

Nursery Priority 2: All children’s communication and language learning will progress through improved literacy rich experiences, interactions and spaces.

National Improvement Framework Priority	Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children
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LINKS TO HGIOELC	1.3 Leadership of change; 2.3 Learning, teaching and assessment; 3.2 Securing children’s progress
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Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>Literacy experiences will build on and grow children’s interests, vocabulary and knowledge.</p> <p>Practitioners will develop a robust knowledge of children’s progress and next steps in literacy learning.</p> <p>Practitioners will increase their understanding and skills in ensuring the interactions, experiences and spaces offer exciting possibilities for children to deepen their knowledge and build literacy and communication skills.</p> <p>Children will see themselves as readers and writers through purposeful play experiences.</p> <p>Families have a shared understanding of how to support their child’s language and literacy development.</p>	<p>Robust program of professional learning using SEIC ‘Supporting Children’s Literacy Development’-</p> <p>elements of the Literacy Tree:</p> <ul style="list-style-type: none"> • Sensorimotor and motor development • Early language development • Becoming a symbol maker/user • Mark making drawing and writing • Sound, rhythm and rhyme <p>Audit environment using Every Child a Talker – communication enabling environment. Create an action plan to develop literacy experiences and spaces in/outdoors.</p> <p>Develop family learning to support parental engagement and understanding of communication and literacy learning.</p> <p>Enhance quality of core provision resources to support literacy development</p>	<p>PL throughout session:</p> <p>Term 1 Term 1 Term 2 Term 2 Term 3</p> <p>Term 1</p> <p>Term 2</p> <p>From Term 1 – connected to audit & plan</p> <p>From Term 1</p> <p>Term 1</p>	<p>DC (PNT) to lead professional learning, supported by AT (EYPT)</p> <p>EYOs, supported by TH and PA (EYDOs) AT to lead action planning process</p> <p>Peep – SB & PA Stay & Play – DC & LS</p> <p>EYOs, EYDOs & CM</p>	<ul style="list-style-type: none"> • Practitioner pre and post questionnaire – knowledge and confidence in supporting and extending children’s early literacy skills. • Professional dialogue through use of ‘reflective questions’ in SEIC pack. • Evidence of improved planning for communication and language experiences, interactions and spaces in intentional and responsive planning. • Progress recorded in an ongoing way within the Audit. • Observations of progress during small group adult-directed learning experiences focusing on literacy. • Comparison of Elips data • Monitoring of practitioner literacy observations in PLJs through quality assurance processes • Evidence of progress in PLJ trackers • Parental questionnaire using Microsoft Forms. • Parental feedback from literacy focused family learning sessions

Ongoing Evaluation