



# Weoley Castle Nursery School Curriculum Goals

## Curriculum Goal: Reading

We want our children to develop a lifelong love of reading. We aim for all children to love books, to desire stories, to want to be immersed in books and have imaginations that can go anywhere.

We want our children to access and enjoy a daily story and to learn nursery rhymes. By talking with our children as they read, we aim to develop children's conversation and vocabulary. Through accessing a weekly phonics session, reinforced through continuous provision, we want our children to distinguish between sounds and to clearly recognise the initial sound of their name. We seek to provide children with a wide range of fiction and non-fiction texts to inspire them to have a love of reading and to question what they read.

### **Context:**

All of our planning has been done so with the context of our children and families at the forefront of our minds. We consider the type of housing they live in, social and economic context, language and communication needs such as EAL and how all of these factors play a part in educational outcomes.

### **Educational Programmes:**

#### **EYFS 2021**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

**First milestone:**

Children take part in pretend play, making up or developing a story.

Children may begin by pretend-playing on their own with toys like farm animals, wild animals, dinosaurs or small world people. They may put on a costume to become a superhero or another character. Over time, their play becomes more complex. They are able to play with other children, developing the play together e.g. deciding who will play what role in the home corner.

**Comprehension**

Begin to comprehend the rhythm of the nursery day. To read visual timetables to understand what is happening next.

**Word reading**

Listens to and joins in with stories and poems, when reading one-to-one

Freely access books in the environment

Choose a home reading book of choice

**Letters & Sounds Phase 1**

Body Percussion

Environmental Sounds

Recognise and copy sounds, rhythm and tempo.

**What does this look like?**

Children begin to sit and listen to a story/song/rhyme at group time, joining in using actions, signs or repeated refrains Children begin to role play familiar stories or experiences

**Second milestone:**

Children take part in shared reading. They respond to the features of the story. Children engage in number rhymes with props and join in with the actions.

**Comprehension**

To use newly acquired vocabulary in play

**Word reading**

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Re-enacts and reinvents stories they have heard in their play

As children become more used to shared reading, they ask questions and make links between what happens in the story and their own experiences. Children join in with rhymes and songs e.g. repeating words or following actions. Children play with props to retell/make up their own stories.

**Letters & Sounds Phase 1**

Instrumental Sounds

Exploring body percussion and rhythm.

Explore rhyme through stories, songs and games.

Beginning to notice alliteration

**What does this look like?**

Children will be able to play out a story based on a book or a story they've heard.

**Third milestone:**

**Comprehension**

Retell stories and narratives using familiar phrases

Use and understand specific key vocabulary linked to stories and texts

**Word reading**

Recognise and read their own name

Have a selection of favourite stories and nursery rhymes

Be able to recall and discuss favourite stories and rhymes

Retell a story with a beginning, middle and end

**Letters & Sounds Phase 1**

Body Percussion

Environmental Sounds

Recognise and copy sounds, rhythm and tempo.

Instrumental Sounds

Exploring body percussion and rhythm.

Explore rhyme through stories, songs and games.

Beginning to notice alliteration

Oral blending & Segmenting

**What does this look like?**

Children will read stories independently.

Children will develop their own stories using role play.

Children will begin to write/mark make their own stories.

**Final milestone:**

Children will be able to listen and follow an oral story.

Children will have knowledge of favourite stories and rhymes, and be able to retell, knowing what happens next.

Children will know the language of traditional stories; Once upon a Time, ...and they all lived happily ever after...

Children will be able to make up their own story and represent it by drawing and writing/mark making.

Children will know core nursery rhymes by heart.