

## Literacy

### INTENTION

We want our children to develop a lifelong love of reading. We want our children to access and enjoy a daily story and to learn nursery rhymes. By talking with our children as they read, we aim to develop children's conversation and vocabulary. Through accessing a weekly phonics session, reinforced through continuous provision, we want our children to distinguish between sounds and to clearly recognise the initial sound of their name. We seek to provide children with a wide range of fiction and nonfiction texts to inspire them to have a love of reading and to question what they read. Through our continuous provision and planned activities, we provide a growing range of mark making activities with a purpose. Including many pre writing opportunities for children to develop the strength in their fingers, develop their dexterity and hand eye co-ordination. We want our children to explore mark making with a variety of different media, and to know that their beautiful marks represent meanings. We want our children to recognise and to begin to write/sign their name.

### CONTEXT

At Bloomsbury the very large majority of children have EAL. Currently we have 33 languages (July 21) Whilst this diversity is to be celebrated, we do acknowledge that having EAL can create barriers to learning. Children will learn English from a strong foundation in their home language. It is important for families to use their home language for linguistic as well as cultural reasons. We value the use of Makaton as a universal language that connects us all

### CITY & LADYWOOD DISTRICT DATA

Ladywood is the most deprived ward in the city. Children from more disadvantaged backgrounds may have fewer chances to develop their vocabulary. **Removing this inequality is a priority for us.** Communication and Language outcomes across our city, as measured by the Early Years Foundation Stage Profile 2019, were at 77.2% compared to the average across England of 82.2% and our statistical neighbours with an average of 78.4%. In literacy specifically, 64.56% achieved a GLD.

### EDUCATIONAL PROGRAMMES

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing

### EARLY LEARNING GOALS

#### ELG: Comprehension

Children at the expected level of development will: - Demonstrate 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 and 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.

<https://help-for-early-years-providers.education.gov.uk/literacy>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

<http://www.lovelybooks.co.uk/>

<https://www.booktrust.org.uk/>

<https://ican.org.uk/a-message-to-our-supporters-on-coronavirus/activities-to-develop-speaking-and-listening-skills/home-based-activities-for-toddlers-and-young-children/>

<https://www.birhtto5matters.org.uk/wp-content/uploads/2021/04/Birhtto5Matters-download.pdf>

Autumn Term	Spring Term	Summer Term
It's good to be me! Identity, Heritage, Uniqueness, Rights, Attachment & Security.	Spring Term –	Summer Term – Growing & The Great Outdoors
<p>Leadership roles Learning to say 'Hello' in Makaton Core books <b>Owl Babies</b> <b>Peace at Last</b> <b>We are Family</b> <b>Lighting a Lamp</b> <b>Stick Man</b> <b>Gruffola</b> <b>Whatever Next</b> Core rhymes/songs Introduction to expectations/charters Leadership roles Black History week Diwali Learning to say 'Hello' in community lang Bonfire night Parent Workshops: Communication &amp; language development Christmas</p> <p>Wellcomm baseline assessments</p>	<p>Leadership roles Learning to say 'Hello' in community lang</p> <p>Core books: <b>Lanterns &amp; Firecrackers</b> <b>The Gingerbread Man</b> <b>The Tiger Who Came to Tea</b> <b>Little Red Hen</b> <b>Tiny Seeds</b> <b>Mother's Day</b> Core Rhymes Chinese New Year celebrations Safety week Reading week/World Book Day Literacy &amp; World Book Day workshops</p> <p>Mothers' Day Easter celebrations Vaisakhi</p>	<p>Leadership roles Learning to say 'Hello' in community lang Core books <b>The Hungry Caterpillar</b> <b>Goldilocks, Three Billy Goats Gruff</b> <b>Bear Hunt</b> <b>Starting School</b> Core Rhymes Parent Workshops: Maths Parent workshops: Learning Outdoors &amp; Forest School Walk to school week Eid al-Fitr celebrations Summer Carnival Caterpillars</p> <p>Fathers' Day Transition day Summer trip Graduation celebration</p>

Attainment/Targets	Attainment/Targets	Attainment/Targets
<p><b>Comprehension</b></p> <p>Begin to comprehend the rhythm of the nursery day. To read visual timetables to understand what is happening next.</p> <p><b>Word reading</b></p> <p>Listens to and joins in with stories and poems, when reading one-to-one Freely access books in the environment Choose a home reading book of choice Begin to sit and listen to a story/song/rhyme at group time, joining in using actions, signs or repeated refrains</p> <p><b>Letters &amp; Sounds Phase 1</b></p> <p><b>Writing ( OPAL 36 months)</b></p> <p>Access a variety of mark making opportunities within continuous provision Begin to understand that marks and symbols represent meanings Begin to hold a pencil using the tripod grip</p>	<p><b>Comprehension</b></p> <p>To use newly acquired vocabulary in play</p> <p><b>Word reading</b></p> <p>Recognise and read their own name Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Re-enacts and reinvents stories they have heard in their play</p> <p><b>Letters &amp; Sounds Phase 1</b></p> <p><b>Writing ( OPAL 42 months)</b></p> <p>Recognise and begin to practice writing the first letter of their name Make many different marks eg lines, circles, shapes Begin to add meaning to their marks</p>	<p><b>Comprehension</b></p> <p>Retell stories and narratives using familiar phrases Use and understand specific key vocabulary linked to stories and texts</p> <p><b>Word reading</b></p> <p>Recognise and read their own name Have a selection of favourite stories and nursery rhymes Be able to recall and discuss favourite stories and rhymes Retell a story with a beginning, middle and end</p> <p><b>Letters &amp; Sounds Phase 1</b></p> <p><b>Writing ( OPAL 48 months)</b></p> <p>Be able to write their first name using recognisable letters Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Ascribe meaning to familiar marks eg ASDA, Aldi</p>



# Bloomsbury Nursery School

Children in low income families  
hear 30 million fewer words by  
the time they are 3 than  
children from higher income  
backgrounds

Hart & Risley 1995