

# Literacy Policy

One of the specific areas of development within the EYFS is “literacy”, which includes both reading and writing. At Daisy and Rainbow Childcare we ensure that all children have access to play and resources within the setting which will allow them to develop the ability to become happy, confident readers and writers in later years.

## Writing

For children to be able to develop writing skills a wide range of opportunities for play need to come first, allowing muscle development right through from abdominal muscles, shoulders through elbow, wrist and fingers. We will follow our Pre-Writing Skills good practice guidance to support us to provide a wide range of experiences and opportunities to develop children’s pre-writing [writing skills poster](#)

In the early days, we will encourage activities which will support children’s core strength, shoulder, elbow, wrist and then finger control. We will utilise dance, ribbons, large scale painting experiences, sweeping brushes, vertical art, painting under tables, outdoor play etc

We encourage children to recognise the joy of writing for purpose. Children are exposed to adults writing by hand increasingly less as IT and the use of phone apps become more prominent in our lives. At Daisy and Rainbow childcare we take a care to encourage our team to write by hand when with the children – mind maps, completing the register, writing lists, naming children’s art, sending notes, writing cards etc

Pens, pencils, chalk and paint will be readily available to enable mark making. We understand that each school will wish to teach writing using their own specific methods, we will acknowledge a child’s efforts however will not aim to actively encourage letter formation.

Funky finger activity sessions and dough gyms support our young children to develop the finger and hand control needed to be able to write.

Young children have their own perceptions of writing formed from any writing they may have noticed in the environment and through adults modelling writing. Children often produce their own form of writing, which is commonly known as ‘mark making’ but also as developmental or emergent writing. This early writing is very important and should be valued by adults. Their writing may be the letters of their name jumbled up, it may be a mixture of some recognisable letters and numbers, lines, circles and marks.

When young children produce their own writing, it’s good to ask them

- ❖ What lovely work! Have you done some writing or drawing?
- ❖ If they reply that it is writing ask the child ‘what does your writing say?’

Some children love writing and produce it endlessly whereas others need to be inspired to write by weaving mark making into their play. For some children, the permanence of making a pencil mark on paper is very scary so other activities, such as chalk which can be rubbed out, or writing together with other children on the same piece of paper may be introduced. We aim to develop confident mark makers who are happy with their own efforts.

We aim to support children to be able to

- Engage in wholehearted bodily play
- Use scarves/ribbons to mark-make in the air
- Use malleables to mark-make with finger or simple tools
- Use a selection of dry malleable materials for early mark making
- Observe peers involved in mark making
- Develop an Interest in letters and print in the environment
- Grasp a one-handed tool for mark making
- Enjoy mark making with a variety of media
- Draw recognisable pictures e.g. of people and tell you what they have drawn
- Start writing some letters which are important to them



- Recognise initial sound of their name
- Make marks and describe what they are writing
- Recognise some letters
- Use a tripod grip for pens, crayons, pencils and paint brushes etc
- Use name cards to support their own name writing
- Create their own writing
- Become Confident mark makers
- Write their names with Capital letters at beginning of their name and all other lower case

Adults should support this by

- Encouraging large arm movements through dance etc
- Praising all attempts at mark making
- Pointing out all written materials in the environment
- Encouraging children to mark make in all situations
- Supporting children with the tripod grip as they become more confident
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We will follow our good practice guidance to support us to provide a wide range of experiences and opportunities to develop children's' writing skills. <R:\Centre Curriculum\Good Practice guidance Folder\Literacy and writing\Good Practice for Developing Writing Skills.docx>

## Reading

To develop confident readers who will be able to access the written word and be able to use this as a basis for their learning it is essential that we provide every possible opportunity to access the written word and enjoy books from the very earliest age. Babies are introduced to a wide range of books – cloth, waterproof, board books with focus upon photographs and graphics. As children progress a few familiar words are introduced on the page allowing for simple repetition and sound making which can be enjoyed and repeated by the child. This naturally leads to children enjoying more complex books with a story or factual information taking precedence.

We aim to support children to be able to

- Enjoy books, comics,
- Enjoying seeing the written word in the environment
- Enjoy listening to stories, song and rhyme
- Enjoy joining in with stories, song and rhyme
- Enjoy repetition rhythm and rhyme
- Sound out words
- Anticipate story endings, next events in the story
- Make up endings to the story
- Use the pictures in a book to “tell the story”
- Learn how to read from left to right and turn the pages from front to back or as appropriate to their culture.
- Know that information can be found in books

**We support reading by having opportunities during the day for children to**

- Listen to stories in small/whole groups with adults
- Look at books independently or with peers
- Look at a book, one to one, with an adult
- Having a selection of core books which are high quality picture books with rhythmic repetitive text which children remember and re-count or re-tell
- Play with story props, puppets, dress-ups which all help children re-tell well- known stories

- We utilise Book of the Week to give us a key focus on a book, story and elements within the story which can be re-told, repeated over the course of a week in varying contexts.
- We use creative resources to support children to engage with books and reading – our Story Sacks, Story stones and the Golden Bag.
- Creating photo books of experiences and visits in the community
- There is a book library to encourage parents to read with children at home.
- We may make books with children combining a child's language and story written by the adult then enabling the child to illustrate.

At Daisy and Rainbow Childcare we are keen to enable children to have good access, through their play to a rich imaginary world.

During December 2016, some of the staff team accessed training with Maaïke Geschwindt via her project – Creative explorers. We further accessed training at Christmas 2018 from Malou Evans who shared her skills as a storyteller. From this training, we have devised our own focus upon the creative story telling world.

Story telling is an effective way to develop early literacy skills as well as helping children to organise their experiences

Practitioners may enable this by –

- Inviting a small group of 4-5 children in to a quiet space.
- A selection of items that can be used creatively will have been amassed in a basket / box which may include some small world characters.
- The items will be explored to recognise their pre-determined function and to explore in an imaginary world of play how they might be used.
- The practitioner will start a story...i.e. one morning Fred was out and he bumped in to....
- This will then be handed over to a child to continue.
- A child who is unable to easily participate will be supported by the practitioner to take an involvement.
- The story will be repeated and built upon by the group of children
- The story may be recorded, written or played out.
- Children may be enabled to create and make their own characters – worlds – transport etc.
- A child's object as prescribed by that child should be protected and maintained.

Creative explorer resources R:\Centre Curriculum\EYFS\Creative Explorers

Policy formulated on: Dec 2014

Policy last reviewed on: Jan 2020

Signed: \_\_\_\_\_



