



PQIP 2021

GOAL

To support each child's capacity to positively engage with early reading and writing behaviours.

CHALLENGE OF PRACTICE

If we implement, a whole-site approach to alphabet knowledge, phonological awareness and oral language we will improve children's emergent literacy skills.

ACTIONS

- Weekly collaborative planning with Guidebooks to be used in conjunction with EYLF + Preschool Literacy Indicators to inform planning (resources/provocations) available in the play based environment and to monitor children's literacy development.
- Educators will purposefully and intentionally provide dramatic play and 'Playful Literacy' opportunities (small world, story tables and bookmaking) to support the children's development of vocabulary, oral language and concepts of print.
- Educators will deliver the 'Heggerty' Program daily in group time to support the development of the children's phonemic awareness.
- Educators will be active participants in an Early Years PLC to collaboratively develop consistent literacy approaches across the Preschool to School which will support the successful transition into Reception.

SUCCESS CRITERIA

Evidence in observational data will demonstrate children will :

- use new sophisticated vocabulary (tier 2/3) in their dramatic and free play.
- retell and extend familiar stories; have reciprocal and sustained conversations with child-to-child and child-to adult.
- apply the concepts of print to reading and writing.

Evidence in observational and PASM data will demonstrate children will:

- use the phonemic awareness skills from the 'Heggerty' program.