

SPECIFIC AREA 1

Policy Statement: Literacy

Literacy involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials and stimuli (books, poems, labels in the environment and other written materials) to ignite and develop their interest.

Early Learning Goals should normally be achieved when a child completes their first year in a Reception class, around the time of their fifth birthday. By the end of the Reception year children should be able to:

Aspect 1: Literacy

- read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- also read some common irregular words
- demonstrate understanding when talking with others about what they have read

Aspect 2: Writing

- use their phonic knowledge to write words in ways which match their spoken sounds
- also write some irregular common words
- write simple sentences which can be read by themselves and others; some words are spelt correctly and others are phonetically plausible

Development Matters gives detailed guidelines on the expected developmental progression which supports children in working towards the Early Learning Goals. In our Montessori settings we provide the following activities to support them:

Aspect 1: Literacy

At Horsham Montessori each child:

- is made aware of phonetic sounds using games such as I Spy
- is prepared for listening to the phonetic sounds by using the sound boxes and playing the silence game
- learns the sounds of letters and may start to build words

- is introduced to phonetic sounds using the sandpaper letters
- is introduced to reading with the three letter CVC (consonant-vowel - consonant) words using the pink level materials

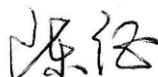
Aspect 2: Writing

At Horsham Montessori each child:

- is prepared for writing in a wide variety of ways: the activities of everyday living and sensorial materials all contribute to this preparation (see policy on Physical development)
- is introduced to opportunities for mark making in the creative area where they have access to a variety of mark making implements and materials including the 'Splashboard' for recording their name
- has many opportunities to use their hands and fingers for mark making, both indoors and outside
- has access to the following activities which give targeted opportunities for writing
 - insets for design
 - sandpaper letters
 - large moveable alphabet
- has opportunities to make connections between writing and reading when word building with the large moveable alphabet, using objects and pictures to support independent work with the language boxes
- has further opportunities to transcribe words built with the large moveable alphabet and during use of the reading materials
- is encouraged to recognise and write their own names on their work
- has opportunities to annotate their work and tell stories which, with the help of practitioners may be recorded
- develops an effective way to hold a pencil for writing
- starts forming recognisable letters

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Signature:



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Version Number	Changes Made	Date	Person Responsible
L&DP1_L	Created	01/12/2013	Thea Bredie
L&DP2_L	Reviewed & updated	18/01/2015	Thea Bredie
L&DP3_L	Reviewed & updated	04/01/2016	Thea Bredie
L&DP4_L	Reviewed	04/04/2017	Jacky Brown