**ALLOWAY EARLY YEARS CENTRE**

**EARLY LITERACY SKILLS**

RATIONALE

*“Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence”.*

(Curriculum for Excellence, 2004)

*“Our ability to use language unlocks all areas of learning. Children’s language development thrives through exposure to environments of rich and diverse spoken language experiences. We grow a sense of purpose for the child by our own use of language and engaging them with a wide variety of stories, rhymes, songs, symbols and texts in different media all around them. Building this purpose helps to nurture engagement and encourages children to see themselves as readers and writers.”*

(Realising the Ambition, 2020)

*“As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.” 1.30*

(Health and Social Care Standards, 2018)

AIMS

* To raise the standards of early literacy.
* To provide learning opportunities to promote listening and talking, reading and writing.
* To ensure a positive ethos throughout the centre so that children develop confidence and pleasure in engaging in listening and talking activities.
* To teach listening and talking through a programme of learning experiences to ensure progression, continuity and consistency in approaches.
* To link planning, teaching and assessment in talking and listening activities in order to raise levels of achievement and attainment for all children in the centre.

OBJECTIVES

* Children will have their voice listened to and respected.
* Children will have opportunities to explore reading, writing, talking and build listening skills.
* Children will be encouraged to build their vocabulary.
* Staff will track progress of literacy through developmental milestones, tracking and profiles.
* Children will have the opportunity to explore reading and mark making indoors and outdoors.
* Staff will take the time to listen to what children are saying.
* Staff will provide non-verbal communication options for children unable to communicate verbally for example Makaton, sequence boards.
* Literacy and English opportunities will be available across all areas of the centre.
* Children will have the opportunity to participate in role play situations.
* Children’s will develop emergent reading through exposure to books and print, and they will be encouraged to use the pictures to interpret the content.
* Children will have the opportunity to develop their skills orientating and navigating through stories and factual books, magazines, comics and maps etc.
* To foster the children’s natural curiosity by providing a wide range and variety of reading materials.
* Resources will be available in indoor and outdoor environments.
* Provide opportunities for children to express themselves through drawings, painting, collage and writing indoors and outdoors.
* Show a genuine interest and talk about the child’s attempt at writing.
* Frequently read stories to children in small and large groups.
* Point out print, letters, words and environmental print.
* Encourage children to take part in drawing/ painting experiences.
* Children will differentiate between letters/numbers/symbols.
* Children will understand that English is read from left to right and top to bottom.

IMPLEMENTATION

* Literacy experiences that are provided for children will take into account the individuals needs of the children. Planned learning experiences should help to promote early literacy curriculum for excellence outcomes and developmental milestones. Children should be given the opportunity to repeat literacy skills to support children to scaffold their learning and become confident individuals.
* Children will have the opportunity to develop literacy skills through play experiences which are adult led or child initiated. Children’s interests should be taken into consideration when planning literacy experiences. Children should have the opportunity to experience a variety of different mark marking activities.
* Progress through literacy should be shown through children’s developmental milestones, Curriculum for Excellence tracking and E-portfolios. Staff have an important role to support children by role modelling and promoting language skills. Staff should involve children when planning next steps in their learning.
* Children’s age and stage of development should be taken into consideration when planning literacy experiences. All children should be given the opportunity to express themselves verbally or non-verbally. Alternative methods should be provided for children who can not verbally communicate. For example Makaton, British sign language, picture boards.
* Staff are the most important resource. An interested adult who will read stories, sing rhymes, song, play with children, answer and ask questions and encourage talking will greatly benefit the child. Each member of staff is responsible for recording observations and tracking children’s development and progress.

REVIEW

This policy will be reviewed annually or as required in light of experience or any new national/local initiatives.

Updated Sept 25 – L. Miller