**Date:** 6 August 2014  
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*Why is this significant?*

Kindergarteners, it was brilliant to see you again building on your emerging literacy skills. Your writing and knowledge of personally familiar letters is continuing to grow as you explore writing in our classroom.

Your signs were fantastic and I loved how proud you were of your work as you showed it to your teachers and peers. You clearly feel proud of your classroom and feel a real sense of belonging in our community.

It was great that you wanted to extend this learning experience by creating new signs that communicated information to others who share our room, I can see that you are becoming more aware of the literacy around you and why it exists.

We are continuing to extend on our growing interest and knowledge of literacy by making our writing more visible and making some signs for our classroom. We updated our entrance signs first. As we worked, we discussed the letters we recognised and where we’d seen them used before, e.g. in the spelling of the names of our friends and families. The kindergarteners worked carefully, keen to do the best job they could.

We hung the completed signs up and proudly showed them off to the other teachers and our friends. The kindergarteners were really proud of their work. After they finished these signs, the kindergarteners wanted to make some more signs. They thought of signs we may need for our room, coming up with the idea of displaying the rules of our room, e.g. no playing in the toilets. It was great to see their understanding of ‘sign’ literacy and that it is a form of communication. They really worked hard today and are continuing to improve their literacy skills.

**QKLG L&DA 5:**  
**Communicating:** explores and engages with literacy in personally meaningful ways

**EYLF Outcome 5:**  
**Children are effective communicators:** Children engage with a range of texts and gain meaning from these texts

**Educator’s thinking from here**

Ask other educators if they would like some signs written for their classrooms or the centre so we can continue to build that understanding of the importance of literacy in our world and that our kindergarteners can contribute to it.

*(links to QKLG Principle 1 and EYLF Principle 3: High expectations and equity)*

**Teacher comments**

Maresce was very engaged in this work and inspired many of her friends with new ideas for signs.

Angus successfully wrote his name today to create a sign for himself.

**Family comments**

Maresce has been making signs for each room in our house. (Maresce’s mum)

Angus has also made signs but for members of the family. Our dog, Paddy, didn’t love the sign that Angus hung around his neck! (Angus’ mum)

Sometimes we give our documentation a title.  
In this instance, we didn’t feel it was necessary.

We chose to document this experience as a group observation.

This documentation was for a mixed-age group so we referenced both the Queensland kindergarten learning guideline (QKLG) learning and development areas and the Early Years Learning Framework (EYLF) Outcomes.

In our Kindy groups, we only reference the QKLG as it aligns directly with the EYLF.

Our service links the learning to the principles identified in the curriculum documents.

Some of the children showed significant learning progress within this activity, so we made further comments for those children and included the comments in their individual folios.

We like to provide a space for our families to contribute. The anecdotes help to provide us with a more complete picture of the children’s learning.