

**The Lawns Nursery School and Children's Centre
Literacy Audit/Policy**

Developed by: J Coles

The overall objective of the Early Years Foundation Stage (EYFS) in all seven areas of Learning is that by the time children reach the end of the EYFS (last term of the Reception/ YR R) they will have achieved the 17 Early Learning goals (first column in red). At The Lawns we aim to work towards these goals by encouraging children to engage with people and their environment, to play and explore, be active learners and to create and think critically, all Characteristics of Effective Learning. The second column shows how we address this.

Objectives We aim to achieve	Who What when	Evaluation
<p><u>Early Learning Goal-</u></p> <p>Reading Children Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Children are encouraged to be focused and not easily distracted</p> <p>Children will be proud, to show satisfaction about their work, learning new words, recognising a letter etc</p> <p>Children have their own ideas.</p> <p>Children to 'have a go'</p> <p>Children have opportunity to engage in new experiences and open ended activities.</p>	<p>Children in both Saplings and Nursery have access to comfortable, homely book areas.</p> <p>Children are encouraged to access Literacy in real everyday situations- using name cards, role play, making lists.</p> <p>Staff recognises that Literacy can happen in all activities.</p> <p>Children have the opportunity to handle and share books in key group times, the book area, displays, outdoors and in all learning areas</p> <p>We have a wide range of both story and information books available.</p> <p>Books provided cover different age ranges, genders, cultures, abilities etc.</p> <p>Books are changed in the book area regularly. As well as regular books we put out books relating to the 'theme' Season or children's interests.</p> <p>Children have a story session every day in their key groups. Staff use intonation, props, pictures, puppets to keep children's interest.</p> <p>Children are encouraged to join in with stories, fill in missing words, predict what happens next etc.</p>	<p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>Homemade books relating to our experiences in School.</p>

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<p>Reading Children Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Children develop a love of books and the written word.</p> <p>Children begin to maintain focus when listening and sharing stories and books and persist for longer periods as they develop.</p> <p>Children show levels of energy and fascination.</p> <p>Children start to pay attention to details.</p> <p>Children demonstrate being proud of their accomplishments.</p> <p>Children use their own ideas. To test their ideas.</p>	<p>Children have the opportunity to share a story with a staff member should they choose to at any time throughout the session. They can have 1:1 stories or in small groups.</p> <p>Story props are used to retell stories.</p> <p>We provide a 'print rich' environment.</p> <p>Story displays are set up for children to use for story telling using props.</p> <p>Adults model how to handle books appropriately and encourage children to care for books.</p> <p>In key groups children are supported by key workers to explore Literacy through discussions, stories, etc</p> <p>The written word is used all around the nursery in many different formats/ styles to eg hand written, typed.</p> <p>Children in Saplings use name cards and family pictures. Children in Nursery 'check in' by collecting their name cards and taking to their key areas to match with their initial sound-Using name cards recognises that their names are the first and meaningful step to reading.</p> <p>In key groups they will work concentrate on the initial letters of the peer group rather than the whole alphabet. As children progress they will be exposed to more and more letters sounds.</p> <p>Children are encouraged to sing the alphabet song recognising the difference between letter names and sounds.</p> <p>Adults display and read simple sentences relating to stories, themes etc eg 'what shall I see' 'this is the bear' in key areas and on displays.</p> <p>Key words and sentences are displayed around the room and children are encouraged to 'read' them.</p> <p>In Key groups children help to make their own version of stories using key words /language from the story and using their own photos.</p>	<p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p> <p>Parents and children bring in objects for us to use.</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video</p> <p>planning</p> <p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p>

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<p>Early Learning Goal</p> <p>Reading Children Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Children to show interest in the written word.</p> <p>Children are willing to ‘have a go’.</p> <p>Children engage in new experiences.</p> <p>Children initiate ideas.</p> <p>Children maintain focus and persist</p> <p>Children show levels of energy and fascination.</p>	<p>We make homemade books relating to a wide range of subjects. The books often use photos of children.</p> <p>Themes eg Chinese New Year look at writing from other cultures.</p> <p>We play rhyming games, alliteration and listening games to support early phonics.</p> <p>Staff provide a wide range of both commercially produced and homemade resources that are clearly labelled and available to the children as and when required.</p> <p>Children are encouraged to share wall displays and take notice of the written word on displays etc</p> <p>We provide open ended activities relating to Literacy to allow children to return to an activity again and again.</p> <p>Planning is flexible to allow children to return to an activity and to develop their own ideas.</p> <p>Staff use open ended questions to encourage children to develop their vocabulary</p> <p>Alphabet puzzles are available and changed regularly.</p> <p>The written word is used outdoors on signs etc.</p> <p>Staff set up active letter/word games outside eg letter hunts, Story props.</p> <p>We provide letter cards, letters in sand, water, tactile activities, peg boards etc.</p> <p>Children use written language in role play both spontaneous and planned eg home corner, shops, fire station.</p> <p>Children have access the written word on the computer or internet, DVD's.</p>	<p>Popularity of different activities</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video</p> <p>planning</p> <p>Children share their Learning Journey with adults and peers and reflect on what they have achieved.</p> <p>Popularity of different activities.</p> <p>Children’s emerging writing on the walls.</p>

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<p><u>Early Learning Goal-</u></p> <p>Writing- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Children are able to write.</p> <p>The children use their own ideas and are able to 'write' down their ideas.</p> <p>Children pay attention to details and are able to write clearly, punctuate etc.</p> <p>Children are encouraged to be proud of their accomplishments.</p> <p>Children explore and find new ways to use resources, materials etc</p>	<p>Staff model writing at any opportunity.</p> <p>Children have access to a writing area which contains a wide range of writing resources- staff change resources to encourage continued interest.</p> <p>Writing is encouraged in all areas of learning-resources are readily available eg clip boards.</p> <p>Sensory materials/ resources are provided every day to allow early mark making.</p> <p>Children are encouraged to access activities/resources that strengthen their grasp eg climbing, play dough.</p> <p>Children use a range of resources to support fine motor skills eg threading, tweezers etc.</p> <p>Children are encouraged to talk about the marks/writing. To give meaning to marks.</p> <p>Adults model the writing of labels, names, captions on children's work or encourage children to have a go at writing themselves</p> <p>Adults sound out letters-segment and blend sounds as they write for children.</p> <p>Letters words are displayed around the room- children are encouraged to help with display writing, or role play signs etc.</p> <p>Children are encouraged to make their own books.</p> <p>Children are encouraged to display their writing on the wall.</p>	<p>Photos/videos</p> <p>Observations</p> <p>planning</p> <p>enthusiasm of children's response</p> <p>Feed back from parents</p> <p>Sample of work, writing</p> <p>Displays</p> <p>Learning walks by staff and governors.</p> <p>Popularity of different activities</p> <p>Photos/videos</p> <p>Observations</p> <p>planning</p> <p>enthusiasm of children's response</p> <p>Feed back from parents</p> <p>Sample of books made by children.</p> <p>Displays of children's emerging writing</p> <p>Learning walks by staff and governors.</p>

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