



**Literacy** development involves encouraging children to link sounds and letters to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest (**Regulatory requirements 2021 Section 1 - The learning and development requirements 1.6**)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

#### **Aspects of Literacy**

- **Comprehension – ELG8** - children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate (where appropriate) key events in stories and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- **Word Reading- ELG9**- Children say a sound for each letter in the alphabet and at least 10 digraphs. They read words consistent with their phonic knowledge by sound-blending. They read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.
- **Writing – ELG10** - children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. They write simple phrases and sentences that can be read by others.

We do this in various ways including;

- Introducing the children to words, cadence, fluency and sequencing by reading to them daily
- Motivating the children to want to read themselves
- Showing how important books are as resources for answering questions.
- Encouraging the children to pretend to read, especially books that contain repetition and rhyme.
- Opportunities to 'act' out stories and poems allowing them to grow as readers by connecting feelings with the written word.
- Providing regular Read write inc. sessions learning a sound a day and how to write that sound
- Practice 'Fred' talk daily e.g. c-a-t
- Continually encouraging the children to explore and experiment with sounds, words and texts
- Providing magnetic letters for the children, allowing opportunities to practice the letter names and moving on to sounding out and spelling simple C-V-C words.
- Supporting and scaffolding on a one-to-one basis the children's reading and writing
- Providing plenty of opportunities for the children to practice forming their letters correctly using sky writing wands, pencils, sand, shaving foam, white boards, dough etc.
- Developing the children's oral comprehension to help build their vocabulary for writing