

Literacy

Literacy is a Specific Area in the Early Years Foundation Stage Curriculum.

Literacy is the combination of both reading and writing. At Haven Nursery School we understand that development of literacy skills is directly linked to development in all other areas of the curriculum.

We understand that children start Haven Nursery School with different experiences and starting points on their journey to becoming readers and writer. Our priority is always that our children love to read and the experiences they have at nursery bring reading to life!

Each area of the nursery has a selection of core texts that are read as 'over and over books' to the children throughout their time in that area. We begin with a range of simple, interactive and repetitive books that hold the children's attention for a very short period of time. This then progresses to more in depth stories focusing on the elements of reading such as the characters, the structure of the story and predicting what may happen next. Whilst we have core texts (which change yearly based on the needs and interests of the children), it is important to note that children have access to a wide range of books in the environment. Practitioners readily engage in reading with children throughout the day. This may be in sharing a book, acting out a story or developing narrative skills through play.

The children experience early phonics experiences as part of their nursery sessions. This is incorporated throughout the many approaches practitioners take. This includes developing listening and attention skills, environmental sound awareness and awareness of initial sounds, blending and segmenting, alliteration and rhyme.

As with reading, every child's journey as a writer is unique. Children start nursery with differing physical skills and these are supported and scaffolded as the initial part of a child's journey to becoming a confident writer. Children are exposed to mark making from a very early age through a wide range of media and materials. Each stage is celebrated and supported. Practitioners model mark making and writing throughout their day to day interactions with children. They are skilled in understanding the stages of a writing journey and knowing how and when to support children.

Our approach to writing is centred on a play based pedagogy that encourages children to lead their own learning. We want our children to be enthusiastic about writing and to understand writing as a purposeful and meaningful part of their everyday lives. We do not pressure children with mark making; we want them to develop a lifelong love of meaningful engagement with it.

Curriculum Progression Sequence

Reading: Comprehension AND Word Reading		
Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones end point	• I show enjoyment with songs and rhymes – paying attention when they are sung around me	• Core nursery rhymes song throughout the day • Song and nursery rhymes bags available throughout the provision and used as adult initiated activities • Singing is a part of everyday life – routine are sung through and the children are exposed to singing in all environments and routines
1 year olds end point	• I join in with songs and rhymes when they are being sung by my key person • I enjoy using my hands to join in with actions to simple songs and nursery rhymes • I enjoy tactile touch and feel books and will explore these with my key person	• Core nursery rhymes song throughout the day • Song and nursery rhymes bags available throughout the provision and used as adult initiated activities • Singing is a part of everyday life – routine are sung through and the children are exposed to singing in all environments and routines
2 year olds end point	• I know and enjoy singing at least six nursery rhymes • I enjoy looking at books with encouragement from my key person • I enjoy a story in a small group • I have some favourite books that I return to and choose myself • I join in with key phrases from our core texts in nursery	• Core nursery rhymes with props and music bring nursery rhymes to life. Parents are supported to share and enjoy books with their child via song bags and tapestry posts • Music and movement time happens regularly as part of adult directed activities • Song bags are available throughout the provision and adults initiate singing with both groups and individuals • Core text stories are explored on many occasions to allow for repetition and the progression of vocabulary relating to the story • Core text books are available in the environment for children to develop independent reading • Stories are explored in lots of different ways– acting out, using props, sound books, story tapes. This is available in the provision and through adult initiated activities • A range of texts, both fiction and non-fiction, are available in all areas of the provision and staff readily model using them to support play • Children access the school library and choose their own books to take home to share with their family • Books are chosen carefully to meet the needs of children and clear differentiation ensures that all children are challenged and love to read
Rising threes end point	• I choose to look at books which appeal to my interests independently • I join in with a small group story time, making comments on and	• Core texts supports children to enjoy and explore a range of books in detail, ensuring progression • A range of reading materials such as fiction and non-fiction books, magazines, leaflets, fact sheets, recipe books are available through the continuous provision

	asking questions about what I have seen and heard • I remember key parts from a story and join in with repeated refrains showing clear enjoyment • I use stories I know and enjoy to support my play • I can recognise print in the environment that is meaningful to me, e.g. 'that's costa, my mummy goes there with me'	to ensure reading opportunities are part of everyday life • Reading material is available which meets the interests of the children and are regularly rotated • Children access the school library and choose their own books to take home to share with their family • Familiar, meaningful text is part of the provision, for example supermarket logos in the role play
Pre-school end point (school leavers)	• I seek out a range of books independently and for enjoyment • I know that print carries meaning and books read from left to right and top to bottom and show this when I handle books independently • I can retell my favourite story or one of our nursery core texts • I recognise some letters from my name • I readily join in with stories, poems and rhymes showing an awareness of rhythm and rhyme • I enjoy joining in with small group games that include early phonic skills, e.g. syllables, rhymes and alliteration	• Stories are regularly read as part of key person time (family time). These are both core texts and a range of stories based on interests of children • Story sacks are shared with children in small groups and then are available within the nursery continuous provision • Children have access to a wide range of reading material, including books which spark curiosity and interest in a new approach • The library is well stocked and provides children with lots of opportunities to search for books, discover new ones and learn respect and care. • Reading opportunities can be found throughout the whole environment • The environment is rich in print through meaningful ways, for example cookery books can be found in the home corner, and construction books in the block area

Literacy: Writing		
Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones end point	• I explore materials using my whole body	• Provision provides opportunities for children to use their whole bodies to explore • Lots of sensory opportunities are encouraged, for e.g. body painting, sensory bags, touch and feel resources, messy play, chalking • Nursey rhymes and song time encourage children to join in and copy actions
1 year olds end point	• I explore sensory play and will use my hands and fingers to manipulate materials, leaving marks and impressions	• Provision provides opportunities for children to use their whole bodies to explore • Lots of sensory opportunities are encouraged, for e.g. body painting, sensory bags, touch and feel resources, messy play, chalking • Adults support, encourage and model use of mark making using palms and fingers • Felt tips are available as these as the easiest mark making resources and leave the most noticeable mark • Nursey rhymes and song time encourage children to join in and copy actions
2 year olds end point	• I enjoy the sensation of making marks using a range of tools and materials • I will sometimes tell an adult what my marks mean to me e.g. pointing and saying “apple” to a mark I have made	• Mark making and writing opportunities are provided on a big scale both indoors and out with a wide range of materials • Lots of sensory opportunities are encouraged, for e.g. making marks in shaving foam, corn flour, gloop • Music and movement sessions encourage children to physically make large scale movements imitating the action of writing in the air • Adults model writing within the environment whenever possible and in meaningful ways
Rising threes end point	• I enjoy drawing and will draw during my self-chosen play • I can make more controlled and detailed marks such as circles and lines with encouragement from an adult • I can tell an adult what my marks on my drawings mean, for example pointing and saying “my cat”	• Key people spend time drawing and creating beside children and providing a running commentary. • Key people understand the stages of emergent writing and how this relates to their own key children. Differentiation is then used effectively to ensure progress continues to be made.
Pre-school end point (school leavers)	• I enjoy mark making for a purpose and will use it to support my play, such as writing a shopping list or drawing a card for a celebration • I can write some letters from my name which are recognisable to others	• Writing opportunities are provided through lots of different experiences, from big writing to small scale letter formation • Early phonics sessions during family time explore the concept of writing letters for some children.

	• My marks carry a meaning which is clear to me and is often very detailed	• Practitioners describe the shapes of letters and teach in fun, interactive and memorable ways when appropriate to the child • Adults model writing for a purpose within provision, for e.g. when taking orders in the role play café, when writing speech bubbles on displays or naming children work • Writing is presented in a fun and irresistible way to capture the interests of children, for e.g. in water on chalk boards or writing in secret ink which lights up with a torch • Writing is explored both inside and out and in completely different ways, for e.g. with sticks in mud
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