**Submission from Border Counties Childcare Network**

Early Literacy and Numeracy recommendations-

- Implementation plan of Aistear with resources for ECCE.
- Emergent Literacy and Numeracy should be under the broad focus on holistic development and well-being/ Exploring and thinking etc, and not under narrow objectives.
- Literacy and Numeracy behaviours should be promoted from the earliest opportunity. Many partners can help develop these messages.
- Play is an excellent vehicle for Emergent Literacy and Numeracy.
- ECCE people with the highest level and background in Early Education should be recruited to support the sector on these issues.
- DEIS schools are not linked to ECCE services in their area in working together to promote early literacy and numeracy.
- Not all children who are disadvantaged, live in DEIS areas.
EMERGENT NUMERACY PARTNERSHIP APPROACH

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- Creating confidence in children (dressing up as a doll)
- Adults use Mathematic language explains repeats and reinforces
- Using everyday opportunities for mathematics opportunities
- Child needs experience of the maths deep concepts which will help their understanding
- Literacy – House Numbers / Car Reg Numbers / Bus routes / Tickets
- Adult approaches Maths with confidence
- Observing for program and the next step
- Making links for home
- Scaffolding children to help consolidate their knowledge
- Comparison – many mathematic concept rely on comparison
- Correspondence _ Ordinal / cardinal numbers 1st 2nd etc
- Conservation number always steps to same
- Sand / water / other activities
- Numbers in the sand
- Adding take away etc … people at the sand / number of aprons / wheels on the car
EMERGENT NUMERACY PARTNERSHIP

- Planning activities (smg) with specific mathematic / specific planning introduced into early years set up

- Link emergent numeracy literacy activities – setting up experiments for children

- Shape, length / weight / volume area

- Sand / water / gloop / flour and water. Material resources show how to match, sort, measure, estimation

- Games that promote numbers eg: bingo, snap, sequencing, story cards

- Recognising shapes, patterns, colours, story informal situations and through play quality. Play that supports Mathematical learning.

- Talk about / draw Childs attention to number of everyday use of adding. House numbers, calculator, clocks, calendars, days of the week. Have these on the writing areas – Number rich Environment

- Story Sacks with specific element (mathematics or both)

- Books and stories that have a counting them

- Books with high levels of predictability (very hungry caterpillar / one man went to mow)
- Child Literature – to enhance mathematics concepts (books that actually support both) Numeracy / Literacy

- Problem solving in Play – story situations encourage open ended play. – (Block area / indoors and outdoors)

- Stay and play sessions focus on number, poems, chants, puppets, natural ways to promote numbers at home such as planting

- Recognise and have familiarity with numbers

- Real life mathematics shop. Visiting shops, handling money.

- Exploring / Thinking Theme under Aistear

- Adult’s attitude towards numeracy – interest motivation, confidence. Be aware of the mathematic component in any activity. Seg – non numerical / words – some, all, much, many, few, none, less, more

- Poems, Chants, Puppets, Finger play
LANGUAGE LITERACY – PARTNERSHIP APPROACH

- Specific planning for Communication, Language and Literacy introduced into early years settings taking part
  - Create pictures that show thoughts feelings. Begins to recognize symbols and patterns for oral and language communication

- Access to specialist advice and support

- Effective collaborative working between all partners

- Positive behavior strategies as not to restrict language exploitation and use.

- Explore literacy in meaningful contexts: play situations

- Include in as many models of practice as possible. eg Toy box project in Co.Louth

- Support with quality play over all settings – Interactions props can enhance literacy behaviors during play. Adding books to play areas eg: Play is the way for them to express themselves

- Toddlers – child imagine properties or gives identities to objects. Giving labels meanings is very important. Roles – older child
  Ideational: language, gesture, images create very easy. Making meaning and abstract meaning and use symbolically

- Developing the use of the outdoors –
  Develop emergent literacy in the outdoor area

- Supports Children whose first language is not English – Sequencing Activities art / drawing role play dress up

- Libraries to do sessions on storytelling for all age groups. Introduce a professional storyteller.

- Story sacks for developing L/L links / partnership with home.

- Book start for parents from birth – 3 months – cloth, board books, rhymes and CD’s – read from pictures. Literacy rich environment
• Book lending to children and families from parent / toddler, child minders, full day care, Pre School, infant classes.

• Chatterbox programme

• Hannen programme

• Communication theme under Aistear supports for language skills

• PENN Literacy introduction to infant classes / pre school

• Communication standard under Siolta – reacting stories / scribbles / books with high levels of predictability

• Literacy – encouraging and promoting behaviors

• Building in partnership with parents – talking and listening. Emergent ready skills

• Stay and play sessions for parents and children, focusing on Language / Literacy. Co-coordinated through the play bus, parent and toddler groups. – Oral Language playing written language Emergent

• Experiences and oral written language – oral language is a primary component of EC

Notes

• Behaviors ( Mane Clay ) – use books / writing materials activities / social interactions

• Exposure to new material

• Representational through lots of open ended being provided

• Symbolic play – (first order symbolism ) has an intimate relationship with reading and writing ( 2nd order symbolism ) – choose one similar representation

• Mental process in both. Play can scaffold emergent literacy.

• Literacy and symbolic play require the ability to use words, gestures or mental images to represent actual objects events or actions

• Language development similar to the Childs level of pretending