

Teaching and Learning

Literacy



One of the specific areas of learning is Literacy. When we look at literacy in the early years, we consider the following aspects: Reading comprehension, Exploring words and Writing.

Having shared appropriate expectations of the children is fundamental. Through meaningful observations and sound assessments of the prime areas, adults can ensure that children's literacy development is challenged through planned activities as well as the continuous provision. Having secure communication and language skills is the foundation for literacy and the sequence of learning is crucial here. Practitioners need to have a sound understanding of the subject and how lower-level literacy plays a role.

Task 1

- What does literacy mean to you and your team – is there a shared understanding?
- What are the opportunities for developing literacy skills across the 3 aspects listed at the top of the card?
- What opportunities are there to promote a love of books and stories? Are they shared in groups or one- one, are the books based on the child's interests, are they age/stage

appropriate? Do you have duplicates of the same book to enable children to follow along together (including picture books) etc.

- What is your role in supporting children to explore the literacy opportunities – consider your teaching styles and methods.
- Where is literacy captured within the existing environment? What resources are provided to promote literacy (newspaper, magazines, letters, catalogues, books, mark making tools) – how intentional are they?
- What opportunities for emergent writing do you provide? Consider both indoors and outdoors.
- How do you engage parents? Helping to write the shopping list at home etc
- How do children inform your intent for literacy development?
- How do you promote literacy within your daily routines e.g., not confining ‘literacy’ to an area or a specific time? Think about babies making marks in the spaghetti sauce etc.
- Are there times for songs and rhymes? How considered and intended are they?
- How appropriate is the language and vocabulary use within practice? Are adults mindful of embedding new words and building on children’s vocabulary bank?

- Are there opportunities for children to revisit the same songs and stories more than once?
What are the advantages of doing this?
- What attention is paid to supporting children to share the meaning behind their marks?