

Literacy learning environment checklist
 Providing a range of quality literacy experiences and a print-rich physical environment is an important factor in the facilitation and support of literacy learning. It may be useful to review the learning environment using the following guidelines.

Completed by and with.....

Reflection :	Indicators / evidence	Development aspects
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Communication friendly learning environment

- Are there inviting quieter areas where children can 'escape' to chat and collaboration, interaction and communication is promoted? Are there areas where noise is acceptable? (positioning and resourcing of zones)
- Is a quiet area available within the setting for focussed adult-led activities with children who have speech and language and communication needs?(IDP)
- Is the space free from clutter and the flow of activities and people do not interrupt conversation and concentration? Do staff observe and review the opportunities for speaking and listening in the enabling environment (linked to planning/ observations/ interactions/ children's consulted opinions)?
- Is the carpet/story area situated so that , wherever possible, children are not distracted by what else is going on in other parts of the setting while they are listening to a story or having circle time? Do you ensure other staff do not do tasks that distract at these times? (IDP)
- Do practitioners play alongside children, following their lead, to model key vocabulary and behaviours in the play zones? (IDP)
- Are children encouraged to speak and listen to a range of languages including songs, rhymes and stories in community languages?

Oral Communication Areas for Development:

Reflection : [additional aspect]	Indicators / evidence	Development aspects
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Imaginative Play areas:

- How do you ensure adequate and appropriate resources are available when developing an imaginative play area to interest all learners?
- How do you enhance the literate role-play area with print, number and ICT to supporting interests and interactions?
- How do you stagger resources into the role-play areas over a period of time to enhance and sustain the quality of play?

<ul style="list-style-type: none"> • How do you involve children in developing and setting up the role-play area each time it changes? Do they reflect children's first- hand experiences and beyond to second hand experiences? [such as through stories, and films, or visiting 'experts'] • What is the adult's role within the imaginative zones? • What opportunities do children have to use their own language if English is not their first language? • Are children encouraged to talk about their own interests/ experiences and do practitioners draw on these interests in future interactions? • Do practitioners encourage children to expand utterances and recast for clarity? • How do adults introduce and reinforce new vocabulary/ phrases? • What does the practitioner do to encourage children to engage in conversation with peers? • What activities and experiences are planned to promote speech and language? For example to take on a role or to story in play • Are loose part/ reclaimed 'treasures' used to add to play and develop imaginative language? • Are children supported to use language for different reasons and to develop communicative competence? Eg explain/ describe/ direct/ question 		
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Imaginative play areas for development:

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Reflection :	Indicators / evidence	Development aspects
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<p>Environmental print:</p> <ul style="list-style-type: none"> • Is the setting bright, well organised and inviting to walk into? • Are resources stored at child level for easy and independent access? • Are resources and working areas clearly labelled to help children understand what each area can be used for? • Do the resources reflect the range of families and cultures in Britain? • Are children's names displayed at child height? • Are greetings/days of the week displayed in English and other languages and scripts? • Is there an attractive pictorial alphabet frieze displayed at child height? Are the chosen pictures / photographs/ objects relevant to the children? • Does the practitioner read and refer to the print that is displayed around the setting? • Do displays include typed and handwritten text and captions from adults and children? 		
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Areas for Development: Environmental Print

Reflection :	Indicators / evidence	Development aspects
<p>Opportunities for children to read independently and for adults to read with children</p> <ul style="list-style-type: none"> • Does reading and writing happen inside and outdoors ? • Do adults read to the children most days?(stories/ poems/ rhymes/ non- fiction) • Are there are lots of opportunities to hear, sing and discuss rhymes? 		

Areas for development: Reading Opportunities

Reflection :	Indicators / evidence	Development aspects
<p>Books and literacy areas</p> <ul style="list-style-type: none"> • Do the books in the book corner match the needs and interests of the children? • Are the books of appropriate quality, quantity and variety (hard cover, soft cover, fiction, non-fiction, rhymes...)? • Are favourite books, new books and phonics games (music / sound games) available for independent use? • Are books included in displays and available resources related to areas of learning other than communication, language and literacy? • Is the learning environment 'print rich' so that children can refer to print as part of their play ~ for example in the role play areas / writing areas...? 		

Literacy Area for Development:

Reflection :	Indicators / evidence	Development aspects
<p>Early writing</p> <ul style="list-style-type: none"> • Do children see adults reading and writing for different purposes and in different contexts? • Is there an appealing writing area that includes writing materials, phrases that children have seen the adult write , interactive displays, messages, and examples of children’s writing (at various stages of development) available for independent use? • Are there lots of different resources for writing and mark making such as large sheets of paper, boards, chalks, big brushes, and pens and paper? Inside and outside? • Is there an inviting listening post with a variety of stories and rhymes on tape? • Are puppets, props and small world available for role-play? • Does the outside area and role-play areas include opportunities for reading and writing, and have these been modelled by an adult? • Is there enough floor space inside and out for being dramatic and creative, e.g. acting out stories, making dens, working on large sheets of paper? • Are children able to access physical development activities that will build their fine and gross motor skills, e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand? • Are there lots of opportunities to link language with physical movement, e.g. in action songs and rhymes, cookery, gardening? • Do children have access to appropriate ICT equipment? 		
<p><u>Areas for development: Writing</u></p>		
Reflection :	Indicators / evidence	Development aspects
<p>Resources for phonics teaching</p> <ul style="list-style-type: none"> • Are there sufficient resources for children, including musical 		

<p>instruments, songs and rhymes, listening activities?</p> <ul style="list-style-type: none"> Does the practitioner have a well-organised selection of phonics resources to draw on for direct teaching sessions? <p>Supporting all children: IDP: Are stories, songs and rhymes supported by props and other visual materials as often as possible? (story props, glove and finger puppets, soft toys, magnetic characters, masks, posters, photos, drawings, symbols, signs and other objects of reference)? Do you use a visual timetable (objects and/or photos) to help children understand the sequence of the day?</p>		
<p><u>Areas for development:</u></p>		

Action Plan for Communication Rich Learning Environment Development Notes: