



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.

	In place	Area for development	Comments
<p>Environmental print: letters and words</p> <ul style="list-style-type: none">• Is the setting bright, well organised and inviting to walk into?• Are resources and working areas clearly labelled?• Do the resources reflect the range of families and cultures in Britain?• Are children's names and high-frequency words 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 poems, songs, children's writing and extracts from shared texts displayed?• Do displays include typed and handwritten text?• Does the teacher 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?• Are children encouraged and supported to 'read around the room'?			



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Opportunities for children to read independently and for adults to read with children <ul style="list-style-type: none">• Does reading and writing happen inside and outdoors in YR?• Do adults read to the children most days?• Are there are lots of opportunities to hear, sing and discuss rhymes?• Is the big book stand easily seen by all children during shared reading?• Do children take an active role in group, shared and guided reading?• Are children building a good bank of known texts?			



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<p>Books and literacy areas</p> <ul style="list-style-type: none"> • Do the books in the setting 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 big books, favourite and new books and phonics games available for independent use? • Are books included in displays and available resources related to areas of learning other than communication, language and literacy? • Are books for guided reading identified and organised with reference to Book bands (or another system of fine grading)? • Are there enough guided reading resources to meet the needs of Reception (20–30 titles are likely to be needed at Book band Pink level)? • Do the books for early reading have a repetitive structure? • Do the books for early reading have text that includes the repetition of high-frequency words? • Do the books for early reading include a good proportion of words the children can decode using their phonic skills? • Are there enough guided reading resources to meet the range of needs in Y1 and Y2? • For shared reading, is the type and page layout simple and clear so children can isolate known high-frequency words? • Are the texts short enough to be completed in a 10–15-minute shared reading session? 			



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<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, high-frequency word cards, interactive displays, messages, and examples of children's writing available for independent use?• Are there lots of different resources for writing (and mark making in YR) such as large sheets of paper, boards, chalks, big brushes, and pens and paper?• Are literacy targets displayed in child-friendly language?• 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?• Do the outside area in YR and role-play area include opportunities for reading and writing, and have these been modelled by an adult?• Is there enough floor space inside and out in YR for being dramatic and creative, e.g. acting out stories, making dens, working on large sheets of paper?			



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<ul style="list-style-type: none">• Are children in YR 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 a computer and are there suitable reading and writing software programs in use? <p>If there is an interactive whiteboard, is it accessible to children and are they taught how it is used?</p> <p>Resources for phonics teaching</p> <ul style="list-style-type: none">• Are there sufficient resources for children, including whiteboards and pens, letter fans (one each), and Yes/No cards?• Do the teacher resources include puppets for demonstration, large clearly visible whiteboard, sticky notes, cards of each phoneme, magnetic letters, and cards for games and activities?• Does the practitioner have a well-organised selection of phonics resources to draw on (fans, mini-whiteboards, etc.) for direct teaching sessions?			