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**Our Reading Journey at Collingwood**

**Our reading journey in the Nursery year.**

**Our lively children are encouraged to extend their vocabulary, as they play alongside their new friends in our stimulating indoor and outdoor classroom spaces. Adults narrate their play and ask probing questions to build their knowledge of sentence structures.**

**They enjoy a rich range of stories and rhymes, deepening their understanding of syntax and narrative styles and devices. They are challenged to respond to stories with tales from their personal experiences.  Adults also encourage them to predict the development of stories using clues in the text. Sometimes children will come across special words and phrases which only occur in story books and adults will take time to explain and reinforce this higher order vocabulary. In addition, there are many opportunities for children to grow their knowledge of story structures and characters as they engage in role play and tell and retell simple narratives with small figures and other props.**

**Exposure to large copies of books encourages them to locate the text on the page and to notice detail in the illustrations. They become more aware of “reading behaviours” such as reading the text from left to right and top to bottom. As the nursery year progresses, many children begin to recognise and use language patterns and repetition to “read” along with favourite texts.  We encourage children to continue this important work at home with their families using our collection of familiar and predictable books as part of our weekly borrow a book library service. Children will also have ample opportunity to browse through the collections of information books offered across the year.**

**Many children, although not all, develop an awareness of letters and words in the environment and adults encourage this, discussing the words and letters children notice.  Role play and other areas offer opportunities for children to play with printed materials, such as information leaflets, appointment cards, labels and magazines. Some children may show an interest in copying words around them or writing other familiar words or names.  Adults will model the correct formation as they support children in this activity and encourage children to “read” back what they have written. We encourage this early interest in print as children need to grasp the power and significance of symbols in preparation for the systematic synthetic phonics programme (Read Write Inc.) of the Reception year.**

**A crucial aspect of the Nursery reading programme is a carefully structured adult- led programme of auditory awareness and language play. Children learn to distinguish between different environmental sounds and enjoy playing with instrumental sounds, body percussion and their voices. They develop a repertoire of jingles and rhymes, gradually understanding patterns in spoken language, including rhythms, alliteration and rhyming pairs. Through skilfully crafted language play opportunities, they learn to segment spoken words into constituent sounds and to blend sounds together to make words. There are ample opportunities to challenge able children in these skills towards the end of the Nursery phase. This prepares children for the systematic synthetic phonics programme which begins promptly in the Reception year.**

**Our reading journey in the Reception year**

**As soon as children enter the Reception year technical reading skills are taught rapidly and systematically by using a synthetic phonics approach so that children can tackle new words by blending sounds. Children learn how to ‘read’ the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters.  
  
The children also practise reading (and spelling) what we call ‘tricky words’, such as ‘the,’ ‘I,’ ‘to’ and ‘no’. The children practise their reading with books that match the phonics and the ‘tricky words’ they know.**

**All the literary richness of the Nursery year continues in the Reception class. The teachers read to the children daily, so they get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing. Continued opportunities to tell stories through their play make a very important contribution to their engagement as young readers.**