

St Paul's Reading Curriculum Nursery



Our reading curriculum at St Paul's consists of these key elements

READ IT!

In Nursery, children will be exposed to a language and story rich environment. They begin to understand that print has meaning and notice print in the environment.

UNDERSTAND IT!

Children will be exposed to a wide range of vocabulary through books which will help to improve speaking, listening and concentration.

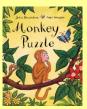


APPLY IT!

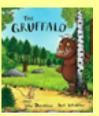
Early reading ignites creativity, sparks curiosity, and stimulates the imagination in young children through provision of a wide variety of quality literature

Children in Nursery at St Paul's will enjoy a rich and varied reading curriculum based around high quality, carefully selected texts. These books are used to develop speaking and listening skills; promote a love of reading and learning across the curriculum. Our 'Thrive' selection supports our PSHE curriculum as well as helping to develop the children's social and emotional skills whilst representing British Values and our Trust Virtues. Below details a selection of the texts used in Nursery.











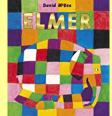












Fiction













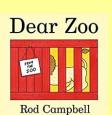










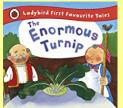










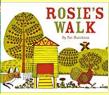












Rhyme

Poetry &

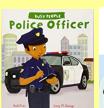










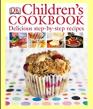
















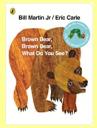




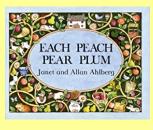












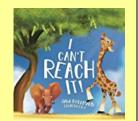


















Thrive

1. READ IT: WORD READING & FLUENCY IN Nursery

Literacy/Communication and Language including Speaking Age 3-4 expectations

- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts such as, "get your coat and wait at the door."
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Understand the five key concepts about print:
- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing
- Develop their phonological awareness, so that they can:-
- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam.'
- Develop their pronunciation but may have problems saying;
- -some sounds: r, j, th, ch and sh
 - multisyllabic words such as 'pterodactyl' 'planetarium' or 'hippopotamus.'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play, "Let's go on a bis...you sit there...!'ll be the driver."
- Engage in extended conversations about stories, learning new vocabulary.

	Stages of Reading Progression – Nursery – 3-4 years											
Understands	Enjoys Stories	Uses vocab of	Names parts of a	Develop	Develop	Oral Blending	Recognise some	Oral segmenting				
print has	and joins in	stories in	book, handles	phonological	phonological	(Fred talk)	alphabet sounds	Using their				
meaning –	rhymes/songs	extended	books correctly-	awareness –	awareness -Hears		(RWI)	alphabet sound				
Notices print in		conversations.	knows we read	Claps syllables in	and says initial			knowledge.				
the environment			top to	words/continues	letters in some							
			bottom/left to	rhyming strings	words.							
			right									

2. UNDERSTAND IT: COMPREHENSION IN NURSERY											
VOCABULARY	INFERENCE	PREDICTION	EXPLANATION	RETRIEVAL	SEQUENCE						
 Enjoy sharing books with an adult. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Reach or point to something they want while making sounds. Copy your gestures and words. Use intonation, pitch and changing volume when 'talking'. 	 Ask questions about the book. Makes comments and shares their own ideas. Understand simple instructions like "give to nanny" or "stop". 	Listen and respond to a simple instruction.	 Pay attention and respond to the pictures or the words. Recognise and point to objects if asked about them. 	 Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Develop play around favourite stories using props. Listen to simple stories. Start to say how they are feeling, using words as well as actions. 	 Repeat words and phrases from familiar stories. Sing songs and say rhymes independently, for example, singing whilst playing. 						

3. APPLY IT IN NURSERY

READING FOR PURPOSE	READING FOR PLEASURE	READING TO PERFORM		
Know that reading is enjoyable and has a purpose. Reading across the curriculum Understanding the World Talk about what they see, using a wide vocabulary. Expressive Arts and Design Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs.	We regularly read to children to develop language, comprehension and have a love for books. It is crucial for children to develop a life-long love of reading. Top 100 Recommended Reads tor Nursery & Pre-School	 Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits such as a city with different buildings and a park. Remember and sing entire songs and create their own songs or improvise a song around one they know. 		