

LITERACY POLICY

Literacy is one of the specific areas of the Early Years Foundation Stage Curriculum and comprises of Comprehension, Word Reading and Writing

Educational Programme 2021

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Here at Homerton we aim to develop a life-long love of reading and storytelling. We also promote early writing skills so children will eventually be able to write down their own stories. The list below gives a broad view of many of the things that we do to promote Literacy and a love of reading here at Homerton.

**Homerton Curriculum Goals 2, 7 and 8 particularly relate to this policy.**

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| **COMPREHENSION****CHILDREN*** **Share lots of stories, fiction and non-fiction texts, poems and rhymes.**
* **Get to know some stories in our ‘Core Book’ range very well, developing comprehension of these, and other stories, as they are read and enjoyed regularly.**
* **Respond to comments made by others about story, asking and answering questions.**
* **Borrow books from our Homerton Library**
* **Bring in books from home to share.**
* **Take part in World Book day/week**
* **Share ‘All About Me’ books with adults and peers telling others about what and who is on the pages by explaining photos, drawings and writing**
* **Engage in Helicopter story sessions, telling their own stories, listening to those of their friends, and acting these out.**
* **Explore the sounds and meanings of words.**
* **Extend vocabulary by thinking of other words with the similar or opposite meanings**
* **Have fun with real and made up rhyming words in Circle times and music sessions.**
* **Read visual recipe cards when cooking.**
* **Use resources of eg story sacks, story stones, magnetic pictures to re-tell stories.**
* **Act out rhymes at Circle times eg *5 Little Ducks* or *5 Currant Buns* using props.**

**Our Core Books comprises of the following texts but may vary termly****Nest Nursery****Stick Man Owl Babies****Dear Zoo Whatever Next****Traditional Tales Goldilocks / Traditional Tales****Smartest Giant in Town Granny Went to Market/****Monkey Puzzle/Zog Handa’s Hen** **Bear Hunt** **Julia Donaldson stories****WORD READING****CHILDREN*** **Learn to recognise and gradually read name card and other words/signs and visual cues in room eg STOP and GO signs**
* **Read symbols for instance in music eg taa taa or tee tee symbols for longer of shorter sounds.**
* **Interpret pictures and symbols eg Visual timetable to tell children about events of day**
* **Develop phonic knowledge through recognition of initial sounds, using this to start to read letters and words.**
* **Use words displayed at writing tables to start to read and then write common words such as Mummy/Daddy/ Love from etc**
* **See print in English, other languages/scripts reflecting the year’s cohort placed in different areas of the room – eg roleplay /construction areas etc**
* **Engage in fun story activities eg parents sharing stories and ‘Claytime’.**
* **Interpret signs, and labels with pictures, eg at tidy up time to put objects away in correct boxes.**
* **Join in with parents on story trails which reflect both fiction and non-fiction texts and understanding of the world.**

**WRITING****CHILDREN*** **Engage in a variety of activities to develop both gross and fine motor strength and skills in order that children have the physical ability to start to manipulate objects eg pegs and peg boards, lego building, sewing, pens/pencils use climbing frame/monkey bars for upper body strength etc**
* **Move from general mark making to mark making with meaning and purpose and eventually early writing.**
* **Use name cards to start writing letters of name.**
* **See and have a go at writing in different scripts eg Chinese writing at Chinese New Year etc**
* **Use developing knowledge of Letters and Sounds and phonic understanding to start to write own name and other familiar words.**
* **Access to IT equipment is offered in order to explore and write letters and words using either computers or ipads.**
* **Start to write letters, labels and captions as well as own illustrated stories with support from adults**

  | **COMPREHENSION****ADULTS*** **Read lots of stories to children individually, in small groups and at Circle times both inside and out daily – encourage children to get involved with comments and questions, giving ample response time and to predict what may happen next in a story.**
* **Ask children to recall and retell familiar stories.**
* **Use Blank language scheme to assess comprehension levels in key core texts.**
* **Share ‘All About Me’ books together to get to know class group.**
* **Sensitively scribe for, and question/comment on what children say, to get accurate meaning when writing up Helicopter story.**
* **Use every opportunity to extend vocabulary during sessions at activities, and in general conversation, and Circle times.**
* **Read rhyming stories, songs, poems regularly.**
* **Support children in reading recipe cards and interpreting their meaning by asking questions and scaffolding their learning.**
* **Organise and deliver termly storytrails for Christmas story, Easter Eggstravaganza and Bear Hunt for families to enjoy together.**
* **Act out *Goldilocks*, *Whatever Next* and *Owl Babies* for children so they feel the magic and enjoyment of stories being brought to life.**
* **Give children a book for Christmas and a book when they leave at the end of the year. (Some EAL books come from BookStart).**

**In addition to fostering a love of books we encourage early reading skills where appropriate for example:-*** **Finding the front of the book, turning the pages carefully to the end.**
* **Looking at the pictures and talking about them in general and detailed terms.**
* **Developing an understanding of what print is and does, together with its relationship to illustrations.**
* **Using a finger to point at text to demonstrate print going from left to right.**
* **Learning about other scripts eg Chinese writing.**

**WORD READING****ADULTS*** **Use name cards regularly with children encouraging early phonic knowledge leading to early reading skills**
* **Have a print rich environment where objects are labelled eg coat pegs, boxes of toys etc.**
* **Point out letters and words in environment in order that children become aware that print conveys meaning.**
* **Use core books as very familiar texts as a starting point for reading and making up their own stories, discussing characters, changing endings etc.**
* **Encourage children to join in with repetitive text as they begin to recognise favourite phrases**
* **Encourage visitors, volunteers and parents to come and share stories regularly.**
* **Read EAL texts with children in their own language and encourage parents to get involved in this.**
* **Have bank of EAL words for display around the classroom to reflect the languages of the cohort of children.**
* **Play phonic games encouraging initial letter recognition**
* **Use ‘Letters and Sounds’ and/or similar phonic programmes for phonic activity ideas in class and Circle times.**
* **Play with games and puzzles to develop visual perception and memory, e.g. matching dominoes, picture lotto, pairs.**

**WRITING****ADULTS*** **Model writing for a purpose eg messages, registar etc**
* **Provide purposeful writing opportunities at circle times and other times eg ingredients for a recipe, xmas list etc**
* **Provide lots of opportunities to develop fine motor control through sensory activities such as clay, playdough, sewing, construction, mud in mud kitchen etc**
* **Demonstrate writing for a purpose in roleplay and garden areas etc**
* **Explore different ways of writing to reflect different scripts eg Chinese writing**
* **Scribe for children when they wish to write a message, label or other information on something they have drawn or made …eg a card and message to family.**
* **Provide lots of opportunities for developing early mark making both inside, and on a larger scale outside, eg in shaving foam or sand in builders trays, large brushes and water in pots etc, large chalks on pavement area outside, paints at easel, or on the fence next to the park etc**
* **Have well stocked office area with variety of pens, paper etc**
* **Point out print in books and in the environment on coat peg/box labels etc**
* **Engage with children at their mark making early writing …’what have you drawn/written’ or ‘Can you tell me what this says’ etc**
* **Encourage children to collect name cards and model writing of letters of name when asked, promoting ‘have a go’ attitude.**
* **Display children’s writing of labels etc around the room and garden**
* **Encourage children to write initial letters of name on their work and when ready to have a go writing other things such as cards, or lists.**
* **Scaffold and support individual children in writing at any stage eg acting as a scribe for them to complete a word or sentence they have started, if asked.**
* **Encourage correct pencil hold for stage of development of individual children leading to a tripod grip.**
* **Provide activities to promote gross and fine motor skills to aid in physical aspects of writing.**
* **Encourage use of computer/ipads to convey written meaning alongside use of pen and pencil.**
* **Encourage parents to borrow books from class and library and to visit other libraries so children can see and share the written word.**
* **Take children to Rock Road Library to explore and listen to a story. Encourage parents to sign up to use the library themselves with their children.**
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Reviewed by Alex Pearson January 2025

Next Review January 2028