

Developing a love of reading at Ludwick Nursery School



We are deeply committed to ensuring that our children become confident and capable readers. We believe that children's language and imaginative skills are developed through high quality interaction with adults, along with opportunities to engage in a rich array of books and story related activities and joining in with rhymes and songs. We teach children to tune into language through planned adult led activities which support early phonological awareness; these activities support children to tune into sounds and form the basis of phonic knowledge.

We offer a range of high quality texts in three genres: fiction, non-fiction and poems and rhymes. We also use core reading books, to further support the children in their reading development.

Our core books are books that we want the children to get to know really well during their time at Ludwick. We have carefully chosen books that are repetitive, predictable and often feature rhyme. This makes it easier for children to join in with, so that the experience of reading becomes interactive and the children begin to learn the story as they share the book. We have also selected books that foster the children's interests and help them to gain knowledge of the world around them. These will also support with the children's language development and vocabulary. Our core books are graded into two stages for our Treetops and nursery age children, however our main aim is to foster a love of books and reading at all ages.

We hope our core books will become favourite stories and the children become confident in sharing the books with their peers and adults. The children will experience the books in different ways; during planned story time, spontaneous story time, through storytelling and interactive displays and resources.

Reading at Ludwick

Our aim is for every child to develop a love of reading. We provide lots of opportunities for children to access and share books to support this. Whilst we do not formally teach children to read, we cover all of the skills required to equip beginner readers on their reading journey. Where children are working at greater depth, appropriate activities and books are offered to ensure that this skill is developed.

Daily phonics and singing

All children have daily family group sessions, where we use activities from phase one letters and sounds supported by supersonic phonics to help children develop phonological awareness. Group sessions also feature music, songs and rhymes, which also help lay the foundations for early reading skills. Singing is also used at various points throughout the day for example at transition times.

Story time

All groups have a planned daily story time. The story may link to a current interest, seasonal theme or may be a core book. Texts are chosen carefully and questioning used skilfully to ensure that children's beginning reading skills are developed.

Environmental print

Writing doesn't just appear in books. As adults we are reading throughout the day, looking at signs, labels, instructions, menus...the list is endless. Children's names are of huge personal significance to them and we use name labels on coat pegs, badges and name cards to support children to recognise their own name, some children may need a photo of themselves to help them at first as they remember and learn the letter shapes and pattern of their name. We introduce the children to environmental print as part of the children's play in all areas of the learning environment, for example having a recipe at the playdough table.

Books in the classroom

Books are used to support different areas of learning and interests, for example in the dinosaur small world area we have fiction and non-fiction books available as well as picture cards with the name and picture of the dinosaur.

School library and borrowing books

All children are gifted a school book bag and book prior to starting the school. Our school library is in our entrance area. The children are very excited to visit the library once a week with their keyworker where they choose a book to take home.

We provide each child with a reading record and we encourage parents to write in this telling us if their child has enjoyed the book and any other comments.

All of our books are organised into the following categories: Fiction, Non-fiction, Poetry and Rhymes and Core books.

Our Treetops children have their own little library area for choosing their books.

Beginning reading behaviours

The main feature of this stage is that readers are not yet able to access print independently and may not yet have awareness that the text carries meaning. They are likely to need a great deal of support with the reading demands of the classroom.

Most children have favourites that they want to share and will be able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud.

Children may join in with simple nursery rhymes, poems, songs and rhyming texts, which should be an integral part of the curriculum at this stage. They generally enjoy listening to, sharing and joining in with a range of familiar texts. They react and respond to illustrations, character and narratives through questions and imaginative play. Children at this stage know how to handle books, are aware of directionality and how print works from being read to. Some children may be engaging with other kinds of texts, e.g. print around them, digital and media texts. They may know a few core words, letter names or sounds, often of personal significance, such as names or other words, letters or sounds of interest.

Children engage with activities that develop their early phonological awareness through play with sounds, such as recognising sounds in their environment, using musical instruments and their bodies and voices to create a range of sounds.

Reading at this stage relies principally on memory of the story and a willingness to perform, interpret and invent, based on what they have heard and recall.

Older readers at this stage might have a limited experience of reading and may not choose to read for pleasure. Children at this stage are building up a repertoire of known texts to which they want to return again and again, as they are being read to and as they are developing as readers. Such readers may not yet have developed strategies to lift the words from the page. They are familiar with the storyline, the tune on the page and have a natural inclination to predict when working with memorable texts; so they become the storyteller and re-enact the text. It is this familiarisation that helps these children develop a growing awareness of what is involved in being able to do it themselves. On each occasion and over time, the children play a more active role in reading.

Hierarchy of reading skills for beginning readers 2-5 year olds

No	Criteria	Reading Skill	Core book
Beginner reading skills (pre-school and nursery age children)			
1	Can respond to familiar rhymes and stories	Decode	All
2	Can turn pages holding the book the right way up	Decode	All
3	Can handle books carefully	Decode	All
4	Can look at books independently	Decode	All
5	Can recognise familiar words and signs. <i>(e.g. their own name, advertising logos)</i>	Decode	All
6	Can gain simple meaning by using illustrations, when not yet able to read text	Deduce & Infer	All
7	Can state simple likes/ dislikes about familiar texts	Explore	All
8	Can retell an event in a story or information from a non-fiction text <i>(may only be brief)</i>	Retrieve	All
9	Can sit attentively and listen to stories <i>(at age appropriate)</i>	Decode	All
10	Shows curiosity about content in stories <i>(e.g. may begin to discuss content and answer basic questions about a story. E.g. How? Why?)</i>	Deduce & Infer	All

Definitions of reading skills simplified for beginning readers

Decode – knows that print carries meaning as spoken word

Infer- use pictures to work out meanings

Explore- explore the language of the text

Retrieve- recall / retell events

Ludwick Core Books Skills progression

Treetops Core books	Term	Other curriculum links	Key skills focus – Enjoys sharing a book with an adult
Dear Zoo	Autumn	UW- animal names	<i>Skills 1 to 4</i> Begins to join in with actions and sounds in a familiar book Repeats and uses actions and words from stories Fills in the missing word or phrase in a favourite story
Where's Spot	Autumn	Maths- (prepositions)	
5 little Ducks	Spring	Maths- (counting)	
The Train Ride	Spring		
Nursery Core Books	Term		Key skills focus- Skills 1-10 in all books
Brown Bear, Brown Bear	Autumn	UW- animal names	Repeats and joins in with words and refrains from the story Is beginning to recognise language patterns in stories Fills in the missing word or phrase in a favourite story Talks about events and characters in the story
We're Going on A Bear Hunt	Autumn	UW- natural world	
Dinosaur Roar	Autumn	L- rhyme M- opposites	Developing awareness of rhyme
Shark in the Park	Spring	L Rhyme	Is beginning to recognise language patterns in stories Developing awareness of rhyme
Happy in our skin	Autumn	PSED celebrating diversity	Developing awareness of rhyme
The very Hungry Caterpillar	Summer	UW- life cycle M- days of the week	Repeats and joins in with words and refrains from the story Is beginning to recognise language patterns in stories Fills in the missing word or phrase in a favourite story
So much	Summer	PSED celebrating diversity and family life	Repeats and joins in with words and refrains from the story Is beginning to recognise language patterns in stories
Mr Gumpy's Outing	Spring	PSED- getting along together UW- animal names and characteristics	Repeats and joins in with words and refrains from the story Talks about events and characters in the story