Fledglings Day Nursery

# Early Reading Policy

Date Reviewed: August 2023

Review Due: August 2024

Reviewed by: Miss A West

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## 1 Introduction

## In order to become independent and skilful readers children need to listen to a range of good stories every day and have a range of appropriate reading opportunities provided for them through the provision of quality teaching, quality resources, parental support and the opportunity to develop at their own rate.

## 2 Aims and objectives

 This policy aims to ensure that all our children when they become ready to do so are provided with quality reading experiences and a high quality of support for them as independent readers.

 The objective of this policy is that every child is supported towards becoming an independent reader.

**3 Early reading**

We recognise good reading skills as being a significant factor in the success of our children socially and academically, both during their formative years and in their future lives.

* 1. To support all our children’s achievements in reading we will ensure that we:
* provide children with stage appropriate skills and understanding of the reading process so as to help them to develop into young readers;
* support our children, in read them accurately and later to read some common, irregular words; age appropriate ways , to start to develop their skills and use of phonic knowledge to decode regular words and
* support children to respond to what they read by providing opportunities to discuss and talk about books, signs, notices, poems etc they have read;
* ensure that we provide a range of stage appropriate stories for children to listen to every day;
* support children to begin to understand that reading will enable them to make connections with other people‘s ideas and thoughts.

**3.2** Reading is closely linked with speaking, listening and writing, each reinforcing the other and we will ensure that children are supported to make that connection in stage appropriate ways.

**3.3** Our provision and assessments of childens reading skills are stage appropriate and based on the requirements of the revised EYFS.

**3.4** Printed and written signs are a significant part of the indoor and outdoor learning environment and provide a range of appropriate independent reading opportunities.

## 4 Teaching and learning strategies

Alongside the effective teaching of phonics, we provide a variety of resources and use effective strategies which support children on their journey as developing readers.

**4.1** To support children becoming confident developing readers who enjoy books we provide:

* a well organised, quality book area with quality fiction and non-fiction books;
* a range of books to match children’s interests and link to class topics;
* enthusiastic staff who share their excitement of books with children;
* books in all developed workshop type areas of the classroom/nursery;
* props and puppets as an essential element, which support children re-enacting familiar stories and developing their language skills. This will include story props, sacks and boxes;
* suitable opportunities for independent reading in all areas of the classroom;
* well planned guided reading sessions (in the reception class) on a regular basis, which aim to teach the important elements of reading;
* well planned shared reading sessions that all practitioners are confident taking part in;
* opportunities for children to learn ‘reading behaviours’, for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation;
* ensuring parents understand the importance of early literacy through reading workshops, newsletters and other initiatives;
* opportunities for high quality adult-child interactions and sustained shared thinking to give children the extended vocabulary with enables them to read for meaning;
* encouraging children to become aware of authors by visiting their local libraries and having authors visit the classroom/nursery;
* opportunities to retell and to act out stories using props and story maps;
* ensuring that signs, notices and books are high profile across all areas.

## 5 Shared reading/story time

We will encourage all our children to love and respect books. Each day, a member of staff will share books with groups of children, and at other times with individuals, modelling the reading process.

**5.1** Children will be encouraged to use picture~~s~~ clues and to predict events. Staff will discuss the content of the books with children to promote and share understanding.

**5.2** Stories on CDs with matching books are available for older children to listen to in the listening area. This will provide both a listening and visual experience.

**5.3** We will also provide games and puzzles which enable children to develop/promote visual discrimination and matching skills which can later support them as readers.

**5.4** As they progress, children will be taught to link sounds and letters and begin to read and they will be provided to a wide range of reading materials to ignite their interest.

**5.5** Every day as they progress each child will be engaged in:

* singing and reciting, songs and rhymes, some of which they will commit to memory;
* speaking, listening, reading and writing activities, which allow them to explore and practice their phonic knowledge, blending and segmenting skills;
* an interactive multi-sensory phonics session.

## 6 Range and variety

Our children are taught the knowledge, skills and understanding of reading through a wide range of literature being made available to them and used with them.

## 7 Reading at home

We recognise the invaluable and important role of parents/carers and understand that as children progress their progress is greatly helped if there is strong communication and support between the home and school/setting.

**7.1** We will actively encourage parents to read to, and later with, their children at home and to share poems and rhymes and to ask questions about these as this reinforces the development of their reading skills.

**7.2** As children progress parents will be kept informed about early reading through parent workshops and literature sent home. We will also invite parents to support story sessions in their home language with their child.

## 8 Monitoring and review

This policy was agreed and implemented in August 2023 and is due for review in August 2024.

 There will be ongoing monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

**Name: Miss A West**

**Signed: A West**

**Date: August 2023**