



ASHGATE NURSERY SCHOOL

LITERACY POLICY STATEMENT

At Ashgate Nursery School we support children's early development of reading and writing through a wide range of planned activities based on research into how young children learn. Developing the skills needed to develop as readers and writers are incorporated into the daily provision of the nursery.

Reading

To become fluent confident readers children need:

- To see themselves as a reader,
- To be exposed to a wide range of books and texts and other written materials so they understand the purpose of the written word and extend their vocabulary
- to hear a wide range of stories and be able to retell a story
- to develop awareness of rhyme, rhythm and alliteration as a basis for developing good aural discrimination to be able to recognise phonic sounds to blend them into words

To develop these skills at Ashgate Nursery School children we provide the following:

- Children have daily opportunities to listen to a story both in a group and as individuals. A wide range of books are provided to follow children's different interests. Books are found not only in the book corner but also in other areas to support activities and interests.
- A lending library gives opportunities for books to be shared at home and parents are supported in understanding the importance of making book time a fun, emotionally supported time
- We have a list of core books that children hear regularly and often form the basis of small topic work. These books have props to support children in their retelling so by the time they leave nursery they can tell these stories. This gives them confidence to see themselves as a reader and to be able to use story language.
- Children are exposed daily to nursery rhyme and other songs and rhymes which support the awareness of rhyme, rhythm and alliteration. Some songs and rhymes are sung regularly so children learn them to sing independently.
- Music sessions focus on developing rhythm and listening skills

- Small group time always incorporates phase 1 Letters and Sounds activities to develop aural discrimination, listening and attention skills. Initial sounds are introduced through their names and other familiar words such as days of the week. As these skills develop they are introduced to the blending of phonic sounds
- Children see and learn to recognise whole familiar words beginning with their name and stop/go signs etc. around the nursery.

Writing

To become confident writers children need:

- To see themselves as a writer
- To develop good fine muscle tone and fine motor skills with a secure tripod pencil grip
- To know letter names
- To be able to segment words phonically and know how these are represented
- To have a good vocabulary of words to write and to understand how stories and other written forms are composed

To develop these prerequisite skills for writing we provide the following:

- Children are encouraged to imitate writing in their play in a variety of forms such as lists, cards, maps with a range of different mark making tools and materials in many areas of the nursery. They also see adults writing for a purpose and modelling writing skills.
- Daily opportunities to develop fine muscle control are provided, jigsaws, small construction etc. and including small group dough disco sessions.
- Opportunities to practice gross motor letter movements in Music sessions and in other activities such as water painting, easel painting, large ICT touchscreen, to support the development of correct letter formation.
- Fluent writing has a rhythmic quality so a sense of rhythm is developed in music and movement sessions.
- To sit and write comfortably children need to have good posture and core stability so we have daily opportunities to practice crawling, balancing and climbing to develop physical literacy.
- Reciting the alphabet to learn letter names and identify letter names of familiar words such as our names so children know letter names as they begin to form them in writing.
- As soon as children become ready to form letters we introduce correct letter formation.
- Children become familiar with segmenting words first by rhythm and syllables and then, as aural discrimination develops, by phonic sounds using robot voices so children can have a go at writing new words themselves.