

Reading time Plan –

Rationale: Daily reading is a priority at Townhill Infant and Nursery. Reading time is allocated for 15-20mins daily so children can be read to and enjoy books. In line with the Reading Framework (2023) children at Townhill will learn to decode using a SSP programme (Little Wandle) and children will expand their vocabulary by listening and talking about stories; making critical links between these to develop their vocabulary and language. Reading time will develop children's store of words because books give children the opportunity to meet words they would rarely hear or use in every day speech. Reading time will develop language comprehension – making meaning from something that is heard – because children will listen to rich and varied texts. Hearing these words then encourages reading comprehension when word meaning is derived from print. Understanding vocabulary is vital for comprehension at all stages – both reading and listening – and so far all pupils' wider learning and progress.

The main aim of storytelling during our Reading Time is to breathe life into the words, capturing the children's attention rather than simply entertaining them. Reading aloud therefore requires preparation. How to emphasize particular words, phrases and sentences needs planning, so that children understand the story as a whole. Our staff consider the following when preparing reading:

- *Voices*
- *Pauses*
- *Word meanings*
- *Asides*
- *Memorable words and phrases*
- *(further guidance appendix 4 The Reading Framework)*

We use these strategies to excite and engage children in our reading time – inspiring them to develop their language comprehension.

Our reading time books have been chosen because they elicit a strong response (curiosity/anger/excitement/laughter/empathy), they have a strong narrative, they extend children's vocabulary, they have illustrations which are engaging and reflect children from all backgrounds and cultures, they help children to connect with who they are and they help children to understand the lives of people whose experiences and perspectives may be different from their own. Children thrive on repetition, becoming more familiar with a story enables them to have greater emotional engagement which is why we have one book for the week so children can listen to it again and again.

Monday	<p>Pre teach key vocabulary – discuss meaning, show pictures (<i>pre teach any other new vocabulary – could put up on working wall</i>)</p> <p>Pre teach context e.g. if a different country or culture, discuss this and share facts and information to put the story in to context (<i>e.g. Handa’s surprise – set in Kenya, where in world is Kenya, what does Kenya look like – use google images/google maps, different animals and fruit names – do children know the fruits e.g. what is a guava, what does it look and feel like? How does it taste?!</i>)</p> <p>Discuss front cover, author and title, read blurb and discuss what we think book might be about, what words we like/what words give us clues – think aloud whilst doing this – model your thinking – does it remind us of any other books – why?</p> <p>Use key vocab and questions from your year group book corner (and the year groups before yours) to support discussions about books</p> <table border="1" data-bbox="376 517 2020 916"> <thead> <tr> <th data-bbox="376 517 759 555">Nursery</th> <th data-bbox="759 517 1180 555">Year R</th> <th data-bbox="1180 517 1601 555">Year 1</th> <th data-bbox="1601 517 2020 555">Year 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="376 555 759 916"> Book Page Front Back Character-who Story </td> <td data-bbox="759 555 1180 916"> Character Illustrator Title Author Blurb Front cover </td> <td data-bbox="1180 555 1601 916"> Fiction Non fiction Setting Prediction Theme </td> <td data-bbox="1601 555 2020 916"> Caption Glossary Label Heading Contents Inference Index Contrast Compare Sub heading </td> </tr> </tbody> </table>	Nursery	Year R	Year 1	Year 2	Book Page Front Back Character-who Story	Character Illustrator Title Author Blurb Front cover	Fiction Non fiction Setting Prediction Theme	Caption Glossary Label Heading Contents Inference Index Contrast Compare Sub heading
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Tuesday (using appendix 4 of the reading framework to support reading aloud)	<p>Recap yesterday “I do”</p> <p>Build up anticipation (<i>I am excited to read this new book, give clues about what you think it might be about, hold their eyes with yours and gain their attention. Read the title excitedly</i>)</p> <p>Model reading the book –using exciting and engaging voice – pausing at particular points (<i>decide on best place to pause to convey shock, concern to just to tease and build anticipation</i>) and thinking aloud – the language (and meaning), new words, new ideas and concepts, pausing to reflect and consider what it might mean or what might happen next, (<i>Adjust the pace to match the sense of the story – e.g. tension building. Change voices for the narrator and main characters and maintain these voices throughout reading</i>)</p> <p>Show the pictures and ensure children have enough time to look at them</p> <p>Give asides e.g. oh this isn’t a good choice because... or I wonder if XX is feeling XXX because XXX</p> <p>Model how to fill in gaps – infer</p> <ul style="list-style-type: none"> - These discussions are designed to build excitement and enjoyment and increase language comprehension 								

	<ul style="list-style-type: none"> - Emphasize memorable words and phrases (e.g. whooped, wailed) - If repetition, encourage children to join in <p>Wait for the second read to explain the words – tell the pupils what the word means, don't ask them. – use short asides to do this so it doesn't disrupt the flow of reading</p>
Wednesday	<p>Recap yesterday "We do" Re read the book – as yesterday</p> <p>Encourage children to give their own opinions on the language, allow them to think aloud about the characters/the story line, Similar conversations to yesterday but encouraging children to participate and join in – partner talk These discussions are designed to build excitement and enjoyment and increase language comprehension</p>
Thursday	<p>Recap yesterday "You do"</p> <p>As above reading the book but pose questions and get children to discuss with each other and feedback (e.g. How is Handa feeling now? What do you think about ___? Is ___ making the right choice and how do you know? What would you do if you were ___? How would you read this sentence using expression? Do you think ___ is a good or bad character? Why might we pause for effect at this point? What voice would you give this character and why? You could use role play to explore character motives (e.g. Ok wolves, Little Red is coming towards you.. what do you want? How will you get it? What are you thinking? How do you feel? What are your options? What will you do? What will you say?</p>
Friday	<p>Re read for pleasure – discuss what we enjoyed and liked, compare to other books we have read, and what we have learnt. Take favourite words and put on working wall for use in writing? Now children are familiar with language in book apply it to their own lives (e.g. <i>give definition of word in context of book and in context of children's lives e.g. everyone was startled when the balloon popped at the party</i>)</p>