

newsletter



“Together we make a family!”

Term 3 - January / February / March 2025

Follow us on Instagram and Facebook!

Two great ways for you to keep up to date with all the latest news from the KingsWellies gang!

Happy New Year and a HUGE thank you!

Happy new year to all of our children, parents, friends and staff! We really hope that you enjoyed a lovely festive period! We are all really glad to be back at nursery and are looking forward to a **jam-packed third term!**



We would also like to say a massive thank you to all of our parents, children and families for your generosity over Xmas. We received lots of lovely presents which were shared with all staff. Everyone went home with presents to enjoy. KingsWellies staff also received a lovely gift from a number of parents who all chipped together. The staff have decided that they will use this very generous gift to have a lovely lunchtime treat. This was extremely generous of you and MUCH appreciated! Many thanks also for your kind donations towards Mission Christmas. We managed to fill numerous boxes to donate.

December Highlights

We did not stop in December. We loved our Xmas parties and visits from Santa. We were also very proud of all of our children who really enjoyed their Christmas sing along's with their parents.

We also LOVED our Christmas lunch. Thank you to Entier for always feeding us so well.





Extra-Curricular Activities

Please see our classes below, for your information. We are very pleased to welcome back our specialists for 2025. We are also hoping to add Football lessons (weekends with Stuart from Beans) and Cricket Totts to our regular timetables.

- Yoga
- French
- Flashdance
- Kids Rock
- Rugby Totts
- Chef Lisa
- Gym Bunnies
- Moo Music



French, Kids Rock, Moo Music and Chef Lisa are all provided by us as part of your fees at KingsWellies.

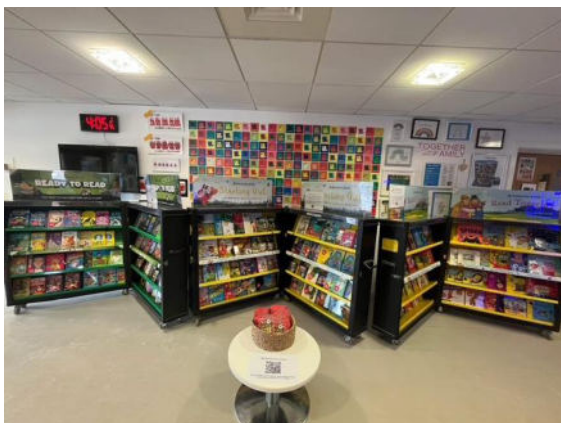
Chef Lisa, Gym Bunnies, Moo Music and Kids Rock are all provided by us as part of your fees at both QueensWellies and West End Wellies.

The other classes are provided at an additional cost. In order to make these work, we do require enough children to sign up to them. Please contact our admin teams for additional information and also to express your interest.

Would you like to see anything else added to our timetable? Please let us know.

Stay + Play

Love is in the air with WEW Badgers who are inviting 2 of their family members to come along for a stay and play on Valentines Day (14/2). Our Badgers will help to serve some yummy snack to show their appreciation for the ones they love.



Scholastic Book Fair

The scholastic book fair will be visiting KingsWellies Nursery again this year on the 11/03/25 until the 18/03/25. Our friends from QueensWellies and WestEnd Wellies will be catching the bus to come visit us and will be able to choose a book to buy.



Chinese New Year

We have been extremely busy planning our celebrations for The Year of The Snake. This year Chinese New Year lands on 29/1/25. Over the last two years, we even opened our very own Chinese take aways – KINGS-WOK-AWAY. It was a great success. Our chefs cooked up a storm and fed the entire nursery. Look out for lots of exciting activities for this year's celebrations. If you would like to come in to speak to us about how you celebrate different family or cultural traditions, please let us know. We would LOVE to invite you in.

Chef Lisa will be cooking with all children, at all settings.

The Scottish Daily Mile

We will continue to aim for all of our children to walk, jog or run for at least 15 minutes each day. Most children can average around a mile in that time! Keep going gang!



Charities

We will be fully involving our Pre-School Charities Committee to help us to plan our campaigns for the coming year. **If you would like to nominate a particular charity for us to focus on, please let us know.**



Staff Training Update

Individual staff will continue to attend a variety of very valuable training courses. A large number of staff will also be completing / revising their Paediatric First Aid Training.

We work hard to ensure that all staff are confident, competent and knowledgeable and that we keep up to date with all new developments. Staff all meet monthly for a series of collegiate meetings and all staff participate in a very comprehensive continual professional development programme. 80% of our staff have achieved / or are working towards accredited SVQ qualifications also.

We will also be focusing on Planning for Learning formats, Space to Grow and Thrive, SIMOA, Realising the Ambition, one-to-one child observations, Eco Schools Scotland, Rights Respecting Schools, Forest Schools and Curriculum for Excellence this term. We will have a particular focus on Literacy, Health and Wellbeing and Numeracy. These are some of the main priorities within our Improvement Plan. We will keep you informed of our progress.

Have you got any ideas on how to better improve our learning and teaching? We will be asking our children too.

Room Transitions

Transitions to the next room will be planned depending on the individual child's needs. Room staff will discuss all transitions in depth with you in plenty of time.

Topics for this term

Over the next few weeks, we will be focusing on a variety of topics in our playrooms. These will include:

- KINDNESS, relationships and friendships – **Are you a bucket filler or a bucket dipper?**
- Golden Rules
- Junk modelling – please give us your junk. We LOVE using it to build and construct
- The Scottish Daily Mile - we aim to jog, run or walk for up to 15 minutes every day!
- Winter, Frost, The Arctic, Weather – LOTS of Science experiments!
- Our Country - Scotland
- Celebrations and traditions
- Chinese New Year
- Child-led improvement groups – Eco Group, Rights Group, Forest Schools Group, Charities Group, Outside Play Group, Kindness Group, Gardening Group and Buddies Group will continue to work hard
- New beginnings, Time, Months of the year, Birthdays, Resolutions
- Rules, Rights and Responsibilities – **Why do we have rules? What can we do better? We will be revising our Nursery Golden Rules in every room, in the playground and across each nursery.**
- LOTS of Reflection Time; talking about our learning and what we would like to learn with our key workers
- Grow well choices – making healthy decisions
- Makaton – we are getting good at using this sign language! Simone at QueensWellies is our in-house expert!
- 25th January – Burns Day
- 29th January – Puzzle Day
- 29th January – Chinese New Year starts
- 30th January – National Croissant Day
- 31st January – Backwards Day
- 3rd February – Carrot Cake Day
- 5th February – National Weatherperson Day
- 7th February – Send a card to a friend day
- 9th February – National pizza day





- 11th February – Make a Friend Day
- 13th February – Shrove Tuesday/Pancake Day
- 14th February – Valentine’s Day
- 14th February – Library Lovers Day
- 17th February – Random Acts of Kindness Day. **What could we do?**
- 19th February – International Read to Me Day

- 20th February – **Love your pet day! Would anyone like to take their pets in to visit?**
- 20th February – International Day of Happiness
- 20th February – French Language Day
- 21st February – International Day of Forests
- 22nd February – International World Thinking Day
- 26th February – Tell a fairy tale day. **Bring in your favourite fairy tales!**
- 28th February – Floral Design Day
- 1st March – St David’s Day (Wales)
- 1st March – Food waste action week – Our ECO group are going to be busy!
- 6th March – Dentist Day
- 10th March – Popcorn Day
- 17th March – St Patrick’s day (Ireland)



- 18th March – Global recycling day
- 20th March – world storytelling day
- 21st March – World poetry day
- 21st March – World down syndrome day
- 22nd March – world water day
- 23rd March – National puppy day
- 25th March – wear a hat day (brain tumour awareness)
- 27th March – World Theatre Day
- 1st April – April Fool’s Day
- Literacy, Numeracy and Health and Wellbeing – LOTS of exciting learning opportunities.

Staffing Update

We have recently welcomed some new staff to all nurseries. They have all settled in very well with the Wellies Gang. Good luck also to those staff that we have sadly said farewell to. Keep a look out on our Facebook Pages for regular staffing updates too.

All staff photos are up in our reception areas for your information.



The Wellies family also welcomed some new additions. Leah our Administrator at Kings Wellies had a baby boy in November, Natalie our West End Wellies Manager, had a baby girl in December and Emma our West End Wellies Manager, also welcomed a baby boy in January.



1140 Hours Funding

Kerryn will keep you right in applying for funding if your child has just turned three or will be turning three soon. If you would like to book additional funded sessions, please do so now, whilst we still have spaces available.

Enhancing our Environments

We are always very busy enhancing our environments. The children have **loved** designing their new areas too. We are always looking for junk, natural materials, wooden toys and old technologies (cameras, phones, remote controls etc). Please donate if you are looking for a new home for anything that you think would be useful to us.



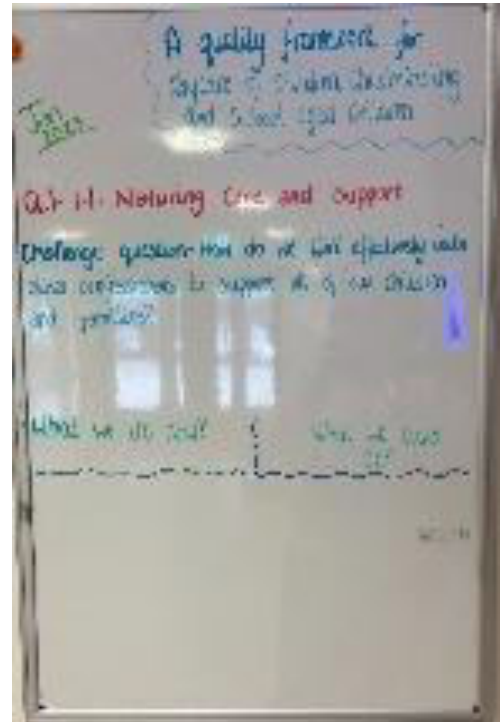


Congratulations to Queens Wellies who achieved their green flag from Eco Schools Scotland in November. What an Achievement!

Parental Consultations – Question of the month

Each month we strive to self-evaluate our practice because we want to be a better nursery. We also need our parents to give us feedback.

Our questions of the month come from A Quality Framework for Daycare of Children, childminding and School-aged Children (Care Inspectorate, February 22). We very much value your feedback. Each nursery has a board up in their reception area with their own specific question of the month.



Policies of the Month

Please find attached our Adverse Weather Policy and our Literacy and Language Policy for your information. Please provide us with feedback and comments. Many thanks.

Feedback

Please be reassured that all feedback is taken very seriously and is acted upon **immediately**. Individual parents are always responded to and ideas implemented immediately within the nursery environment.

Comments, Compliments and Concerns

Please give us your feedback – good and bad. It means a lot to us! We only want to keep improving in order to provide the BEST service possible. PLEASE make us your first port of call if you have any comments or concerns. If we work together, we will be able to achieve the very best for all of our children. Many thanks.

We also have Compliments slips available in our receptions in relation to our staff. The staff work very hard and we all know that it is nice to hear a compliment from time to time. Many thanks to those parents who have already paid staff members a compliment. We are always looking for Workers of the Week and Workers of the Month.



Drive Carefully

Please always drive carefully and reverse park when in our car parks. The speed limit is 5 miles per hour at all times. Many thanks.

If you would like this newsletter or any other documentation from nursery translated in to another language or an alternate reading format, please do not hesitate to contact us.

Wishing you a very happy Chinese New Year and a very prosperous and healthy 2025! Gong xi fa cai (Mandarin) and Gonghey Fat Choy (Cantonese).



Adverse Weather Policy

Published	June 2018 (V1) May 2023 (V2)
Revised	Annually

Wellies
Nurseries



Adverse Weather

At Wellies Nurseries we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these incidents impact on the ability of the nursery to open or operate, we will contact parents via phone/email.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood

In the case of a flood we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow or other severe weather

If high snowfall or another severe weather condition such as dense fog, is threatened during a nursery day then the duty manager will take the decision as to whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other adverse weather we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored we will contact the Care Inspectorate to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Heat wave

Please refer to our sun care policy.

Literacy & English Policy

Published	March 2015 (V1)
Revised	May 2023 (V2) July 2024 (V3)

Wellies
Nurseries



Literacy and English Policy

Rationale

Literacy is defined as: The set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence. Even for our youngest children, literacy is fundamental to all areas of learning and their subsequent individual development.

Principles and Practice

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, Wellies Nurseries children can gain access to the literacy heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literacy heritage. Children enjoy and learn from the diversity of language used in their homes, their nurseries / schools and their communities. They learn through the range of language used by the media, by the adults around them and by their peers.

The Wellies Nurseries Literacy and English Policy promotes the development of critical and creative thinking in our children aged from 0 – 5 years old. At Wellies Nurseries, we will also promote competence in Reading, Writing, Listening and Talking and the personal, interpersonal and team-working skills which are so important in life and in the world of work. These will be developed through the Early Level Experiences and Outcomes.

Literacy and English Aims

At Wellies Nurseries, the aim of teaching Literacy and English is to enable all of our children to:

- Communicate, collaborate and build relationships
- Reflect of and explain literacy and thinking skills, using feedback to help, improve and sensitively provide useful feedback for others
- Engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- Develop understanding of what is special, vibrant and valuable about their own and other cultures and languages
- Explore the richness and diversity of language, how it can affect them and the wide range of ways in which they and others can be creative
- Extend and enrich their vocabulary through listening, talking, writing and reading
- Develop an enjoyment and appreciation of language and how it can enhance their lives

In developing English language skills, Wellies Nurseries children will:

- Engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- Enjoy exploring and discussing word patterns and text structures

Literacy across Learning

Literacy is fundamental to all areas of learning and at all stages of learning, therefore all Wellies Nurseries staff are responsible for promoting language and literacy development. Every nursery practitioner at Wellies Nurseries will find opportunities to encourage Wellies Nurseries children to explain their thinking, debate their ideas and develop their Reading and Writing skills using the Early Level

Experiences and Outcomes.

Even for our youngest learners, there are huge opportunities to develop literacy in many areas of the curriculum. For example, there are close links between the expressive arts and creative writing / imaginative story-telling. Topic work is likely to involve research and provide a valuable opportunity to extend language, listening and talking skills.

Experiences and Outcomes

To help teachers / nursery practitioners to achieve balance within the curriculum, aspects of learning have been divided into experiences and outcomes, each with a set of targets for children to achieve. These have been sectioned into broad stages of development:

- **Early Level – approximately nursery to P1 but earlier or later for some. The Wellies Nurseries children will be working towards the development of the Early Level E's and O's.**
- **First Level –** approximately P2 to P4 but earlier or later for some
- **Second Level –** approximately P5 to P7 but earlier or later for some
- **Third Level –** S1 to S3 but earlier or later for some

How is the Literacy and English Framework Structured?

Literacy and English can be sub-divided into the following organisers:

- Listening and Talking
- Reading
- Writing

Within these organisers there are the following subdivisions:

- Enjoyment and choice
- Tools
- Creating texts
- Finding and using information
- Understanding, analysing and evaluating

The Learning Environment

For effective learning and teaching in Literacy and English, the Wellies Nurseries learning environment should:

- stimulate and promote discovery, experimentation and enquiry
- promote enjoyment and fulfilment through participation, experimentation, enquiry and reflection
- encourage practical activities which are stimulating, motivating, challenging and safe
- provide appropriate differentiation, giving every child opportunities to succeed (regardless of age or stage)
- provide children with appropriate materials and equipment
- provide a nursery ethos which is supportive of all children
- create opportunities to place Literacy and English in the wider context of the community

Planning

Our Nursery Practitioner's forward planning takes account of:

- Long-term (yearly), medium term (termly) and short term (weekly and daily) planning
- Prior learning and varied learning styles e.g. visual, auditory, tactile, kinaesthetic
- Setting targets, assessment criteria, learning intentions and success criteria which specify what the children are expected to learn
- Evaluating what has been taught and identifying next steps for learning and teaching
- Linking nursery work and home
- Cross – curricular links
- Both interdisciplinary and disciplinary learning opportunities

Learning and Teaching of Literacy and English at Wellies Nurseries

Throughout their education at Wellies Nurseries, children will experience an environment which is rich in language and which sets high expectations for literacy and the use of language.

Children need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

Spoken language has particular importance in the early years. Nursery staff will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics at Early Level.

Throughout education, effective learning and teaching in Literacy and English will involve a skilful mix of appropriate approaches including:

- The use of relevant, real-life and enjoyable contexts which build upon children's own experiences
- Teaching as a discrete Literacy topic or lesson
- Effective direct and interactive teaching
- A balance of spontaneous play and planned activities
- Harnessing the motivational benefits of following children's interests through responsive planning
- Collaborative working and independent thinking and learning
- Making meaningful links for children across the different curriculum areas
- Building on the principles of Assessment is for Learning
- Frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond the nursery
- The development of problem-solving skills and approaches
- The appropriate and effective use of ICT
- Through volunteering in the local community and promoting outdoor education
- Personal reflection and independent learning

Differentiation in the children's responses and behaviour will reflect their broad level of development at Early Level.

Learning should be coherent, progressive and meaningful and should be planned for and taught in ways that encourage the children to recognise that the knowledge, skills and attitudes identified are inextricably linked. Literacy and English can be an opportunity for children to feel valued as part of a whole nursery class but some children may need individual support in tackling activities. Children of all abilities should be given the opportunities to realise their full potential using the resources and materials at the nursery's disposal.

Wellies Nurseries staff will select the most appropriate nursery organisation according to the kinds of activities which are taking place. These could be:

- Whole group
- Group methods
- Working in pairs
- Individual work

Discussion of issues and sharing of the children's own ideas and opinions will be encouraged at all times. Where appropriate, links will also be made with the rights and responsibilities that children are entitled to.

The Four Capacities for Learning

Through Literacy and English, Wellies Nurseries children will be encouraged to develop, grow and become:

- **responsible citizens**, who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experience of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies
- **effective contributors**, who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise
- **successful learners**, who can express themselves, think innovatively, meet challenges positively, find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies
- **confident individuals**, who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experience and feeling, and through successful participation

Continuity and Progression

The Literacy and English programme of study for Wellies Nurseries has been devised with reference to the Curriculum for Excellence guidelines on Literacy and English at Early Level.

At nursery stage, there will be a major focus on Reading, Writing, Listening and Talking with further learning taking place within the context of play and interdisciplinary cross-curricular experiences.

The programme has been designed to build from the children's own experiences and levels of understanding in Early Years. As they progress through the programme, children will build on their prior learning and gain a deeper understanding of issues related to Literacy. The learning expectations are progressively greater as children develop and grow. By building on their own knowledge and experiences, Wellies Nurseries children should be able to develop their own thoughts and opinions about Literacy and all the issues related to this area of the curriculum.

As the child learns and develops, the framework of experiences and outcomes provides opportunities to visit and revisit issues and topics in order to deepen understanding. Literacy and English Experiences and Outcomes encourage links with other areas of the curriculum to provide our children with deeper, more enjoyable and active experiences. These experiences contribute much to the development of the four capacities of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. The Experiences and Outcomes do not place a ceiling on achievement. The range of experiences allows for different rates of progression and for increased depth and breadth.

Assessment

What are the broad features of assessment in Literacy and English?

As literacy is the responsibility of all Wellies Nurseries staff, and because of the importance of literacy across all aspects of a child's learning, all staff should be clear about their responsibilities and their roles in the assessment of literacy.

Assessment in literacy will focus on children's progress in developing and applying essential skills in listening and talking, reading and writing.

Wellies Nurseries staff and children need a common understanding of expectations in literacy across all curriculum areas and discussion and sharing examples of work will help to achieve this.

Approaches to assessment should identify the extent to which the children can apply their literacy skills across their learning.

For example:

- How well do they contribute to discussions and openly explain their thinking?
- Are they increasingly able to distil key ideas from texts?
- Can they apply their literacy skills successfully in different areas of their learning and their daily lives?

The children's enthusiasm and motivation for using language will show in their growing use of different media and texts, their preferences in reading, their confidence in sharing experiences through talk and writing and in ways they apply their skills in the learning and communication. These aspects will be indicators of their long-term success in using literacy in their lives, as citizens and in preparing for the world of work.

Evidence of progress in Literacy and English comes from what the children say, write and do. Children's learning experiences will involve them in listening, talking, writing and reading activities. Through observing the children as they work through the Literacy and English Experiences and Outcomes, Wellies Nurseries staff can assess pupil's progress.

Assessment, recording and reporting of Literacy and English will involve an overall judgement about each child's level of attainment in terms of knowledge, skills and values.

In assessing Literacy at Early Level, Wellies Nurseries staff are likely to use:

- say, write, do
- day to day learning
- assessment tasks
- observation of children's ability to listen, express opinions and communicate with others
- evidence from workbooks, writing and reading and other items produced by the children
- discussion

At Wellies Nurseries, we undertake assessment that:

- is well matched to clearly identified purposes and encourages children to achieve their full potential
- emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress to the next level
- has an appropriate blend of self, peer and teacher evaluation
- is both formal and informal
- is useful and provides information which is shared with learners and where appropriate with parents and other agencies
- is based around the key principles of Assessment is for Learning

Observations - What should staff be looking for when assessing a child?

- What is the learning taking place?
- Where is the observation taking place? (sandpit, mark making table, easel etc)
- Who is there? (the child being observed plus peers / staff / child is alone etc)
- Note the observation. Re-read it and ask yourself 'what does this observation tell me?' Is it an important observation to record in the child's profile or have you recorded an observation that is already in the file stating the same thing?
- Does the observation tell other readers what you are trying to convey?
- Is it a planned observation?
- Is it a spontaneous observation?
- Consider where in the profile the observation will be placed?
- Are there any 'next steps' leading on from this observation?
- Did you speak to the child about what he / she was doing?
- Did the child make any comments about his / her learning?
- Remember to record what the child says
- Are you sure the observation is valid and reliable eg.If you were observing left / right hand preference – do you have enough evidence and observations to make this reliable information?
- Do I need to share this observation with others? (parent, other staff, other professional)
- Is this observation significant enough to be taken forward into planning for that child?

Quality Assurance

Monitoring the quality of the teaching, learning and attainment in Literacy and English will be carried out by the Nursery Director / Nursery Manager and is set within the Wellies Nurseries quality assurance framework.

Recording and Reporting

Wellies Nurseries staff report to parents on children's progress in Literacy and English in individual reports annually. They are available to discuss children's progress on specific areas yearly at parent interviews and open events.

Parents are welcome to contact the nursery at any time if they have any concerns or queries regarding their child's involvement in the Literacy and English programme.

Literacy and English Assessment Criteria - what are we looking for at Early Level? Can the child:

- Listen to stories, music and poems actively with enjoyment
- Play with patterns and sound of language
- Understand stories, ask questions and link what I am learning to previous knowledge
- Explore events and characters in stories and texts and use my knowledge to invent my own stories and share them in an imaginative way
- Discover new words and phrases to express my ideas thoughts and feelings
- Retell stories and rhyme in own words
- Listen and respond to instructions / information
- Listen to others in large / small group experiences
- Fluency of speech
- Talk to others about themselves and their experiences
- Express needs, thoughts and feelings appropriately to communicate their message
- Recognise and reproduces rhythm
- Recognise and reproduces rhyme
- Ask and answers questions in pair / group
- Can carry a message to a third person
- Contributes effectively in conversation taking turns and keeping relevant to the context
- Is aware that print has meaning and explore sounds and words and how they work together to help me as I read and write
- Identifies letters of the alphabet by sound
- Chooses to spend time looking at books
- Read to other children and adults
- Know how to hold books and turn pages appropriately
- Understand the relationship between print, illustrations and the spoken word
- Use books to find information
- Recognise own name, signs and labels in the environment
- Identifies words which start / end with the same or different sound (rhyme)
- Choose to 'write' in play / activities, using pictures, symbols, letters and in cases words in writing
- Has fun with language and making stories
- Sharing made up stories with others
- Use language to describe, explain and develop ideas
- Use talk during role-play
- Use own drawings and written marks to express ideas and feelings
- Explore different materials for writing
- Explore different texts for reading
- Explore different ways of recording ideas, feelings and experiences
- Ask for print to be put on a drawing (scribing)
- Experiment with symbols / letters / words

Wellies Nurseries

Wellies Nurseries CfE Early level

LISTENING & TALKING

Class/Group:

Term/Date:

<p>● <u>red</u> = early experiences at this level ● <u>orange</u> = working towards outcomes at this level ● <u>green</u> = established and consolidating outcomes and widening experiences</p> <p style="text-align: center;">level in a variety of ways. Decreasing level at this level.</p> <p>Increasing pupil independence. Text structure, idea & of support vocabulary</p> <p>more complex</p>					
Experiences & Outcomes	Some possible, planned contexts (highlight)	Any additional planned contexts/ Learning Activity/Learning Intention <small>Introduced (I) Practical (P) or Extended (E)</small>	Assess? How? E/O/Aspects? Success Criteria?	Evaluation / Next steps / Action?	Home link?
<p>I enjoy exploring and playing with the patterns & sounds of language and can use what I learn</p> <p>LIT 0-01a/0-11a/0-20a</p>	<p>Nursery rhymes Songs Rhyme & analogy Poems stories Word building Phonic and sound games HLP phonics & spelling games Playground games</p>				
<p>I enjoy exploring & choosing stories & other texts to watch, read or listen to, and can share my likes & dislikes</p> <p>LIT 0-01b/0-11b</p>	<p>Sharing books, poems, songs, rhymes: * as class * with peers * individually Free choice of a variety of texts Class library Paired reading Re-telling stories</p>				
<p>I enjoy exploring events & characters in stories & other texts, sharing my thoughts in different ways</p> <p>LIT 0-01c</p>	<p>School library/van HLP core reading HLP writer's craft Teacher reading to pupils Paired reading Listening centre TV/Film – short stories Class/ group discussions</p>				

<p>As I listen & talk in different situations, I am learning to take turns & am developing my awareness of when to talk & when to listen</p> <p>LIT 0-02a / ENG 0-03a</p>	<p>Collaborative learning Circle time Role play areas Puppets / drama Free play Structured play Class / group discussions</p>				
---	---	--	--	--	--

Wellies Nurseries

Wellies Nurseries CfE Early level
page 2

LISTENING & TALKING

Experiences & Outcomes	Some possible, planned contexts (highlight)	Any additional planned contexts/ Learning Activity/Learning Intention Introduced (I) Practical (P) or Extended (E)	Assess? How? E/O/Aspects? Success Criteria?	Evaluation / Next steps / Action?	Home link?
<p>I listen or watch for interesting information & I use this to make choices or learn new things</p> <p>LIT 0-04a</p>	<p>HLP reading for info lessons Circle time Listening for information in class / group lessons Collaborative learning (peer to peer)</p>				
<p>To help me understand stories & other texts, I ask questions and link what I am learning to what I already know</p> <p>LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	<p>Class story time Peer to peer sharing of texts HLP core reading HLP reading for information HLP writer's craft Questioning peers during 'show and tell'</p>				
<p>Within real & imaginary situations, I share experiences & feelings, ideas & information in a way that communicates my message</p> <p>LIT 0-09a</p>	<p>Role play corner Puppets Drama Circle time Class / group lessons Sow & tell / news time</p>				
<p>I enjoy exploring events and characters in stories and other texts and use what I learn to invent my own, sharing these with others in imaginative ways</p> <p>LIT 0-9a / LIT 0-31a</p>	<p>Free writing table Recording devices Role play Drama Puppets Oral writing plan</p>				
<p>As I listen and take part in conversations & discussions, I discover new words & phrases</p>	<p>Collaborative learning Circle time Following listening and talking rules Class / group lessons Role play</p>				

which I use to help me express my ideas, thoughts & feelings LIT 0-10a	Free play Structured play 'show & tell /news'				
---	---	--	--	--	--

Challenge & enjoyment choice	coherence	breadth relevance	progression depth	personalisation &
---	------------------	------------------------------------	--------------------------	------------------------------

Wellies Nurseries

READING EXPERIENCES & OUTCOMES

	EARLY
<p>Enjoyment and choice</p> <p>* within a motivating & challenging environment, developing an awareness of the relevance of texts in my life.</p>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</p> <p>LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</p> <p>LIT 0-01b / Lit 0-11b</p>
<p>Tools for reading</p> <p>* to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</p> <p>ENG 0-12a / LIT 0-13a / LIT 0-21a</p>
<p>Finding and using Information</p> <p>* when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.</p>	<p>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.</p> <p>LIT 0-14c</p>
<p>Understanding, analysing and evaluating</p> <p>* investigating and / or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</p> <p>LIT 0-07a / LIT 0-16a / ENG 0-17a</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways</p> <p>LIT 0-19a</p>

Wellies Nurseries

WRITING EXPERIENCES & OUTCOMES

	EARLY
<p>Enjoyment and choice</p> <p>* within a motivating & challenging environment, developing an awareness of the relevance of texts in my life.</p>	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</p> <p>LIT 0-01a / LIT 0-11a / LIT 0-20a</p>
<p>Tools for reading</p> <p>* using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.</p>	<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</p> <p>ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</p> <p>LIT 0-21b</p>
<p>Organising and using Information</p>	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p>LIT 0-26a</p>
<p>Creating texts</p> <p>*applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.</p>	<p>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</p> <p>LIT 0-28a / LIT 1-29a</p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p> <p>LIT 0-09b / LIT 0-31a</p>

Wellies Nurseries – Outdoor Education

Literacy & English

Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Listening & Talking	
<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c</p> <p>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen LIT 0-2a / ENG 0-03a</p> <p>I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a</p>	<ul style="list-style-type: none"> • Encourage all children to find a 'magic spot' outside, this spot can be used for many activities, reflective time, and solitary activities and it is their special place that no one else can use. • Regular outdoor activities: circle time gatherings, storytelling and listening, sharing events during plenary songs, games and dance, pupil council / eco meetings. • Create a storytelling seat / area outside as a dedicated spot for outdoor storytelling. • Gather leaves outside and then get into a gathering circle to discuss what they have found, i.e. size, shape, colour. • Sticky bands round children's arms, using double sided tape, encourage children to find things outside and stick to keep. During plenary ask children to discuss in a gathering circle what they have found. • Listen for the number of sounds you can hear around you. Hold up one fist, every time you hear a sound, raise a finger. Afterwards recall the sounds heard. • Practise copying the sounds you hear outside. Cats, dogs, gulls, cars etc etc. • Using digital sound recorders let the children record sounds outside. After each sound, ask "What is it?" Leave a 6 second pause then say the answer. Use the recordings for future listening quiz. • Hide pieces of a giant jigsaw in various locations outside, children partner up and then locate the missing pieces, encourage children to talk and listen to each other. • Owl ears – get the children to pretend they are scooping up water using their hands as pretend cups. Ask them to tip out the water then put the "cups" behind their ears and listen. Cupped ears collect sound like satellite dishes on the side of your head. This is how rabbits, owls and deer hear. • If any child discovers a snail or a slug encourage the children to leave it on the ground and hum to it. Experiment with different pitches. At the correct pitch, the creature will uncurl, stretch its antennae and start moving. • Kim's Game – using objects found outside. • Outdoor treasure chests – any work undertaken outside can be placed in the chest for future discussions • Play eye spy but have the children run and touch the object outside before coming back to you. Or have 2 teams and when a child guesses correctly, a child from each team goes and touches the object and comes back to the group

Wellies Nurseries – Outdoor Education

Literacy & English

Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Listening & Talking	
<p>To help me understand stories and other texts, I ask question and link what I am learning with what I already know.</p> <p>LIT 0-07a / LIT 0-16a / ENG 0-17a</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p>LIT 0-09a</p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p> <p>LIT 0-09b / LIT 0-31a</p> <p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</p> <p>LIT 0-10a</p>	

Wellies Nurseries – Outdoor Education

Literacy & English

Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Reading	
<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b</p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a</p> <p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a</p>	<ul style="list-style-type: none"> • Have blankets, sleeping bags and cushions available to make reading outside comfortable. • Develop outdoor stories over a few days. This allows for repetition of the story, familiarity and an opportunity for children, using props to stimulate interest. For example using <i>Handa's Surprise</i> by Eileen Browne. Toy animals could be hidden in trees around the nursery grounds for children to look for. African material (to make dresses, skirts etc) can be used outside with baskets of fruit for re-enacting the story. The fruit illustrated in the story could be eaten outside as a snack with the seeds or pips planted afterwards to see if they will grow. African games can be played outside, such as using spinning tops or playing jack, but just using small pebbles. • Trip to local library. • Environmental print walks in nursery grounds and local areas. Look for signs in the nursery grounds such as emergency exits. Fire hoses, alarm locations. Let them take photographs and use them for future discussions. • Laminated photographs and texts for outside to continue children's interests and themes outdoors. • Use tents / shelters for reading areas. • Make an outdoor alphabet big book – use photos and objects to develop the book over the year. • Photograph objects in the nursery grounds from different angles. Laminate the photos and let the children match them. • Have a basket of pebbles with pictures and letters painted on them for telling stories. • Use hidden objects to focus on prepositions – hide animals in, beside, under, over, on top of places in a garden and have the children describe the location. • Bury plastic letters in the sandpit for the children to find. • Play alphabet hide 'n' seek where children hide and hunt for letters. • Have sponge letters in the water area. • Go on a Bear Hunt!

Wellies Nurseries – Outdoor Education

Literacy & English

Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Writing	
<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a</p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways LIT 0-19a</p>	<ul style="list-style-type: none"> • Let children make signs and symbols for places and objects in the outside area e.g. signs on bikes to represent emergency services, road and rail signs for a road or railway track, superhero symbols on capes and costumes, instruction signs such as 'no entrance' and 'remember to wash your hands'. • Have alphabet tiles outside for large scale printing or pouring water over them to see the imprint left behind. • Make letters using stones and sticks. • Using chalk, make an alphabet trail for the children to follow around the playground. • Have writing equipment ready to go. Transparent labelled boxes containing felt tip pens, rulers, writing equipment, pencils and crayons. • Have a blackboard / whiteboard outside. • Have a pin board for posting pictures and messages. • Have clipboards and scoreboards for games and children carrying around with them. • Have interesting pieces of paper. Show children how to roll up metre strips of paper with a secret message that can be stored in crack in a wall or put in a pocket. • Make water trails and patterns using bottles with a hole in the bottom encouraging mark making. Also use spray bottles, hoses and watering cans as well as a variety of cups and containers. • Paint and draw on walls with a variety of media. • Make patterns in the sand / digging areas. • Take sticks on walks and use for drawing, making messages, dragging along the ground, poking in puddles and dirt. • Draw round objects such as logs. • Use chalk on playground and sticks in sand. • Have mark making materials available for small world play, e.g. chalk to make a roadway, runway, train track. • Spell simple CVC words, by jumping from letter to letter on a tile mat or on letters chalked onto tarmac. • Create hopscotch and other jumping games but use letters instead of numbers.