

STANDARD 12 – Learning and Development



Standard 12.5–Curriculum Policy for Literacy

Aim

To develop, extend and enrich the skills of language and literacy which the child has, in order to enable the child to gain literacy skills for the future.

Objectives

To provide a stimulating environment in which literacy skills can be nurtured and developed.

Reading:

To foster within the children an enjoyment of books.

The activities will enable the children to develop skills in using books as a means of gathering information, and as a means of gaining and sharing pleasure.

Writing:

To provide opportunity for children to explore and develop skills in using writing as a means of communication.

The children will experience the use of writing as a means of conveying information, expressing one's thoughts, ideas, and feelings, and as a means of recording and ordering facts and information.

Operating Policy

The Preschool will be organised in order to facilitate the development of the following areas of literacy:

- Reading
- Writing

A programme of activities based upon child initiated play, structured free play and staff directed work will be implemented.

The programme of activities will help the children to develop an awareness of how language is constructed and the children will be encouraged to listen to and form sounds and letters.

Equipment will be carefully selected to represent the Preschool's commitment to equal opportunity and will provide positive images for all the children.

Programme of Work

The Preschool will provide a wide range of opportunities and experiences through which literacy skills can be developed and promoted. These opportunities and experiences will be gained through a programme of activities based upon planned and child initiated learning. There will be a mixture of individual, group and adult directed activities which will be based upon structured play. The programme will include some or all of the following types of activity:

Reading:

- Sorting and matching toys and games.
- Sequencing activities.
- Labelling of coat hooks and other personal items with the child's name.
- Storytelling to individuals, following the story through the pages of a book - pointing to the words as they are read if appropriate.
- Storytelling to groups, following the story through the pages of a large book - pointing to the words as they are read if appropriate.
- Labelling displays and other items in the Preschool.
- Games matching sounds to letter symbols.
- Reading corner for structured free play with books.
- Activities using items starting with a particular letter.

Writing

- Sorting and matching toys and games.
- Sequencing activities.

- Structured free play with paper and writing equipment.
- Modelling with play-dough and clay.
- Colouring.
- Tracing over lines, shapes, and letters.
- Copying lines, shapes, and letters.
- Dot-to-dot drawings.
- Drawing and pre-writing activities using large arm movements including chalks, water & brushes, sand mousse and shaving foam.

Planning, recording and assessment


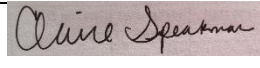

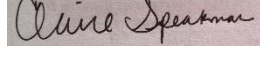

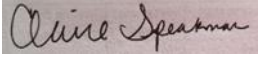

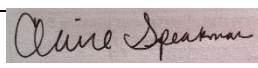
Planning takes place on a weekly, half-termly and termly basis, following the children's interests. Activity planning takes place on a daily basis. The planning sheets used by the Preschool are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that literacy is considered whenever planning is done.

Planning also occurs on a weekly or daily basis whereby staff select a specific literacy activity for the children to use during focussed time and structured free play. Items are rotated so that all resources are used, providing broad experience for the children but also allowing children to revisit activities.

Samples of the children's work which relate to Literacy are kept in the child's individual folder as appropriate, photos are taken and shared with parents through Tapestry or their work is displayed around the setting.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

This policy was adopted by	Horsted Keynes Preschool
On	1 st March 2017
Reviewed 1 st Mar 2018	 
Reviewed 1 st Mar 2019	 
Reviewed 1 st Mar 2020	 
Reviewed 1 st Mar 2021	
Signed on behalf of the provider	
Name of signatory & Role of signatory	Clare Humphreys Manager
Countersigned by Chair of committee	
Name of Counter signatory	Claire Speakman