 **BIRCHFIELD NURSERY SCHOOL**

**“Teach a child to read and keep that child reading and we will change everything**

 **And I mean everything.”**

 **Jeanette Winterson**

Reading is one of the most important lifelong skills that children will begin to develop during their time at Nursery School. We want above all else for all our children to develop a lifelong love of reading. We want in a nutshell for all our children to become “Hooked on books”. In order for them to do this it is vitally important that we **actively** teach the skills needed for children to become readers. As soon as they start nursery, children need to be exposed to a wide variety of activities, strategies, resources and techniques in order for them to develop, improve and master those all-important early reading skills.

**Reading for pleasure.**

Reading to children is the best way of encouraging them to love books and reading. By reading stories aloud to children every day we are forming a link between reading, and comfort and love. When adults really love the book they are reading the children will want to hear it again and again! Children thrive on constant repetition and by reading the same much-loved stories over and over again we are hard wiring their brains for success! The more times we read a story the more the story ‘belongs’ to the child. When the children know the story really well, they will want to join in with the actions, repeated refrains and expressions. We need to do everything we can to ensure children get the reading habit while they are very young- before technology gets a foothold in their lives. By reading aloud, we take children into a world that goes beyond our typical every day spoken language.

From an early age, children need to be exposed to a wide variety of high quality, carefully chosen children’s literature across a range of genres including stories, poems, rhymes and non-fiction books.

We need to devise our own Literature spine for our nursery. Which stories do we want the children to know, love and enjoy before they leave us? We need to ensure a balance of fiction/ non-fiction, poetry and rhyme. These will be added to our LTP for Literacy.

Further ways to promote reading for pleasure may include:

* Favourite 5. Children listen each half term to 5 stories i.e. 5 Sue Hendra stories, 5 traditional tales, nursery rhymes, books around a theme, these are read to the children over and over again, the children will then begin to learn these stories off by heart and internalise the language structures, extension activities are placed in continuous provision to further consolidate learning and expand vocabulary
* Parents are aware of the books we are reading in school, a list is sent home and published on our school website. Staff read aloud favourite stories (YouTube channel) Parents workshop sessions feature top storytelling tips
* Children swap books during a dedicated library time they discuss favourite authors, stories, poems which are recommended to parents
* Reading is promoted in the outdoor environment by the development of a reading shed
* A wealth of stories are displayed in school library, reading areas, small world play stations, children regularly share stories with adults, visitors to school, community reading events, snuggle up with a book, local library visits
* Reading areas are developed into cosy and inviting spaces, not too many books, resources are regularly changed to reflect children’s interests
* Story projects are developed at home and school i.e. make your own sock puppet, wooden spoon puppet, story in a box, dress up as a nursery rhyme character for World Book Day

**Storytime**

It is important that staff read to children every day and that story times are well planned, purposeful and that children are given the opportunity to observe and develop a wide range of early reading behaviours.Teacher as role model: having fun, gestures, hand, whole body movements, actions to words, repeated refrains, slow reveal, different voices…

Storytime may also include retelling the story via a story circle, acting out the story using story props, musical instruments, retelling the story in the outdoor area, devising own story map, exploring the story using all their senses, relating the story to their own experiences, story scenarios: Evil Pea is on the loose! The Gingerbread Man strikes again! Educational visits: Norton Priory, The Storybarn allows the children to re-enact stories in a natural environment

Traditional tales can also be taught highly effectively through song: Debbie and friends

**Rhyme time**

Nursery rhymes are the perfect introduction to poetry. Even the very youngest child can delight in the rhythm and rhyme, the exciting sounds of the language and above all, in the sheer fun of performing a favourite rhyme. Nursery rhymes are part of the rich cultural heritage of every country. We need to regularly share these rhymes with the children for fear of them being lost forever.

**Rhyme of the week** may link to current themes and interests i.e. Miss Polly had a dolly, Pat a cake pat a cake in the role play area, 5 currant buns in the play dough area, 5 little ducks/ 5 speckled frogs in the water tray, big pictures can also be used for discussion and linked to number rhymes. We need to teach the children more unfamiliar rhymes i.e. Lavender Blue, Sing a song of Sixpence, Old Mother Hubbard, action songs, silly nursery rhymes, alternative versions i.e. Humpty Dumpty sat in a chair…, tongue twisters, joke time, bring a joke from home to share with the class linked to comic relief.

**Vocabulary development**

A comprehensive vocabulary improves **all** areas of communication. Vocabulary is critical to a child’s success and research shows vocabulary growth is directly related to school achievement. The size of a child’s vocabulary in nursery predicts their ability to learn to read and understand.

Ways to develop vocabulary: **TALK, TALK, TALK!!!**

Carefully chosen picture books, wordless picture books are perfect for this: You Choose, Would you Rather? Use in story/key worker time. Display/ send home question of the week

 Chatter bags linked to personal interests, All about me, number chatter bags, rainbow/ colour bags

Talk projects: a walk in the park, Autumn treasure box, wooden spoon/sock puppet, Supertato…

Share a picture, photograph, unusual object in a box, investigation station- fish, birds’ nest, dinosaur egg, toys trapped in ice,

Sara Stanley ‘Why think?’ Develop P4C question board i.e. Everybody looks the same? Would this be a good or bad thing? Why? Why not?

**Text/ Environmental Print**

We need to immerse children in a print rich environment where print is explored and explained, t is vital that children are given opportunities to read for a variety of purposes i.e. display text to ask questions, explain, instruct, give information alongside visual prompt. Signs, symbols and logos encourage children to notice, recognise print, read and understand. Real life experiences for reading are plentiful: self-registration, books, magazines, diaries, calendars, recipe books, snack menu, letters..

**Phonics**

Children need a daily dedicated session of Phase 1 phonics teaching in which all seven aspects are explored, embedded and consolidated upon throughout the year. The content and sequence of the phonics programme **must** support pupil progress across all areas.

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| Letters and Sounds Phase 1 |
| Aspect 1  | Environmental sounds |
| Aspect 2 | Instrumental sounds |
| Aspect 3  | Body percussion  |
| Aspect 4  | Rhythm and rhyme  |
| Aspect 5 | Alliteration |
| Aspect 6 | Voice sounds  |
| Aspect 7 | Oral blending and segmenting |

Aspects 6 and 7 are to be given a high priority during the Summer term and oral blending and segmentation are to be taught effectively with support for all staff to deliver the programme effectively (see teaching phonics overview). Fred talk games are to be given a high priority in order to develop the children’s ability to orally blend and segment.

Read, Write Inc training will be delivered in order for all staff to teach the set 1 sounds effectively when children are ready. Training will also cover: assisted and independent blending, reading the green nursery word cards, simple spelling routines, learning to use Fred fingers, reading the sound blending books for those children who are ready, teaching the correct handwriting grip and writing position, using the mnemonic handwriting phrase to begin to form letters correctly.

**Assessing progress in reading: useful materials**

Development matters statements for reading

Ongoing observations using Tapestry

Learning journey as a reader (exemplification materials)

Data analysis, next steps

C Barrow 4/09/19.