



Portman Nursery School Early Reading Policy

Reviewed September 2023

Objective

This policy aims to establish a comprehensive and developmentally appropriate approach to reading and literacy development for children aged 2 to 5 years within our School. Our goal is to foster a love for literature, language development, and the acquisition of foundational skills necessary to become proficient readers.

Portman Nursery School aims to cultivate a vibrant reading culture in the early year, fostering a love for literacy that lasts a lifetime. We celebrate diverse stories that reflect the richness of our community. Through engaging and interactive activities, we ignite curiosity and imagination, making every child a confident reader. Our dedicated educators create a nurturing environment, where books are not just tools for learning but gateways to exciting adventures. We prioritise personalised reading journeys, recognising and supporting each child's unique pace and interests. Together, we build a foundation that not only develops strong readers but also instils a lifelong passion for learning through the magic of books.

At Portman Nursery School our approach to teaching the early development of reading is shaped by ten guiding principles.

Ten Guiding Principles:

1 Play-Based Learning:

Reading activities will be integrated into play-based learning to make the experience enjoyable and natural for young children while concurrently developing essential pre-reading skills such as print awareness and story comprehension.

2. Individualised Approach:

We recognise and respect each child's unique pace and interests, tailoring reading experiences to their developmental stage and scaffolding the development of early literacy skills, including phonological awareness and vocabulary building.

3. Multisensory Engagement:

Incorporate a variety of sensory experiences (touch, sight, sound) to enhance engagement and cognitive development during reading sessions, promoting the integration of multiple senses in the learning process while enhancing fine motor skills.

4. Family Involvement:

Encourage parents and caregivers to participate in shared reading experiences at home, providing resources and guidance to support the acquisition of pre-reading and early literacy skills, such as letter recognition and understanding the concept of words.

5. Diverse Literature:

Maintain a diverse and inclusive collection of age-appropriate books that not only encourage a love for reading but also expose children to various text structures, fostering early understanding of literacy concepts like sequencing and story elements.

6. **Responsive Teaching:**

Observe and respond to children's cues during reading learning experiences, adapting approaches to meet their evolving needs and interests while intentionally incorporating activities that target specific pre-reading skills, including print tracking and predicting outcomes.

7. **Language Rich Environment:**

We create an environment rich in language, including storytelling, conversations, and exposure to varied vocabulary, to support the development of oral language skills that are foundational to reading, including expressive and receptive language.

8. **Routine Integration:**

Establish consistent reading routines, incorporating books into daily activities such as circle time and transitions, to provide predictability and foster a positive association with reading while reinforcing early literacy skills like understanding the role of the author and illustrator.

9. **Professional Development:**

Provide ongoing training and professional development opportunities for staff to enhance their understanding of early literacy development, equipping them with strategies to explicitly teach and support the acquisition of pre-reading skills, including recognising sight words.

10. **Assessment and Monitoring:**

Portman Nursery School use regular assessment to monitor each child's progress in language and literacy development, specifically targeting pre-reading skills such as rhyming and letter-sound associations, using the information to inform instructional approaches and identify additional support needs.

Teaching Phonological Awareness

To develop phonological awareness Portman Nursery School focuses on learning experiences that enhance auditory discrimination, rhyming, blending, and segmenting skills. We use a multisensory approach incorporating movement or tactile elements, to engage different learning styles. Gradually progressing from simple to complex tasks adapting to individual needs. We encourage regular reading aloud, emphasising sound patterns and encouraging questions. Foster a language-rich environment, reinforcing the connection between spoken and written words. Collaboration with parents and caregivers is key for consistent reinforcement beyond the classroom.

Planning for Literacy

When planning for literacy we create a dynamic and developmentally appropriate approach. Establishing a print-rich environment with labels, signs, and accessible age-appropriate books. Our daily routines involve language-rich activities, such as singing songs, reciting rhymes, and sharing stories.

We plan interactive and hands-on experiences that engage children in letter recognition sound exploration and basic writing activities. Through our annual curriculum plan we are able to set key learning objectives that challenge and support children's early reading progression, Our curriculum plan and topic work is supported by carefully thought out core books that help consolidate ideas and key vocabulary. All the while, we aim to foster a love for books through themed reading sessions at our designated story times and encourage imaginative play that incorporates literacy elements.

We collaborate with parents to extend literacy experiences beyond the classroom, creating a seamless bridge between home and school. We regularly assess and adapt our plans to

cater to the evolving needs and interests of the young learners, ensuring a holistic and enjoyable literacy journey.

Implementation:

This policy will be implemented collaboratively by educators, parents, and administrators, focusing on the deliberate integration of pre-reading activities into the learning environment.

Review and Revision:

This policy will be reviewed annually, considering emerging research, best practices, and feedback from educators and parents, to ensure its ongoing relevance and effectiveness in promoting early childhood literacy and the development of skills necessary to become proficient readers.