



Bedford
Nursery Schools
Federation

Literacy

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Introduction

At Bedford Nursery Schools Federation, our curriculum reflects our priority to support the development of children's communication and language skills. As one of the prime areas of learning Communication and Language is interwoven through all other areas of learning and underpins the children's developing reading and writing skills.

By using the Educational Programmes for Literacy, Communication and Language and Physical Development we ensure that the children experience a rich Literacy curriculum to lay the foundations for the Literacy Early Learning Goals (ELG) to be achieved by the end of the of the Early Years Foundation Stage:

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- write recognisable letters, most of which are correctly formed
- spell words by identifying sounds in them and representing the sounds with a letter or letters;
- write simple phrases and sentences that can be read by others.

Reference: [*The statutory framework for the early years foundation stage, page 13*](#)

Our Curricular Intentions **4, 'To lay the foundations to become a confident reader'**, and **5, 'Write letters from your name'** detail how adults will scaffold and support children's learning as well as a progression of the skills and knowledge that children will be developing throughout their learning journey at BNSF.

Our provision develops literacy skills both within children's self-chosen activities, as well as in adult-directed group-times in meaningful and purposeful contexts. All children are given opportunities to talk and communicate in a wide range of situations, to listen and to respond to each other. Children are supported to practise and extend their vocabulary while developing an auditory memory and rhythmic and rhyming skills. Sharing stories with children and fostering a love of reading is a priority across the Federation and our carefully chosen core-book selection provides consistency, builds confidence and fluency and engages children with the retelling of familiar stories. Sharing books and stories with adults also supports their imaginations and creativity for their own story-telling.

To support reading development we:

- give reading a high priority across the Federation, promoting a good model of reading with expression, enjoyment and understanding.
- provide a range of good quality books and props, including core books and traditional tales as well as new texts.
- have sets of core books in each nursery to develop an understanding of familiar stories and confidence to behave as a reader.
- plan learning experiences around core books, to be explored over the course of a week or more.
- extend stories through role play, puppets, helicopter stories and Talk for Writing techniques.
- develop an understanding of the structure and language of stories.
- provide books that reflect cultural diversity, have different scripts and non-stereotypical images.
- provide a range of reading materials to stimulate children's interest in reading, including resources from the School Library Service.
- teach children how to handle books and treat them with care.
- learn about the direction of print in English and other home languages.
- ensure that print (in English and other languages) is highly visible in the environment.
- share dual language and home language books, for all children to listen to.
- motivate children to look at and talk about story and non-fiction books by placing them in different areas and interest centres to which children can return independently.
- provide accessible, cosy reading areas for adults and children to share stories, and for children to use independently.
- include songs, rhymes and other activities to develop phonological awareness in daily group times.
- develop a familiarity with significant words, such as, their own name, friends and family names.
- provide books which are phonetically decodable and of an appropriate level for those children who are beginning to learn letter sounds.
- encourage all children to be regular users of the school and public libraries.
- engage skilled volunteers to share stories with children during session time.
- talk to parents about the importance of reading with their children at home.
- offer groups such as 'Early Words Together' and 'Chattertots' to support parents with communication and reading with their children.
- providing dual-language information leaflets on the benefits of early reading.
- share information about current books and stories being explored with children in termly newsletters.
- encourage parental involvement by sharing rhymes and songs linked to curriculum planning.

To support writing development we:

- plan activities to support the development of gross motor control.
- provide opportunities to develop hand/eye co-ordination.
- provide opportunities to support the development of muscle strength and fine motor control.
- provide a range of fun and meaningful opportunities for mark-making.
- model writing for children.
- ensure that a range of scripts and languages are included in writing activities.

- value children's mark-making.
- appreciate that young children may not have a dominant hand and should not be made to choose one.
- encourage children to explore mark-making in a range of contexts.
- support children to know that writing conveys meaning and is a way of communicating.
- respond positively to children's early attempts at writing.
- model writing for different purposes and audiences.
- support children to begin to form recognisable letters particularly those of personal significance.
- develop their confidence to write their own name and other familiar names and words.
- develop their awareness that different spoken languages are represented in print and in a variety of scripts.
- provide opportunities for children to use their knowledge of letter sounds to make attempts to spell and write words.
- provide early mark-making opportunities including:
 - mark-making with a variety of resources and for different purposes, for example 'signing in' on arrival at nursery each day
 - outdoor mark-making opportunities, for example writing their name on the bike waiting list, tallying for goal scoring
 - large mark-making on the floor
 - painting
 - mark-making in sand and shaving foam
 - role play, including mark-making for a purpose, such as shopping lists, restaurant orders

To support the development of phonological awareness and learning phonics, we:

- highlight rhymes, alliteration, rhythm and the development of listening skills.
- teach systematic synthetic phonics to all reception children and those Nursery 2 children who have shown an interest in letter-sound association.
- use the Sounds-Write synthetic phonics scheme, a clear sequential programme which clearly combines the matching of sounds to symbols in conjunction with blending and segmenting sounds.
- share information about Sounds-Write with parents, who are encouraged to support this learning at home.
- meet parents regularly to discuss progress with their child's reading, and ensure that parents are confident to hear their children read.
- have high aspirations for all children to achieve or exceed age-related expectations, or make outstanding progress from their starting points.
- provide appropriate interventions/differentiated activities for children with SEND to support their understanding in learning phonics.
- follow a clear sequence of lessons so that termly expectations of the progression learning grapheme-phoneme correspondence and word-reading are met.
- regularly review the impact of phonics teaching to ensure that children make maximum progress and their needs are being met.

To support reading for phonics learners, we:

- introduce appropriate phonetically decodable books which match grapheme/phoneme correspondence to children on an individual basis
- provide phonetically decodable books in school for children to access independently
- provide parents with a home-reading record and encourage them to hear their child read at least three times a week.
- change books, when each individual child is ready to move on to the next book.

Monitoring

Senior Staff will regularly monitor the effectiveness of the teaching and learning of reading and writing, identifying those children who would benefit from additional support and those children who would benefit from further extension.

Staff evaluate at the end of each day to plan for children's interests with regard to reading and writing.

Staff ensure that a high quality, literacy-rich environment is maintained.