

## **Literacy Policy (Specific Area)**

To be reviewed Annually.

Policy Agreed October 2020. To be reviewed October 2021.



### **Aim/Intent**

The aim of teaching and promoting literacy development throughout the school/centre is to give all children the confidence, opportunity and encouragement to become competent in a range of literacy skills for lifelong learning.

### **Objectives/Implementation**

- To ensure that all planned activities promote literacy development through all areas of learning.
- To provide a range of activities that encourages the development of literacy skills through stories, songs, poetry, word play and rhymes.
- To provide a print rich environment that reflects the importance of language through signs, captions, notices, labelled displays, books etc.
- To provide opportunities for children to experiment with writing through mark making using a range of writing mediums and enabling children to see adults writing for a purpose and meaning.
- To develop a positive disposition in all children towards writing and foster a love of reading.
- To provide opportunities for parents/carers to learn the importance of writing, reading stories and singing through participating in school/centre life and nursery activities.
- To provide opportunities for children to become aware of other writing systems and communication systems, such as sharing writing in different languages, Braille and signing.

### **Co-ordination of this area of learning**

Across the school/centre, literacy is coordinated by the Teaching staff and is supported by Early Childhood Educators. The Nursery School has a literacy curriculum coordinator. Together, they lead the co-ordination of literacy learning and teaching across the school/centre. This involves leading literacy display work, purchasing and storing resources and monitoring standards of achievement in this area. Regular training is undertaken throughout the academic year to extend specialist knowledge.

### **Planning**

The 'Curriculum, Learning and Teaching Policy' underpins each area of learning within the school/centre's early childhood curriculum. The carefully considered short term planning is always adaptable and flexible and arises as much as possible from the children's interests

and assessments. Within literacy, a particular emphasis is placed upon providing opportunities for literacy in every part of the curriculum and providing a print-rich environment.

### **Resources**

All adults working with children across the school/centre have a key role in developing literacy learning. Staff act as guides and role models in the school/centre. Staff model the use of literacy as a tool for thinking and demonstrate the use of language for reading and writing which ensures that practice is evidenced based.

### **Accommodation**

The school/centre environment indoors and outdoors promotes literacy through wall displays, book areas, writing areas, role-play areas, labelled areas of learning within rooms, library, big book resource area etc.

### **Home / Nursery links**

The 'Parental Partnership Policy' emphasises the importance of parents/carers in supporting children's learning. The school/centre creates positive relationships with parents/carers and provides 'early literacy' courses by school/centre staff and other organisations. Information on 'early literacy' is given in 3-5's home visit packs and at the 3-5's annual progress meeting.

### **Impact**

The Everton Assessment structure outlines how the school/centre assesses children's learning across all areas of learning. Daily observations of children reading and writing development through activities are discussed and assessed. Staff use their observations to inform their planning for individual children in their development of literacy. The Early Years Outcomes document and other evidenced based tools (For example ECERs) are used as a basis for assessment of literacy learning from birth to five year olds.

### **Review**

This policy is evaluated annually by the Curriculum, Children and Family Committee (see Curriculum, Learning and Teaching Policy) and the curriculum co-ordinator. They review the literacy display work, purchasing and storing of resources and discuss the standards of achievement by the children in literacy development. Everton Nursery School and Family Centre staff are committed in developing their expertise in literacy through attending 'in-house' in-service training and external courses on early literacy. This is recognised under the school/centre's 'Professional Development Policy'.

This policy was reviewed by a group of five Governors on behalf of the Curriculum, Children and Family Committee on Tuesday 6<sup>th</sup> October 2020 and ratified by the Governing Body of Everton Nursery School and Family Centre Governing Body on Thursday 8<sup>th</sup> October 2020.