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.

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

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

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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

Non-Fiction

- All about Families (Usborne)
- National Geographic Kids Look & Learn: All About Me
- The Usborne Big Book of Colours
- We're Going to the Dentist (big steps)
- Busy People: Firefighter
- Busy People: Police Officer
- Busy People: Doctor
- Magnets Push, Magnets Pull (David A. Adler)
- How Do Plants Grow?
- Miles Kelly First Atlas
- DK Children's Cookbook: Delicious step-by-step recipes
- Seasons
- Discovery Moo on the Farm!
- Animals and their Babies: Cats and Kittens
- DK First Facts: Bugs
- National Geographic Kids: Caterpillar to Butterfly
- National Geographic Kids: Little Kids First Big Book of Bugs
- My First Book of Planets
- Under the Sea

Poetry & Rhyme

- Brown Bear, Brown Bear, What Do You See? (Bill Martin Jr / Eric Carle)
- The Gruffalo's Child (Julia Donaldson & Axel Scheffler)
- Each Peach Pear Plum (Janet and Allan Ahlberg)
- There Was an Old Lady Who Swallowed a Fly
- We're Going on a Bear Hunt (Michael Rosen, Helen Oxenbury)

Thrive

- The Colour Monster
- Wash Your Hands! (Tony Ross)
- All Kinds of Friends
- I Can't Reach It!
- The Selfish Crocodile (Faustin Charles and Michael Terry)
- Look After Us (Rod Campbell)
- Starting School (Janet and Allan Ahlberg)

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…I'll be the driver."

- Engage in extended conversations about stories, learning new vocabulary.

Stages of Reading Progression – Nursery – 3-4 years

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

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 for 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.