



## Exploring Environmental Print

Aston Springwood Whizzkids is a charitable trust that opened in 2002. We offer early years care to children 2-5 years. We aim to provide a safe, secure and stimulating environment which promotes emotional health and well-being, ensuring equality of opportunity for all children and families within the local community.

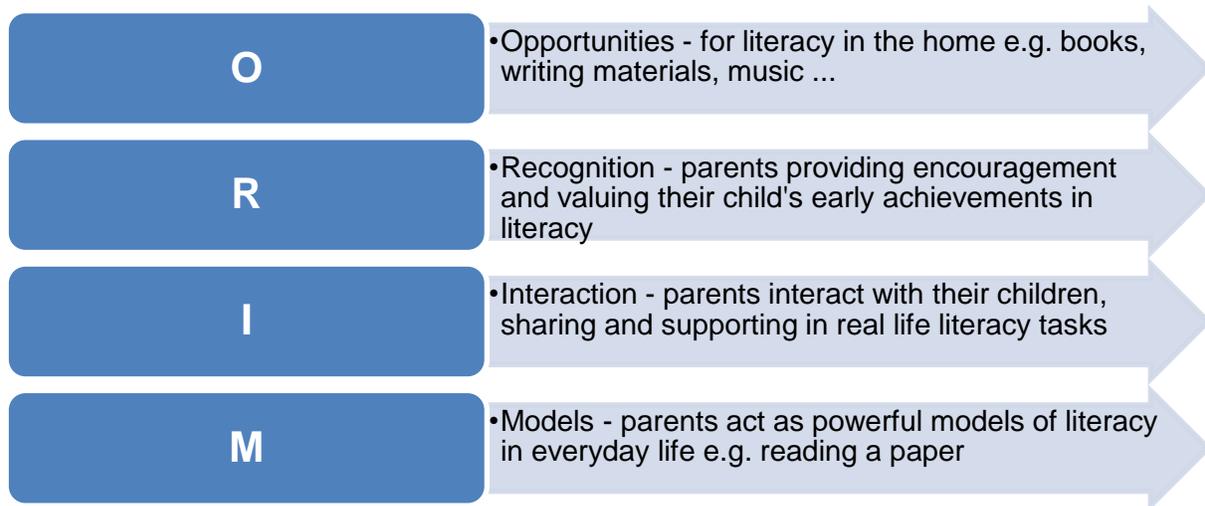
In this case study Rachel Mulleague, June Gude and Caroline Elwell Explain how they used the ORIM Framework from the Raising Early Achievement through Literacy (REAL) project ([www.real-online.group.shef.ac.uk](http://www.real-online.group.shef.ac.uk))

### Introduction

According to the DCSF (2008) over 70% of children's lives are spent, not in a setting, but with their family and the wider community. Therefore home and community must be recognised as significant learning environments in the lives of children. As a setting we noticed that 62% of our children entered the Foundation room significantly below expected levels of development in Understanding the World. To increase children's understanding and awareness we decided to plan walks and visits in and around the local community.

### What we did

As part of the EYPP project we looked at the ORIM framework and the impact it could have on children's learning.



We decided to concentrate on two of the strands below, Environmental Print and Oral Language. We believed this would encourage our parents to interact with their children by recognising and valuing their children's early achievements in literacy.

**Oral Language**  
(Speaking)

**Books**

**Environmental Print**

**Early Writing**

To incorporate both of these strands we arranged to go on a walk in the local area. Before we went we looked at pictures of environmental print that we might see whilst on our walk and took photographs along the way.



"Can everyone see the sign?"



"I go to those shops with my mum."



"Hello Mr Postman."



"Look, McDonalds!"

### Photographs taken by the children

The walk was a great success; practitioners were able to use lots of language around features in the local community, they even got to say hello to the local postman. The impact was clearly seen when both children and parents commented upon what they had seen on their way to nursery.

When arriving at nursery a parent commented "It took us a lot longer to get here this morning as we had to stop and look at every sign" the child eagerly agreed "We saw the bus stop Rachel".

### What Next

To continue to promote our partnership with parents we will look at the next two strands of The ORIM Framework; Books and Early Writing. A visit to our local library will take place in the very near future, and parents will be invited to join us and share the experience with their children.