turn taking and exposure to a wide range of vocabulary, songs, rhymes books and stories.
- We will maintain a strong focus on communication and language and the acquisition of vocabulary as this provides the foundation for thinking.
- Adults will model effective language and communication.
- We will establish regular reading habits with children as we model reading and demonstrate how books can be used in everyday life.
- We will promote early reading skills by developing word recognition and language comprehension across a broad range of opportunities.
- We will develop children's skills in understanding texts
- We will use the indoor and outdoor environment, visitors, trips and outings as sources of literacy, extending experiences and learning.
- We will provide children with opportunities to engage in dialogic reading (the opportunity to extend oral language skills through hearing a story and talking about it).
- We will provide many opportunities for shared reading and storytelling.
- We will sing and share rhymes every day to deepen rhyming and phonological awareness.
- We will use core stories each half term to embed comprehension skills and expressive language.
- We will improve children's phonemic awareness (the ability to hear individual speech sounds and letter combinations) through providing a range of activities linked to listening to and differentiating sounds.
- We will ensure we provide targeted support to children who are learning English as an additional language and children with special educational needs.
- We will ensure that the literature and displays presented in the school reflect the diverse cultures and abilities represented in school.
- We will foster early writing skills by supporting children's expressive language in role play, fantasy and real experiences.
- We will provide daily opportunities for children to mark make, write and develop fine motor control.
- We will encourage children to mark make in ways that motivate them, such as painting.

- We will ensure all children have equal access to all the curriculum.
- We will support children's self-regulation, providing challenge to extend thinking.
- We will notice what children do, interact with them and extend their thinking at every opportunity.
- We will support parental involvement in children's literacy development through four key strands:
 - Environmental Print
 - Books
 - Writing
 - Oral Language
- We will use the ORIM (opportunities, recognition, interaction and modelling) approach, developed by Cathy Nutbrown and Peter Hannon to review our work with parents and audit the quality of literacy based parental engagement activities.
- We will seek opportunities to involve parents with reading activities in school.
- We will support and encourage parents to read to their child every day at home.
- We will model effective reading strategies to parents.
- We will promote the chat, play, read approach with parents to utilise at home.
- To ensure that children are making the best progress, over time, we will assess and track their progress. The results of which will inform future planning both at an individual level and also at a curriculum level.

The following support the **implementation** of this policy and ensure we monitor **impact**

- a. Guidelines on Curriculum Planning
Birth to 3 years / 3-5 years
- b. Communication Strategies with Children
- c. Literacy and phonics guidelines.
- d. Assessment Policy and Guidelines