

NURSERY EDUCATION

Information for Parents & Carers

Areas of Learning and Early Learning Goals



2: Communication, Language and Literacy

At Burton Latimer Day Nursery we aim to provide the highest quality nursery care and pre-school education to ensure children are effectively prepared for the next stages in their development.

The Foundation Stage Curriculum (as laid down by the Qualifications and Curriculum Authority [QCA]) covers a range of educational experience organised in six areas of learning: 1) Personal, Social and Emotional Development; 2) Communication, Language and Literacy; 3) Mathematical Development; 4) Knowledge and Understanding of the World; 5) Physical Development; 6) Creative Development.

This information sheet covers one of the six areas of learning. For information on the other five please visit our website

www.bldn.skynet.co.uk.

The information below details QCA text within the box, showing the Early Learning Goals that most children will achieve by the end of their reception year in school. This is followed by details of how we, in the Nursery, work towards these goals with progressive activities that form 'stepping stones', building on what children have already learned whilst continuing to practise, refine and use their previous learning.

Interact with others, negotiating plans and activities and taking turns in conversation. Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions. Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems. Extend their vocabulary, exploring the meaning and sounds of new words. Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'. Use language to imagine and recreate roles and experiences. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Hear and say initial and final sounds in words, and short vowel sounds within words. Link sounds to letters, naming and sounding the letters of the alphabet. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. Explore and experiment with sounds, words and texts. Retell narratives in the correct sequence, drawing on language patterns of stories. Read a range of familiar and common words and simple sentences independently. Know that print carries meaning and, in English, is read from left to right and top to bottom. Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. Attempt writing for different purposes, using features of different forms such as lists, stories and instructions. Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

The Nursery aims to create a rich, varied and stimulating environment to enable children to develop their communication, language and literacy skills. The Nursery values reading and writing as very important and necessary skills.

To create and maintain a literate environment staff:-

Label all boxes, trays and toys

Make lists with the children whenever possible

Label children's work and displays

Staff explain to children the value of labelling

Discuss why we take a daily register

Use the home corner imaginatively to include menus, posters, price lists etc.

Staff read out and explain meanings whenever possible

Signs mark all entrances and exits e.g. toilet, garden, construction room

Label all wall displays to a high standard, with proper use of upper and lower case lettering

Posters and displays reflect a multicultural society and show a diversity of different languages

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2: Communication, Language and Literacy (cont 1)

Talking and Listening Skills

Quality interaction between adults and children is highly valued within the Nursery. The Nursery's use of family groups and the keyworker system enhances the knowledge and understanding of children's family backgrounds and individual needs. Whenever possible staff share their own experiences with children. Children are encouraged to share their own experiences and to voice opinions. Children are also encouraged to predict and express their own thoughts and ideas through a range of planned activities. Staff will endeavour to converse with all children on an individual basis at every opportunity. The planned timetable and activities will ensure that time is given to all children within the Nursery. Open questions are used whenever possible as they have a range of possible answers. This enables conversation skills to develop and encourages children to express their ideas. Staff are positive role models when conversing with each other and with parents.

Listening Skills

Staff share stories with individual children throughout the day. The book corner is available for most of the day and adults are always present to read the wide range of books. The Nursery has a good selection of quality books, but the local library is used weekly for children's visits and to exchange books (High Street site only). Several times during the day the keyworkers read group stories to their own children and recall recent events and news. Children are given the opportunity to play sound games, sound lotto, and to use the tape recorder in a range of talking and listening skills.

Books, Rhymes and Stories

Books are valued within the Nursery and children are taught to care and respect them. Through shared reading, children begin to understand that marks and symbols on a page carry meaning. Stories are presented in a range of different ways, one to one, in groups, with storyboards and story sacks. Props are also used when appropriate, as are puppets and models. Children are encouraged to suggest or predict what will happen next within the stories. Books are chosen to cater for individual children or groups and to be developmentally appropriate. Staff are always aware that storytime should be an enjoyable experience, and that children will appreciate and pick up on an adults' love for books.

Early Reading and Writing Skills

The Nursery's main focus is to provide a range of activities to develop children's pre-reading and writing skills. The staff's main concern is to aid development of necessary early skills and concepts. Adult interaction is essential in developing these skills as is the knowledge gained by the keyworkers of their individual children. The keyworkers working with their own groups and our Early Years Teachers, introducing concepts, providing encouragement and explanations, and making sure activities are appropriate for each individual child. The children's progress is observed and monitored by their keyworker and recorded in assessment folders.

Activities provided to develop important early pre-reading and writing skills are:-

Sorting and matching games

Sequencing activities - threading, construction equipment, collage, drawing, painting

Stories, songs, rhymes, role-play etc.

Ring games

Home corner used in various ways e.g. shop, restaurant

Large and small construction

Paper and a range of writing equipment

Opportunities to develop fine motor skills and controlled manipulation such as threading, dough, clay, sorting, small construction and ball games

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2: Communication, Language and Literacy (cont 2)

The Alphabet

The Nursery recognises the importance of children being able to recognise sounds that build up words - the phonic alphabet. The staff provide activities to develop sound differentiation, encouraging children to listen to everyday sounds around them. Stories using animal noises, songs and rhymes that are repetitive or follow a pattern of sounds are used whenever possible. The staff use sound books and games, point out familiar letters around the Nursery, and use the computer for sound and alphabet games. This regular exposure to everyday words and letters will ensure that children begin to recognise simple words and patterns. Appropriate labelling around the Nursery also aids this process.

Early Reading

Again, staff provide a range of activities to develop pre-reading skills. Many of the skills are the same as for writing and one activity could provide for both. The Nursery does not use a particular reading scheme or system, being more concerned that children leave the Nursery with the necessary foundation skills for later learning within school. The daily routine of the Nursery and the carefully planned activities will aid development of these skills. Staff are aware that children have differing skills and abilities and progress will be carefully monitored by their own keyworker.

Extended Learning for Four Year Olds

An extra curriculum is planned and presented by senior staff to meet the needs of the older children within the Nursery. Activities are carefully planned to extend and support further learning. Several times during the day the older children are grouped away from the younger children for table top activities, computer time and for extended curriculum time. Included within the planning are definite learning objectives and outcomes to promote further listening and conversation skills, to extend vocabulary and to aid recognition of alphabet and letter sounds

The tape recorder is available for story tapes with personal headphones.