



Kilcreggan Early Learning and Childcare Centre



Early Literacy Policy



UNCRC:

Article 17 I have the right to get information in lots of ways, so long as it's safe

Article 28 I have the right to an education

Rationale

“Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.”

Curriculum for Excellence, The Scottish Government, 2010.

Children’s experience of early language begins at home. In and around the home children’s early language is developed through everyday activities in family life such as looking at books together, shop signs, street signs, recipes, watching TV and listening to conversations. These are rich language contexts, which introduce them to a variety of words and sounds, both spoken and written and can give a secure basis on which to build their future skills.

Before starting their Pre-5 education many children can already:

- Say many words
- Recognise shop and restaurant signs
- Ask questions
- Sort and match items
- Sequence pictures
- Complete jigsaws
- Understand the language for comparing and ordering objects

Young children are very holistic in their learning and encounter language concepts as part of the whole process of finding out about and making sense of the world around them. Children’s knowledge and understanding should be based on experiential learning, using their senses to explore the concrete world before they can deal with abstract ideas. Children have individual experiences and interests and

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learn at different rates. But the way they learn follows a similar pattern as they:

- Explore the world around them
- Discover words and letters in what they see and do
- Repeat actions and test the words they have recognised
- Add their new understanding to what they already know about what the world is like and how it works
- Use words to make clear what they know

Aims

One of the most powerful and self-motivating contexts for learning is play. Through play children can repeat, rehearse and refine skills, using skills already gained and practising new skills.

Learning language through play aims to enable children to understand language:

- As a purpose – it's fun!
- Is set within a meaningful context It gives the child responsibility and control
- Provides time to repeat, practise and gain mastery
- Is a practical activity and natural to their holistic learning.

Creating a Reading Environment

To create a reading environment we aim to promote positive attitudes to reading by:

Enabling the children to:

- Have fun with language and making stories
- Listen with enjoyment and respond to stories, songs, music and rhymes
- Realise that books can be used to find interesting information
- Understand some of the language and layout of books
- Recognise the link between the written and the spoken word



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Creating attractive spaces for reading by:

- the area is comfortable with appropriate seating e.g. soft chairs, cushions, bean bags
- the books are displayed well with easy access and low shelving or low trolleys
- the front covers of the books are on display
- the area is separated off in some way using dividers, units or shelving
- the area is attractive and welcoming with enough room for reading and sharing books
- there are small, quiet spaces for individual reading

Using the following criteria for the selection of high quality resources we:

- Ensure we give children lots of opportunities to see and use words and letters around the playroom. Visual displays that are meaningful promote the recognition of the letters and words
- Provide a wide range of resources that children can use to develop their language skills. To support organisation of resources, we have set up a story corner but there are opportunities to promote the development of reading and writing skills in all areas of the playroom
- Ensure rhymes and Songs are plentiful and support rhyme, repetition and development of vocabulary
- Include opportunities to share books everyday.

Children should also be given meaningful reasons for writing.

For example:

- Self-registration
- Naming art work
- Labelling around playroom
- Shopping lists
- Recipes
- Telephone messages
- Menus in the café



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Any early attempts at writing should be valued and encouraged.

Adults have a crucial role to play in developing children's thinking and language. Conversations should introduce new vocabulary and create challenges and problems for the children to solve.

The adult role includes:

- Modelling appropriate talk and a range of vocabulary by putting children's actions into words.
- Modelling the use of language in everyday situations.
- Writing for a range of purposes.
- Effective questioning to develop, extend and sustain children's play. E.g. 'What shall we do now?' 'What if we tried filling up this bottle?' 'I wonder what will happen if we add one more?'
- Creating a rich environment with appropriate resources to develop children's curiosity in literacy
- Ensure there are appropriate examples of both functional and environmental print, in the form of labels and posters, on display in the playroom, to encourage children to integrate them in their own initiated play

Involving Parents as Partners

At Kilcreggan ELCC we aim to ensure parents are aware of how to help develop and reinforce children's skills at home and take an active role in their learning by:

- Regular communication regarding their children's progress and stage of development
- Ensuring written information, in the form of parent guides, on developing skills in all aspects of language and literacy are available
- Organising parent workshops, where possible, on specific aspects of developing language and literacy in young children
- The introduction of a lending library for appropriate books to encourage both children and parents to see reading as an enjoyable and profitable pastime
- The introduction of story sacks to encourage parents to develop literacy skills in their children through the medium of play
- Inviting parents/carers to share a book during sessions to promote enjoyment of sharing a story for both children and adults.



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Tracking and Assessment

Central to the progression of skills through Early Level, staff carry out tracking of children's academic and wider achievements. Information is gathered through the careful observation of children during structured and unstructured activities. Staff use Argyll and Bute's Seemis system to record children's progress through the Developmental Milestones twice per year as well as completing the tracking information required for transition into Primary 1. Early Level Benchmarks are used to assess children's progression through the Highland Literacy programme.

National Care Standards

1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.

1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.

1.32 As a child, I play outdoors every day and regularly explore a natural environment.

2.2 I am empowered and enabled to be as independent and as in control of my life as I want and can be.

Monitoring and Review

It is the responsibility of the Head Teacher along with the staff to monitor, evaluate and review the above arrangements and to adjust them according to need