



## Literacy policy

Literacy is integrated in all of our daily routines. Through character education the children learn about and how to use emotional literacy which promotes a good self esteem and self confidence. When working with the virtues the children learn positive communications, increase their vocabulary and comprehension. We put an emphasis on that the surroundings encourage literacy, i.e. with a graphical daily routine layout. Every day we work with songs, stories, rhymes, games and the alphabet. We also use a book called *Lubbi finnur málbein* where the Icelandic speech sounds are discovered with songs and stories. We also use TRAS and Hljóm-2 to list and register the children's language development.

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### **Books**

We put a great deal into making books accessible for the children to read, both for them to read or look at by themselves or to read with a teacher. When reading for the children a teacher will explain new words to the children.

### **Meteorologist**

Every day we talk about the weather, what clothing is appropriate for the weather that day. We also talk about what month it is, what day, if there are any changes in nature, or what season it is. This is usually put up in a graphic way in a reading-like direction.

### **Story time**

Every day we have „class meeting“ (samverustund) where we read books for the children, tell them stories, sing and check the weather. For the youngest children we use pictures a lot to help us tell the stories which are usually short and easy to understand with a simple storyline. As the children get older the stories get longer and more complicated. We also ask the children about the storyline, what happened, were the characters happy or sad and so on ... Children are encouraged to imagine what might happen next in the story and that is how we activate their imagination which is vital for their mental development.

## **Singing**

We sing multiple different songs, usually in relation to the season but we also work with rhymes, name games, clap games, echo games and many more. When we teach songs to the youngest children we use pictures to show them the words. As the children get older we use more complex songs and their meaning will get more complex as well. Then we also work more with rhyme.

## **Group activities**

Every child belongs to a group assigned to one teacher. Usually we have a particular theme to work on when we have group activity time. For an example we often work with „Me, myself and my body“ where we learn about the body, different body parts and what they do. We also talk about families and friends, practise writing and drawing, counting, talk about feelings and so much more. Group activity time is a perfect time to work on literacy and gives us a good time to talk with the children and give the children some speech and language stimulation.

## **Surroundings**

We make sure that the classroom has the alphabet visible and also the numbers so that the children will eventually learn to know them. Both the alphabet and the numbers are put up in a reading direction and often the children like to look at their letter and wonder about things that start with the same letter as their name.

## **Character education**

When studying character education in kindergarten we work a lot with sympathy and communications. Character education can enhance the childrens ethical and social development and help them maintain their inner discipline. We study photos and pictures to look at who's happy, who's angry, who's sad etc. And then we talk about how we feel when we are angry or sad or happy and so on. That also develops emotional literacy.

Character education also gives us space to work on self esteem, by i.e. encouraging self confidence and encourage the older children to stand up and tell their group about their projects, say their name, introduce themselves, sing, read (or tell a story) or tell a joke. Not only does this help the children grow their self-esteem but the other children also learn to be patient and mindful when they either wait for their turn or listen to each other.

