

## 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 Pre-School will be organized in order to facilitate the development of the following areas of literacy:

#### **Reading**

#### **Writing**

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

The program 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 letters and link sounds to letters.

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



### **Program of Work:**

The Pre-School 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 program 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 program 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 Pre-School.
- Games matching sounds to letter symbols.
- Reading corner for free play with books.
- Displays of items starting with a particular letter.

### **Writing:**

- Sorting and matching toys and games.
- Sequencing activities.
- 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 Pre-School 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 focused time and 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.

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.

Signed.....Owner/Manager

Date..... Review.....