



Morning Star Literacy Policy

Setting's Name:	Morning Star Nursery – Eldon Road
Date Last Reviewed:	06 th November 2025
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Introduction

Literacy plays an important role in each and every one of our daily lives. Literacy skills have an effect on a child's confidence, career prospects and social skills. Morning Star uses the Early Years Foundation Stage (EYFS) curriculum. Literacy is a specific area of learning in the EYFS with 2 strands of learning: 'Reading and 'Writing'. Morning Star guarantees that literacy is very much a part of a child's day at Nursery.

Aims

- To use EYFS as a guide to give children a good footing in early Literacy
- To help children feel confident in their Literacy
- Create awareness of Literacy for the children and highlight to them that it is a part of their everyday life
- To work alongside parents/carers in order to help support a child's learning

Objectives

- Staff will engage in dialogic reading time with the children
- Throughout the day in and around the classroom, use letters and sounds activities
- Share rhymes, music, songs and stories with the children
- Encourage reading within the nursery setting with bold signs, notices and books

- Make sure the teachers are making examples of themselves by letting the children witness them writing
- Give additional support to children whose first language is not English and allow them to use their home language when appropriate
- Staff to take regular trips to the library with the children

Teaching and Learning styles

The literacy curriculum has been created to challenge children and promote their confidence. The range of content includes facts and skills, processes and understanding. It is important how children learn and what they learn and staff can encourage learning within the environment the children are in. At Morning Star we encourage self-motivation and child initiated activities through play and experimentation with reading and writing as well as structured teaching. Literacy is incorporated throughout a child's day in the nursery with writing activities, imaginative play, story time and circle time as well as around the nursery setting. The teachers are constantly planning in order to help build up the children's key skills, confidence and understanding.



Family Literacy

What is family literacy?

Family literacy refers to the ways families develop and use literacy skills: reading a book together at bedtime and during the day, playing with word games, singing, writing to a relative or friend, sharing day-to-day tasks such as making a shopping list or using a recipe, and surfing the Internet for interesting sites.



Family literacy and school success

Research shows children who engage in early literacy activities at home are better prepared for school and have higher rates of success in school.



44% of grade 4 students in Ontario whose parents “like” reading had a higher than average reading achievement on the PIRLS scale – 570.¹



54% of grade 4 students in Ontario who were often engaged in literacy-related activities at home had a higher than average reading achievement on the PIRLS scale – 566.²



27% of grade 4 students in Ontario who could perform early literacy tasks very well upon starting grade 1 had a higher than average reading achievement on the PIRLS scale – 582.³

What can parents do?⁴

There are lots of fun family literacy activities you can enjoy with your child.

READ AND WRITE WITH YOUR CHILD

- Ask your child questions as you read books
- Create a comic strip about your family
- Write a letter to a friend or relative



SING AND TELL STORIES TOGETHER

- Sing songs as a family
- Come up with new rhymes for songs and stories
- Tell knock-knock jokes



ENGAGE IN ACTIVITIES THAT REQUIRE READING AND WRITING:

- Play board games
- Make a grocery list, follow a recipe, read street signs
- Visit your local library together



Appendix 2

Helping your child to



When helping your child read at home, several strategies may be used to assist in working out unknown words.

1. Tell your child to look at the picture.
2. Tell your child to look for chunks in the word, such as *it* in *sit*, *all* in *small* or *and* and *ing* in *standing*.
3. Ask your child to get their mouth ready to say the word by shaping their mouth for the beginning letter.
4. Ask your child if the word looks like a word they already know. Does *could* look like *should*?
5. Ask your child to go on and read to the end of the sentence. Often by reading the other words in context, they will be able to figure out the unknown word.
6. If your child says the wrong word while reading, ask questions like:

Does it make *sense*?

Does it sound right?

Does it look right?

