

Literacy

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).

How Literacy can be observed in our setting:

Children enjoy singing and finger rhymes, it allows them time to move their fingers into position for the rhymes as they gradually gain more and more control over their fingers. Pincers and pegs also encourage fine motor skills and pencil control.

We provide many opportunities for children to develop their gross motor skills which, along with the fine motor skills developed by finger rhymes, are essential for developing writing skills. To encourage use, we introduce writing and drawing materials of various themes of interest to the children. By using various size paintbrushes to paint our sheds we help develop their gross motor skills.

Children can see we value their work, various mark making is displayed around the setting, they also see staff members writing daily. We display it with both written and printed names/labels on it, including some in Japanese writing.

We have number plaques on our wall which children can use for rubbings. We have a range of mark making tools, including pencils/pens/chalk/paint for children to mark make with.

We encourage children to “write their name on their work”. We mark make on easels/chalk boards/white boards/paper/clipboards this is done on both a large and small scale. We encourage mark making in our role play areas by providing writing materials to enhance their play, ie. notepads, menus for a café, paper and envelopes for an office, or a clip board and checklists in the garage.

As well as our library we have a variety of books around the setting for the children to enjoy, we also sit and read to children both in small and large groups. Comics often provide children with a focus for writing and drawing which interests them.

We encourage children to both recognise and write their name and to find other words with letters which start with the same letter as their name. Technotots support and encourage development of the children’s ICT skills.