

## Walton Lane Nursery School and Rocking Horse Club

### Reading Curriculum

Reading is fun. It is also a key skill the children need to help them learn and live their lives. As children come to nursery they have many different starting points on their journey of learning to read and they will take many varied paths. Reading has to be built on a solid foundation of good communication and language skills which comes from home – the child's first educators, and from the experiences we provide in nursery.

At WLNSRHC we take the children on their learning journey through playful experiences, a language rich environment, sharing learning between home and nursery, and teaching of early reading skills and knowledge. Children will experience reading in a myriad of ways, reflecting reading in the real world, including books, environmental print, reading people's writing and digital print.

#### **Aims**

At WLNSRHC we aim that

- Children develop a love of stories and reading
- Children are intrigued by print and want to read it
- Children are supported and challenged to develop their communication, language, and early reading knowledge and skills based on practitioner's formative assessments.
- Children develop skills in listening and attention, rhyming and sound discrimination so that they are ready to progress to the next stage in their phonological development
- Children have an understanding of how to use books and other reading material and they are familiar with the language of reading and books
- Children develop a widening vocabulary from their experiences of books and reading
- Children use reading to further their knowledge in other areas of learning

#### **Curriculum Intent, 3-4 year olds**

There are 4 strands to our reading curriculum

- Love of reading

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- Reading behaviour – practical skills of reading e.g. how to handle a book, reading direction of text
- Comprehension – understanding a text or story
- Phonological development – being able to distinguish and make different sounds, leading to segmenting and blending of sounds in simple words.

These strands are intertwined in the reading activities and experiences planned for children

### Love of reading

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| <b>Early stages</b>  |
| <ul style="list-style-type: none"> <li>• Children enjoy adults using different intonations when they are telling stories</li> <li>• Children seek out an adult to read a story to them</li> <li>• Children will choose a book they would like to look at and will look at the pictures in the book randomly</li> </ul>   |
| <b>Progression through year</b>  |
| <ul style="list-style-type: none"> <li>• Children engage with stories that are familiar to them</li> <li>• Children engage with unfamiliar books/texts based on their interests</li> <li>• Children engage with unfamiliar books/texts chosen by an adult or another child</li> <li>• Children engage with a wide range of genres, chosen by an adult</li> <li>• Children are keen to challenge themselves by choosing a more challenging text, sometimes with adult direction</li> <li>• Children use available resources e.g. puppets/storysacks (chosen by an adult or directed by children's interests) to retell a story</li> <li>• Children understand that stories can be told and be written in different ways, including digital stories</li> </ul> |
| <b>By the end of nursery</b>   |
| <ul style="list-style-type: none"> <li>• Children will have a love of stories, books and reading</li> <li>• Children will demonstrate high levels of involvement at story time</li> <li>• Children will begin to engage with a wide range of genres independently</li> <li>• Children will be aware that there are a range of reading media including books, magazines, comics, computers, tablets, texts, emails</li> </ul>   |

### Reading behaviour

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| <b>Early stages</b>  |
| <ul style="list-style-type: none"> <li>• Children will show an interest in print and in books, including environmental print e.g. familiar logos</li> <li>• Children will look at books with an adult</li> </ul> |

- Children will have limited understanding of how to handle a book carefully
- Children will have some understanding of the vocabulary linked to reading e.g. book, page, picture
- Children will engage with 'lift the flap' books
- Children will engage with short stories where they can join in with actions e.g. We're Going on a Bear Hunt
- Children begin to pretend to read, particularly in child led play

#### **Progression through year**

- Children will understand how to handle a book carefully
- Children will be able to handle books carefully, including in independent situations
- Children progress from listening to short stories to listening to longer stories (i.e. from fewer words per page to more words per page)
- Children understand where to begin reading on the start of each page and know that the texts read left to right
- Children's understanding of key vocabulary for reading broadens e.g. words, pictures, letters, page, character

#### **By the end of nursery**

- Children will be able to use a book independently
- Children will recognise logos
- Children will recognise their own name
- Children will recognise other familiar words
- Children will use books as a source of information
- Children will have a broad understanding of key vocabulary for reading e.g. author, illustrator, blurb
- Children will have an understanding that there are different written languages

### Comprehension

#### **Early stages**

- Children will look at pictures with an adult and identify some features
- Children understand first and next in linguistic sequencing
- Children will listen to short stories with an adult, 1-1 or with a small group
- Children are beginning to listen to short stories in a larger group

#### **Progression through year**

- Children join in with stories with repeated refrains
- Children are able to engage in memory games
- Children understand first, then, next and last in linguistic sequencing
- Children begin to be able to describe to another person how to complete a task
- Children begin to sequence 3 pictures with adult support

- Children are able to talk about what has happened in a story and begin to make their own reasonable predictions
- Children are able to engage in increasingly deeper discussions with adults and peers about the content of books
- Children will be able to discuss key vocabulary associated with reading including characters, title, blurb, author
- Children retell stories that are familiar to them
- Children use their understanding of the content of stories to act them out, using props
- Children engage in their own story telling based on familiar books

#### **By the end of nursery**

- Children will know that words carry meaning
- Children will have a wide vocabulary reflecting their experience of books and reading
- Children will retell stories from pictures
- Children can sequence 3 pictures with adult support
- Children will retell stories from books
- Children will begin to create their own stories
- Children will be aware of how a story is structured
- Children will be able to have a conversation with an adult about a story including what happened, what might happen next and characters' emotions, and to explain their thinking

### Phonological development

#### **Early stages**

- Children know a few nursery rhymes and join in with singing/reciting them
- Children will listen to environmental sounds when an adult draws their attention to the sound
- Children engage in listening activities directed by an adult
- Children understand that sounds can be made without using our voices e.g. with our bodies and instruments
- Children listen and remember different sounds
- Children will be able to move to a beat
- Children identify environmental sounds independently
- Children begin to make their own sounds using available resources

#### **Progression through year**

- Children identify and talk about words in the environment
- Children listen and engage with story time
- Children discuss how sounds can be changed
- Children will be able to mark syllables in a word e.g. through clapping

- Children engage in rhyming activities directed by an adult
- Children know and increasing number of nursery rhymes
- Children will be able to suggest appropriate rhyming words to complete a poem or rhyme using real or nonsense words
- Children engage in alliteration activities directed by an adult
- Children are interested in letters and the sounds they make, particularly those of personal significance e.g. letters in their names

### **By the end of nursery**

- Children will be able to identify words that rhyme
- Children will begin to suggest a rhyme for a word, using real and nonsense words
- Children will begin to be able to continue a rhyming string
- Children will recognise some letter sounds
- Children will begin to identify the initial sound/phoneme of a word
- Children will begin to select objects and words that have the same initial sound/phoneme
- Children will be able to suggest words that have the same initial sound/phoneme
- Children may be starting to orally blend single syllable words (3 phonemes)
- Children may be starting to orally segment single syllable words (3 phonemes)

### **Curriculum implementation**

We teach the children early reading skills through carefully planned activities and environment and effective adult interactions in both that facilitate the children's learning. Planning for activities and the environment is based on assessments of children's levels of development and is differentiated for their more individualised needs.

At WLNSRHC we plan a language rich environment which motivates children to engage with literacy provision through

- Books and literature in all areas of nursery that are relevant to the area and/or the children's interests
- A cosy and inviting book area
- Use of books and literature relevant to the outdoor area e.g. nature books, maps, chalking messages
- Provision of a wide selection of literature and reading media e.g. fiction books, factual books, nursery rhyme cards, catalogues, comics, magazines, labels, IWB, tablets, PC
- Use of print throughout the environment which is read to the children and adults refer to in order to support learning e.g. resource labels, challenge posters, descriptive words

- Use of print throughout the environment that reflects the different languages of the children
- Use of display to celebrate and further children's learning

At WLNSRHC we plan activities that motivate, support and challenge children's reading development through

- Daily story time with a variety of foci and learning objectives e.g. traditional tales, rhyming stories, alliterative stories, fact books, books linked to children's interests, books linked to special events, books by a specific author
- Daily rhymes and songs
- Adults modelling reading throughout nursery
- Use of group time for CAL activities
- Use of group time for 'Letters and Sounds' activities
- Adults scribing for children and reading it back to them
- Making books with children and sharing them with a wider audience
- The Talk for Writing teaching programme, which enhance children's creativity and develops their knowledge of how stories are constructed
- 'Word of the Week' which extends children's vocabulary. Each groups chose word is linked to their group time or story time focus, and is shared with home
- Use of Storysacks
- Use of displays
- Self-registration
- Use of name cards by children to label their own work
- Adults supporting children's immediate interests and learning by guiding them to appropriate reading material and sharing it together
- Planning for individual children's learning needs in reading through the In The Moment Planning process
- CAL groups for children requiring additional support e.g. Ginger Bear, WellComm (children with speech and language difficulties; children with SEND; children with EAL)
- Literacy groups for children requiring additional challenge e.g. phonic groups for children ready to segment and blend or Letters and Sounds phase 2
- Storytelling week
- Nursery rhyme week
- World Book Day
- Makaton Nursery Rhyme Challenge
- Library visits
- Inviting people in to tell stories e.g. local MP; children from local primary school; parents and grandparents, including storytelling in different languages
- Children borrowing books to share with their family at home

## **Curriculum impact**

The impact of the reading curriculum is assessed and monitored for individual children, key person groups and nursery cohorts.

- Practitioners assess children's learning dynamically and will respond in that moment to enhance the children's learning
  - They will adapt their interactions to support or challenge children' learning
  - They will add or direct children to resources that will develop or deepen the child's learning
- Practitioners will observe children during child led or adult directed activities and assess their level of development in reading. Assessments will be used to
  - Plan next steps for individual children
  - Plan activities that will further develop children' learning
  - Plan continuous provision and enhancements to continuous provision that will further develop children's learning
- Key Persons will record children's learning and share it with parents through the In The Moment Planning process, children's records and Target Tracker
- Children's reading assessments will be used
  - To identify learning needs of individual children, groups of children and cohorts of children
  - To plan learning for individual children and groups of children
- Children's reading assessments will be used in conjunction with teaching and learning observations (by peers, team leaders, headteacher or external bodies)
  - To monitor the impact of key person's teaching of reading
  - To monitor the impact of specific reading projects
  - To identify areas of CPD for individuals or groups of staff
  - To moderate reading assessments across staff
  - To plan future improvements to teaching of mark making and writing

## **Special Educational Needs and Disability**

We aim to cater for the individual learning needs of every child, recognising the need for specialised provision to ensure access to all aspects of literacy and reading.

Many children with SEND attending WLNSRHC have speech and language difficulties. Activities and the environment for the children are planned using the Lancashire ATTP document; Lancashire SEN progression document and advice from external agencies e.g. SALT, Early Years Specialist Teachers. Specific targets are identified in children's Targeted Learning Plans to develop their speech, language and communication in preparation for early reading.

Children with speech and language difficulties of SEND may work 1-1, in pairs or small groups with their key person and/or SEND support. They may also participate in the Ginger Bear and Wellcomm groups.

### **Early Years Pupil Premium**

Additional support is provided for children who are eligible for early years pupil premium. The support is based on the Education Endowment Fund assessment of the impact of different strategies in the early years. We focus on developing the children's wellbeing and involvement to build resilience and self-regulation. Next we prioritise developing communication and language skills, once secure we focus on developing children's literacy. The children will also be involved in experiences to develop their cultural capital e.g. forest school; visits to the library, shops, areas of local interest. The aim is to give the children a broader range of experiences to link to their learning, to talk about, to link to literature and to promote creativity.

### **Children with English as an Additional Language**

For children with EAL, as with all children, developing their speech, language and communication is a priority on which their literacy skills will be built. The children are supported to develop their knowledge and use of English through sensitive play-based activities using visual and physical cues.

- Children are assisted to understand the routines and activities within the setting through visual timetables, which remain consistent- for the majority- to provide security.
- Musical and rhyming activities are valuable for supporting language learning due to the rhythmic chanting and repeated refrains which support the children to articulate in an additional language.
- Books and literature are carefully selected that give visual cues, promote naming and that are rhythmic and repetitive.
- Makaton is used to promote children's learning as this enables the child to visualise the words used to communicate and supports their progress.
- Translation apps are used to promote communication and demonstrate the link between speech and writing.
- Children's languages and cultures are represented in the environment and resources.
- Staff work closely with parents, using translators or apps to develop an understanding of the children's backgrounds and interests, which is implemented into children's specific targets.
- Children are assessed at the beginning and end of the year according to DFE guidelines to how fluent their English is developing.