



### Literacy Environment Planning Aged Nursery

Resources	How is it organised and why	Link to EYFS / Research / C of EL	Adult Role
<p>A range of different paper/card/tracing paper etc.            Newspapers/magazines            Colouring pencils/pens/crayons            Chalk and black boards            Whiteboards and pens            Letters and numbers            Flashcards            Alphabet/word mats            Magnetic letters and boards            Laminated logos/display of logos            Reading books            Cushions/blankets            Puppets/props</p>	<p>The book case is filled with picture books with blank spaces in between</p> <p>Small baskets labelled with the caption "small books" placed on either side of the book case</p> <p>Arm chairs are places strategically for children to enjoy moments of solitude or collaboration</p> <p>Paper of different sizes kept in corresponding graded baskets</p> <p>Mark making implements in labelled jars</p> <p>Round mats allow children to enjoy letters and sound in a concrete way</p> <p>Puppets displayed on a stand with some labelled with names</p> <p>Telephones and other role play items categorised in similar groups</p>	<p>Deriving meaning from environmental print, linked to LIT</p> <p>Connecting with pictures in fiction books and sharing this with others, linked to LIT &amp; PSE</p> <p>Retrieving information from books to extend and support thinking, linked to UW</p> <p>Putting lids on markers, using paper sustainably, linked to UW</p> <p>Placing items back in same sized containers and baskets, linked to MATHS</p> <p>Using symbols such as arrows, number and shapes to communicate and share ideas, linked to MATHS</p> <p>Experiment with mark making on a range of different writing surfaces, linked to UW</p> <p>-</p>	<p>Observe the children mark making, questioning them when necessary about what they are drawing/writing and giving assistance when needed with pencil grip etc.</p> <p>Encourage children to look at the magazines/newspapers to spot letters/logos that they may know. Adult to encourage the children to trace over words/cut out letters etc.</p> <p>Encourage children to mark make/draw pictures/write letters/words. If needed provide stimulus to help children with ideas e.g. artefacts, plants etc.</p> <p>Encourage children to name letters/numbers, to trace over them/copy them etc.</p> <p>Encourage children to read words/trace over them/copy them etc.</p> <p>Encourage children to use these to help with their writing if necessary.</p> <p>Encourage children to name the logos they know, can they trace over them etc.</p> <p>Encourage children to look at stories, questioning them, what do they think it will be about etc. Adult to read stories to children when requested.</p> <p>Read to children books/read stories to the children in the snug area.</p> <p>Encourage the children to use puppets/props to retell stories/make up their own narratives.</p> <p>Look at what children are doing and talk about what they are doing i.e I can see that you have written... Can you tell me about this?</p>