**Literacy**

**Intent:** Through an enriched story led curriculum reading is at the heart of our school. Methodical process of progression planning will build on skills linked to story language and comprehension. We intend to foster and capitalise on quality interactions that expose children to a wide range of vocabulary leading to quality reading and linked experiences. We will fuse skills from communication and reading into a systematic approach to early writing. Blockers within literacy are identified and through an analytical process next steps are implemented. We intend to nurture purposeful, meaningful writer who appreciate individual creativity.

**Implementation:** Through our enriched story led curriculum, our children are immersed in the language of books and reading, through a creative approach. We support their understanding and embed key concepts of story language patterns and comprehension Our book focus enables children to apply these skills in more depth, giving them time to process the elements of the story, make sense of its content, then retrieve learning, so they can apply their storytelling skills through quality play interactions. Opportunities to connect with Literacy rich experiences around them, offers purposeful and meaningful writing opportunities. Role modelling and supporting writing developmentally, creates a confidence and a desire to want to write, as their knowledge and skills develop with fluency. Phonetical awareness is filtered in naturally by supporting our children to make connections through their learning experiences, hat are meaningful and relevant to them. This supports them to be able to transfer knowledge to long term memory, if key concepts connect with both old and new learning.

Through our focus on cognitive challenge and high aspirations for all, our enhancement opportunities are as follows:

* Story sessions and Curriculum storybook focus.
* Drama, Story Suitcase, and Mr Ben’s, offering children the resources to bring their storytelling to life.
* Literacy Target Time, supporting children to make sense of phonetics through play based learning.
* Baking, supporting sequential language, and making connections with simple phonetical awareness in a real and meaningful context.
* Purposeful writing opportunities throughout their continuous provision.

**Reading**

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| Skills to Develop | Supporting Examples |
| Enjoy songs and rhymes | Lots of singing together |
| Joining in with songs and rhymes, i.e. copying sounds, tune | Repeat familiar songs each week alongside new ones |
| Joining in and copying finger rhymes /gestures / actions | Lots of opportunities for finger play, repeat familiar rhymes each week |
| Enjoy listening to adult reading | Build on simple, short books with visual puppets and props  Make noises, create different voices, be a performer |
| Respond to pictures encouraging comments | Look at illustrations and draw their attention to what they can see |
| Encourage their phonological awareness | i.e. change a word, leave a pause for them to fill in the missing word, |
| Help them build on familiar stories through play | Engage with the story suitcase, small world, imaginary opportunities etc. |
| Follow simple instructions  Use Makaton to Support | Simple expectations of behaviour i.e. sitting |
| Help them to listen and focus | Using their name can help,  Gestures and facial expression |
| Start to develop conversations around the story and their interests | Support them to join in, and understand listening to others.  Talking teddy? |
| Encourage relevant response to a question, or a comment | Simple response in context to what the focus is on |
| Don’t ask too many questions. | Remember 4 comments to each question is a good gauge |
| Give them processing time | Remember processing can take up to 10 seconds |
| Enjoy joining in with songs and rhymes | Repeat familiar songs each week alongside new ones | |
| Begin to build up their repertoire of familiar songs, with developing confidence | Sing nursery rhymes, favourite songs, themed connected songs and encourage MAKATON | |
| Encourage their phonological awareness | i.e. change a word, leave a pause for them to fill in the missing word, | |
| Enjoy listening to stories, and begin to remember what happens in a longer story. | Encourage children to recall, i.e. what happened? Who was in the story and what they did, and use simple connectives i.e. then, next and after? | |
| Respond to simple questions, with appropriate responses. | Use who, what, where and why in simple questions about the story and model back responses if necessary. | |
| Continue to build on familiar stories through play, leading and developing the play themselves. | Engage with the story suitcase, small world, imaginary opportunities etc. | |
| Develop conversations around the story and their interests, encouraging new vocabulary, through sensitive interventions and role modelling. | Encourage them to listen to each other and respond to what they hear, developing an understanding for appropriate listening. | |
| Encourage relevant response to questions and comments | Thoughtful responses in context, reflecting on the focus | |
| Don’t ask too many questions. | Remember 4 comments to each question is a good gauge | |
| Give them processing time | Remember processing can take up to 10 seconds | |
| Sing a wide range of songs and rhymes with confidence, using actions and MAKATON | Continue to sing familiar nursery rhymes and songs and encourage MAKATON use independently. | |
| Develop and extend their phonological awareness | Change words, make rhymes personable, clap rhythms and syllables, and look out for sound play opportunities. | |
| Encourage children sequencing of familiar stories, knowing what happens in the beginning, a sequence of events and how the story ends. | Encourage children’s recall and retelling skills through story reflections and discussions and play opportunities. | |
| Extend and enrich children’s vocabulary, relating to their stories | Explain unfamiliar words and concepts that occur through stories i.e. use scientific vocabulary when talking and reflecting i.e. nocturnal, hibernating, life cycles etc. | |
| More detailed questions, 2 part questions and conversations that deepen their thought processes | Opportunities for P4C that challenge their thinking and take their thoughts beyond the immediate story content.  i.e. If the tiger came to your house…… | |
| Encourage joining in with repetitive phrases, taking on roles and using expression in their voices. | Let them have responsibility for a character, i.e. mummy bear, baby bear, daddy bear, explore their different voices, what they say, and let them lead that part in the story, individually, or together. | |
| Join in and debate within group discussions around the story, be able to disagree, connect and understand and discuss differences together | Continue to listen to each other and develop the confidence to offer different points of view and respond positively to each other. | |
| Develop book understanding i.e. author, print left to right, top to bottom, illustrator, word play etc. | Be aware of the 5 key concepts about print (DM Literacy) and draw attention to developing these within Storytime sessions. | |
| Don’t ask too many questions. | Remember 4 comments to each question is a good gauge | |
| Give them processing time | Remember processing can take up to 10 seconds | |



**Writing**

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| Skills to Develop | Supporting Examples |
| Children’s hand dexterity is strengthened | Lots of finger gym opportunities with shared support and understanding with home |
| Specifically planned support/ activities, to strengthen dexterity | Dough disco, encouraging into sculpture station, malleable play, |
| Lots of sensory play opportunities | Fingers in wet sand, flour, cornflour shaving foam etc  Stick missing, writing, dancing etc |
| Exploratory mark making opportunities outdoors | i.e. Chalks, water and brushes, sticks in mud and sand, painting fences, walls, gates, sweeping, |
| Exploratory mark making opportunities throughout all nursery areas | Lots of different paper types, different mark making tools, opportunities for BIG mark making, tiny mark making etc |
| Purposeful connections and simple opportunities to do this through their play | i.e. Phone book, shopping lists, menus, signing in for snack/lunch, note books , diaries, calendars |
| Noticing familiar print i.e. initial letter of their name, the number of their age, Supported with visual labelling | Point out familiar print in their environment and talk about what it means and says, help them to begin to make connections “ this says…”  Encourage their independence using pictorial representation. |
| Using specific marks that represent their name to them | At whatever differentiated level, they may say encourage purposeful mark making familiar to them. |
| Teacher scribe their descriptions, talk, thoughts and ideas | Where appropriate role model writing to represent their voice, always ask before scribing on their picture…would you like me to….? |
| Children’s hand dexterity is strengthened | Lots of finger gym opportunities with shared support and understanding with home | |
| Specifically planned support/ activities, to strengthen dexterity | Dough disco, encouraging into sculpture station, malleable play, | |
| Develop large muscle co- ordination, whole body, arm, legs and feet | Dancing, squiggle wiggle, climbing, swinging, parachute play, sweeping, stretching high when they jump etc | |
| Purposeful mark making opportunities outdoors | i.e. writing patterns, drawing with sticks in mud, sand, chalking, writing on a menu board, making a sign | |
| Purposeful mark making skills through writing opportunities in all nursery areas, using developing control | Design sheets to support their STEM building, labels to sign their name as ‘the Artist’  Office area for writing, typing, telephoning etc | |
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| Noticing and connecting with familiar print, independently, Supported with visual labelling within nursery | i.e. their first name, labels, i.e. a picture of the trains on the basket, with the word ‘trains’ to help them to connect with the word | |
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| Begin to develop an awareness for different purposes of print | Draw their awareness towards different kinds of print that has different functions i.e. a sign, a label, a shopping list, their name etc. | |
| Begin to develop an awareness of the DM 5 key concepts of print | Draw attention to parts of a book, help them handle books independently, talk about the text and its direction, finger follow, point out interesting context  i.e. look this says “run, run, as fast as you can” | |
| Children’s hand dexterity awareness within this group | Finger gym support when pencil grip is immature, even though they have well developed writing control. | |
| Skilfully use large Physical muscle movements, using good coordination, balance and control over their bodies | They successfully challenge themselves through the wide range of physical opportunities given i.e. tree climbing, climbing jumping station, independent bike riding | |
| Good control and writing purposefully and meaningfully, with clear marks representing their thoughts and ideas | Lots of opportunities for them to be ‘writers’, both indoors and outdoors so they can connect and represent with writing through their learning everywhere | |
| Use some of their print and letter knowledge in their early writing | Purposeful writing opportunities, continue to scribe and role model writing alongside or for them, but encourage independent writing at individual developmental levels i.e. they may write ‘ m ‘ for mummy | |
| Write some letters accurately, when this is developmentally appropriate | Support them to write letters accurately, role model and demonstrate, and use directional language, i.e. up, down, round, back etc. | |
| They use their letter writing skills purposefully and meaningfully and may read back to you from their own writing | Opportunities to use their knowledge and skills, i.e. they may help to write signs, labels, the poem of the week, scribe on their drawings, costume list for Mr Ben’s etc | |
| Begin to develop more control in their name writing, writing some, or all of their name | This may range from independently writing the initial sound to a few letters, to their complete first name.  But we must give them meaningful opportunities ie.name labels, baking, sculpture, signing their signature on their artwork etc | |

**Impact:** The impact of an enriched story led curriculum is that our children embed key concepts, knowledge and skills through a love of books. They know how to interact with books and can use all the cues, prompts and language patterns within stories. The impact of this is that our children have confidence within early reading, can apply their storytelling within play and have a developing narrative for their future learning.

The impact of a Literacy rich environment is that our children can make connections with print through quality play interactions. They become purposeful and meaningful writers and communicators, through connecting and retrieving learning. Writing opportunities, quality teaching, and role modelling encourages progression in writing and enables knowledge and skills to develop with fluency.