

## Reading

### Introduction

At Truro Nursery School we believe reading underpins many other aspects of learning and is of vital importance. Children experience a wide range of activities and experiences, for example, singing and saying rhymes, making and listening to music, listening to and joining in conversations, painting and pretend play, to develop their early reading skills. These activities will enable children take the first important steps towards reading.

We place the early learning of literacy within children's self-chosen activities and to make sure that these activities happen in real and meaningful contexts. The children's learning is also supported by daily adult led activity. We give all children the opportunities to talk and communicate in a widening range of situations, to respond to each other, to listen carefully and to practice and extend their range of vocabulary and communication skills.

### To support children's early reading we will:

- Place a strong focus on the development of speech and language skills.
- Regularly monitor and evaluate the effectiveness of the teaching of reading.
- Evaluate daily in order to plan effectively and follow children's interests and needs.
- Ensure that the importance of a quality, literacy rich learning environment is kept high profile.
- Provide parents/carers with the opportunity to share their children's favourite songs, rhymes and stories with us.
- Support families with information to support their children's reading.

**Through the use of core texts and books available throughout the nursery we will encourage children to:**

- Enjoy sharing a wide range of books- stories, poetry, songs, and information- in an inviting book area. This may be inside a pod, furnished with cushions. Books will be shared anywhere in the nursery.
- Support areas of learning and children's interests with non-fiction texts.
- Know how to use books and how to treat them with care. This starts with the youngest children learning from adults modelling how to hold and retrieve books.
- Develop an understanding of familiar stories and begin to develop confidence to behave as a reader.
- Develop early reading strategies through beginning to retell familiar stories - from memory and from picture cues.
- Develop understanding of the structure and language of stories.
- Understand the direction of print, in books and on displays. Print from other cultures will be displayed throughout the nursery as well as in dual language texts.
- Develop familiarity with significant words - own name - friends/family name etc. (Moving on to developing a sight vocabulary of a range of words). Children's names are on their registration cards and available in mark making areas.
- Understanding the concept of a 'word' and that it is made up of component letters.
- Develop knowledge of letter shape and name.

### **Strategies to Support Reading Development**

- All children will have the opportunity to have a high quality text read to them every day.
- Books will be shared daily in a small group. Staff will use their knowledge of children's interests, teaching and learning themes and of child development to select appropriate books.
- Provide a range of good quality books.
- Provide books that reflect cultural diversity, have different scripts and non-stereotypical images.
- Provide a range of reading materials (magazines, comics, recipes, catalogues, menus etc.) to stimulate children's interest and enthusiasm to act as readers.

- Extend stories through role play, book based games, puppets and by writing own versions of stories with children.
- Give a high priority to encouraging all children to be regular users of the library facilities or to use their local library. Children are supplied with their own book bag and are encouraged to take good quality books home on a daily basis.
- Print has a high profile in the environment. (Print to include handwritten by adults and children as well as computer generated).
- Early matching, categorising and sorting activities within the Nursery environment are used to develop visual discrimination skills needed for early reading.
- Children are motivated to look at and talk about story and information books in their child initiated play by utilising books in all areas of the provision.
- Core texts will be used.

## **Core Texts**

### **The purpose of the core texts is**

- To increase vocabulary and word recognition.
- To increase children's awareness of rhythm and rhyme in a text.
- To develop fluency.
- To aid comprehension.
- To develop confidence and self-assurance.

*Brown Bear, Brown Bear, What Do you See? Bill Martin Jr*

*Dear Zoo Rod Campbell 2year old room*

*Gorilla Anthony Browne*

*Handa's Surprise Eileen Browne*

*Lost and Found Oliver Jeffers*

*Mr Gumpy's Outing John Burningham*

*Owl Babies Martin Waddell*

*Peace at Last Jill Murphy 2year old room*

*Rosie's Walk Pat Hutchins 2year old room*

*The Tiger Who Came to Tea* Judith Kerr

*The Very Hungry Caterpillar* Eric Carle 2year old room

*Wake Up Do, Lydia Lou!* Julia Donaldson

*We're Going on a Bear Hunt* Michael Rosen 2year old room

### **How the core texts are used**

The core texts are used throughout the nursery. They are fundamental pre reading skills to be taught through the repeated use of a familiar book. Several copies can be found in the children's book areas in each classroom to be borrowed and used at home. Where available big books have been purchased to be used at story time and song bags have been made to support the use of these texts. Floor books are used to support development of the themes within the story. The texts will not only be used for storytelling but cross curricular work will develop the themes introduced in the stories. The texts used, will be shared with our feeder primary schools to ensure a continuity of learning and to support the further development of reading skills.

### **The importance of speech sounds**

From a very early stage, children develop an awareness of the different sounds in our spoken language. They learn to use their voices to make contact with you and to let people know what they need and how they are feeling. As children grow older they begin to understand more about the sounds of our language and they are able to join in with rhymes, songs and stories by clapping, stamping and skipping. This is an important stage as the children's ears are learning to tune into all the different sounds around them. Playing with sounds and tuning children's ears into sounds will develop phonological awareness that is the ability to discriminate different sounds. Over time, this will help children develop an understanding that words are made up of different sounds (phonemes) and they will be able to hear the different sounds in a word. Gradually they will learn to match sounds to letters (graphemes). This is phonic knowledge. They use this knowledge when they are reading and writing.

Truro Nursery School uses Letters and Sounds programme, mainly although not exclusively phase 1, to ensure systematic teaching of phonics. Letters and Sounds is designed to help teachers teach children how the alphabet works for reading and spelling by fostering children's speaking and listening skills and teaching high quality phonic work.

Phase 1 of Letters and Sounds is made up from:

- Environmental sounds (sound discrimination)
- Instrumental Sounds (sound discrimination)
- Body Percussion (sound discrimination and blending)
- Voice Sounds (sound discrimination and blending)
- Rhythm and Rhyme (recognition of the pattern of specific sounds)
- Alliteration (recognition of individual sounds)

We will also encourage children to recognise individual letter sounds, particularly those relating to their own name and other words that are important to them.

- Have an awareness of letters in the environment
- Have experience of letter play and examples of letters/writing e.g. name cards available.