



Hart Hill Nursery School

# Literacy Policy

Updated Summer Term 2024

Ratified by SLT on 20.5.2024

Signed 

To be updated Summer Term 2027



### **What is Literacy in the Foundation Stage?**

#### **Development Matters 2020 states that:**

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 the 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).

Literacy is a specific area of learning that helps children strengthen and apply the Prime Areas of Learning.

#### **Our overall aim for Literacy for children at Hart Hill Nursery School is that:**

*All children will develop a love of stories*

#### **Effective Learning within Literacy at Hart Hill Nursery School involves:**

- Having access to a range of fiction and non-fiction books for children to enjoy books and to develop emergent reading skills
- Having access to warm and inviting reading areas indoors and in the garden
- Looking at books linked to other areas of the curriculum appropriately placed around the classrooms
- Developing phonological awareness in preparation for reading and writing
- Listening to sounds in their environment and naming them
- Having opportunities to make marks for a purpose
- Encouraging parents to share books with their child in shared reading times and through the lending library and other school based activities

#### **Effective Teaching within Literacy at Hart Hill Nursery School involves:**

- Providing a rich literate learning environment, in which children can explore and try new things
- Following long, medium and short term planning, including phonics and pre phonic activities, as well as developing children's physical development and communication and language skills through various interventions
- Ensuring the curriculum is ability based and highly differentiated for individual children's developmental stage and need
- Planning and delivering story times to small groups of children using props as appropriate and to encourage children to enjoy handling and looking at books with care

- Providing books and stories from other cultures
- Developing stories across the school, supporting the themes, interest and experiences that children can relate to.
- Developing real life experiences of reading and writing through role play, local walks and school visits
- Using accurate assessment to inform teacher planning

### **Planning for Literacy**

Planning at Hart Hill Nursery School is devised in line with the EYFS Statutory Guidance, Development Matters 2020 and from observation and assessment of children's needs. It also takes into account:

- Medium and long term planning linked to Literacy ensuring curriculum coverage and progression of skills over time
- Short term weekly plans focusing on specific, differentiated skills and key vocabulary
- Contracts of Education outlining individual targets for all children
- Assessments, Pupil Progress meetings and Contracts of Education
- Targets on School Development Plan
- Pupil Premium and PEP targets

### **Record Keeping and Assessment**

Key workers will ensure that assessments take place through observation of the children during Child Initiated Learning, adult led activities and through conversations with parents. Positive verbal feedback should be given to pupils about their progress.

Key workers will update assessments using the school's assessment framework at least termly and feedback to class teachers/room leads so that they can monitor and update future planning.

Children's targets will be regularly updated and assessed by individual key workers; this will be overlooked by the class teachers and room leaders to ensure consistency.

Where progress or attainment is not in line with school expectations, this will be highlighted in pupil progress meetings with a member of the senior leadership team to ensure that gaps in learning are narrowed and concerns are monitored.

### **Monitoring the Policy**

The Literacy co-ordinator will undertake observations of practitioners, children and environments.

The co-ordinator will complete gap analysis using assessment data with the support of the Head Teacher and create an action plan accordingly. The co-ordinator will also monitor long, medium and short term planning to ensure it is meeting the needs of the cohort. The co-ordinator, with the support of SLT will report findings to the Governing Body at least annually.