



## 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>Deriving meaning from environmental print, linked to LIT</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.  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.  Encourage children to mark make/draw pictures/write letters/words. If needed provide stimulus to help children with ideas e.g. artefacts, plants etc.  Encourage children to name letters/numbers, to trace over them/copy them etc.  Encourage children to read words/trace over them/copy them etc.  Encourage children to use these to help with their writing if necessary.  Encourage children to name the logos they know, can they trace over them etc.  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.  Read to children books/read stories to the children in the snug area.  Encourage the children to use puppets/props to retell stories/make up their own narratives.  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>
	<p>Small baskets labelled with the caption "small books" placed on either side of the book case</p>	<p>Connecting with pictures in fiction books and sharing this with others, linked to LIT &amp; PSE</p>	
	<p>Arm chairs are places strategically for children to enjoy moments of solitude or collaboration</p>	<p>Retrieving information from books to extend and support thinking, linked to UW</p>	
	<p>Paper of different sizes kept in corresponding graded baskets</p>	<p>Putting lids on markers, using paper sustainably, linked to UW</p>	
	<p>Mark making implements in labelled jars</p>	<p>Placing items back in same sized containers and baskets, linked to MATHS</p>	
	<p>Round mats allow children to enjoy letters and sound in a concrete way</p>	<p>Using symbols such as arrows, number and shapes to communicate and share ideas, linked to MATHS</p>	
	<p>Puppets displayed on a stand with some labelled with names</p>	<p>Experiment with mark making on a range of different writing surfaces, linked to UW</p>	
	<p>Telephones and other role play items categorised in similar groups</p>	<p>–</p>	