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| **INTENT:** | | | |
| **Reading is one of the most important lifelong skills that children will begin to develop during their time at nursery school. At Birchfield Nursery we believe that all children should be actively encouraged to develop a lifelong love of reading. In essence, we want all our children to become ‘Hooked on Books’ before the time they leave us. It is a core entitlement in our curriculum that every child at Birchfield Nursery is exposed to a wide variety of texts, experiences and reading opportunities to ensure that the application of early reading skills are fully embedded before children start the next stage of their educational journey.** | | | |
| **0-3 years** |  |  |  |
| **0-3 years** | **Development Matters** | **How we will help children to learn** | **Reading diet** |
| Comprehension | * Enjoy songs and rhymes, tuning in and paying attention * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo * Say some of the words in songs and rhymes * Copy finger movements and other gestures * Sing songs and say rhymes independently, for example singing whilst playing | * Children receive a daily diet of stories, songs and rhymes linked to our LCC. * Rhymes are used frequently throughout the day as part of our daily routine e.g. sitting in a circle, days of the week, the weather song, handwashing… * Parents are encouraged to share favourite songs and rhymes during transition meetings and via Tapestry. * Parents are made aware of the stories, songs and rhymes we are sharing in nursery * Sessions are kept lively, short and interactive. A wide variety of resources including musical instruments, visual aids and story props are used to ensure maximum interest and engagement * Resources are clearly linked to the developing needs of the children i.e. nursery rhyme bags, Wellcomm resources, Clickety Clackety and sound bags * Children participate in clearly planned, sequential phonics sessions based upon Phase 1 of the Letters and Sounds programme * Sessions link to Chatterbug plans where appropriate * There is a clear focus upon developing Tier 1 vocabulary in order to name and describe simple objects * Wordless picture books are used to develop key vocabulary and develop children’s understanding of simple who, where and why questions * Children are introduced to simple Makaton signs and nursery rhymes | * Nursery rhyme books, gentle rhymes and lullabies * Action songs, clapping games * Board books * Lift the flap books * Textured/cloth books * Picture books to promote vocabulary development i.e You Choose * Simple stories with actions, guessing what will happen next * Simple repetitive texts i.e. Dear Zoo, Where’s Spot? * Simple non-fiction texts |
| Word reading | * Enjoy sharing books with an adult * Pay attention and respond to the pictures or the words * Have favourite books and seek them out, to share with an adult or another child, or to look at alone * Repeat words and phrases from familiar stories * Ask questions about the book. Make comments and shares their own ideas * Develop play around favourite stories using props * Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo | * Adults regularly share books with children in all areas of provision and during a daily structured story session * Book areas are closely linked to our LCC and display a wide variety of fiction and non-fiction texts * Small world play is closely linked to favourite stories i.e. Dear Zoo * Favourite stories/props are displayed to encourage children to read and enjoy them over and over again * Children are actively encouraged to retell favourite stories through movement in the outdoor area i.e. ‘We’re Going on a Bear Hunt’. Children are encouraged to repeat words and phrases from the text * Children are actively encouraged to talk about their favourite stories and to bring favourite stories in from home to share during group time * Parents are informed of the stories/songs and rhymes we are sharing in nursery via Tapestry * Staff share their own love of stories and favourite authors. They regularly read aloud stories on Tapestry * Children are encouraged to recognise their name on our signing in sheet/name card and on their coat peg * Children are introduced to print in the environment, signs. Logos and what they mean * Children with speech and language difficulties are able to share books with an adult in smaller groups * Children visit our school library every week and take home a book to share with parents. * Children are shown how to handle a book and how to turn the pages carefully during regular book browsing sessions * Home reading bags are sent home to further promote communication, language and early literacy skills |  |
| **3-4 years** |  |  |  |
| Comprehension | Understand the five key concepts about print:   * print has meaning * print can have different purposes * we read English text from left to right and top to bottom * the names of the different parts of a book * page sequencing | * Children are taught about the 5 key concepts of print during our daily quality story time sessions. This is reinforced at every opportunity in the environment when reading a wide variety of print and sharing stories with children * Relevant texts, carefully selected pages, pointers to reinforce directionality, big books are also used to further develop the 5 key concepts of print * Children are introduced to a wide variety of fiction/ non-fiction texts and are actively encouraged to follow their own interests * Maps, plans, instructions, recipes and a wide variety of different, real life opportunities for reading are available in the environment * Staff discuss the purpose of print in the environment | * Stories exploring family/ uniqueness and individuality * Stories relating to the children’s own experiences * Longer stories with repetitive structures * Simple non-fiction books * Wordless picture books to promote vocabulary development , * Poems, nursery rhymes and traditional tales * Recommended texts from Pie Corbett’s literature spine are available in our school library for children to take home. |
| Word reading | Develop their phonological awareness so that they can:   * spot and suggest rhymes * count or clap syllables in a word * recognise words with the same initial sound, such as money and mother * engage in extended conversations about stories learning new vocabulary | * Children engage in lively, fun, interactive phonics sessions based upon the Phase 1 Letters and Sounds programme * Our nursery rhyme LCC focus allows access to a wide variety of rhymes, tongue twisters and jokes * Children are given the opportunity to devise their own rhymes, parents regularly contribute by sending jokes/ rhymes via Tapestry * Sound bags/ sound hunts in the outdoor area * Children are exposed to longer stories,   Tier 2/3 vocabulary planned to promote carefully targeted vocabulary development |  |
| **4-5 years** |  |  |  |
| Comprehension | * Re-read what they have written to check that it makes sense | * Children are encouraged to orally rehearse and use the hold a sentence approach to write a simple sentence and then to read it back to check it makes sense * Staff clarify their own thinking when reading aloud and model when reading does/ does not make sense | * Longer stories * Stories with repetitive patterns provoking a stronger emotional connection with the reader i.e. Owl Babies * Stories for retelling and creating new versions or further adventures featuring the same characters * Stories about different places around the world * Non-fiction texts * Performance poetry, rhymes, jokes and tongue twisters |
| Word reading | * Read individual letters by saying the sounds for them * Blend sounds into words so that they can read short words made up of known letter- sound correspondences * Read some letter groups that represent one sound and say sounds for them * Read a few common exception words matched to the RWI programme * Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary a few common exception words. * Re-read these books to build up their confidence in word reading, their fluency and understanding and enjoyment | * Children participate in a wide variety of oral blending and segmenting activities using ‘Fred Talk’ prior to learning RWI Set 1 sounds * When ready Children participate in RWI Set 1 sounds sessions * The correct letter formation of each sound is also taught during the session using the RWI handwriting phrases * Children are taught how to blend to read simple words using first the assisted and then independent blending technique * Children learn to read the green nursery word cards linked to Word Time * Words of the week/green words/red words are displayed in areas of provision to promote further reading opportunities * Word time mats/red words are sent home to practise and consolidate work covered during the week * Videos are posted to parents via Tapestry to demonstrate this process in action (point and sweep) * Children learn a selection of red tricky words: I, go, to, the, no, he, we, me, be, she, you, all, of, said. as appropriate to development * Phonics workshops are held prior to the children embarking on the RWI programme, focus of the articulation of pure sounds * Sound blending books are sent home for those children who are ready * Books are banded into lilac, pink and red level and reflect a variety of reading schemes * Children are encouraged to read books with sounds they already know | * See Reading sequence document * RWI word mats linked to wordtime lessons * Sound blending books * OXRT first words- Mum, Dad, Kipper, Biff, Chip, Floppy, and, to, the |

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| **IMPACT**  **How will we know that our intent has been effectively implement and achieved?** |
| A buzz of excitement and enjoyment for reading can be seen and felt all around school  Pupil voice bubbles reflect what children really think about reading  Children are able to talk confidently about their favourite stories and authors  Reading areas are used to their full potential  Tapestry observations and regular scrutiny by SLT reflect the wealth and breadth of different reading opportunities across the curriculum  Parents engage fully in their child’s reading journey and see the valuable role they play in promoting early reading skills  Assessment of reading is closely linked to next steps for each child  Half termly assessment of phonics shows children are progressing well in early read  Most children leave nursery ‘on track’ in 3-4 years development band |