

ABC NURSERY POLICIES AND PROCEDURES**POLICY 22: Reading****22.1 Information for parents, guardians and primary carers:**

Your child by now will be well on his / her way to becoming literate. Research has shown that parents' contribution to their children's literacy is of paramount importance. We hope that this information leaflet will not only give you the reassurance that you are doing the right thing with your child but also give you some suggestions of how to develop their literacy skills, giving them the confidence to succeed in reading and writing when they enter school. This leaflet also defines the nursery's aims and how we approach developing literacy skills in our setting.

22.2 Our aims and philosophy:

We believe that the development of language skills is a prerequisite for becoming a competent reader and we will endeavour in the nurseries to encourage the use of language in the following ways:

- To make time to listen to children relating their own stories that will for the most part be about themselves and their families.
- To encourage the use of language by the staff's use of open-ended questioning techniques.
- To respond fully to children's questions.
- To encourage children to use language to ask questions and seek advice and to talk to one another.
- To make use of poems, stories, songs and rhymes within the daily routine.
- To give books a high profile and encourage independent use of these.
- To read fiction and non-fiction books within the daily routine at set times and also wherever possible in free play times.
- To select for nursery use books that are at an appropriate level for each child and encourage an enjoyment of books.

22.3 We believe that you should not push children into reading before they are ready and that more harm than good can result in encouraging children to read when they have not developed strategies that can take them beyond simple word recognition within the text.**22.4 Children need to have a good grasp of phonic sounds to be able to predict words and also understand and predict what comes next in sentences. They also need a basic concept of grammar.****22.5 We believe that reading & shared reading should be a pleasurable experience for the child.****22.6 We will not pressurise a child to read when he / she does not want to.**

22.7 Once children have settled into the nursery we organise a library book system where parents can change books as many times as they wish to and take these home to share with their child. Research has shown that one of the major factors that contribute to children's later success at reading is access to books at home and sharing books frequently with parents. It is for this reason that we encourage this library system.

- We have a good selection of both non-fiction and fiction books that are accessible at all times.
- We have a wide range of Big Books that are regularly used in the nursery. We encourage children to join in with the repetitive text, pointing out text, questioning to enhance recall and prediction of text.
- Included in the selection of big books is a selection of Oxford Reading Tree Big Books. This enables children to become familiar with the characters and provides a firm foundation for when they start reading at school using this scheme as many schools do.
- We also introduce phonic sounds in an enjoyable and practical way using a wide range of different materials and techniques.
- We have a good selection of books that can be used as 'Shared Reading Books' with simple, repetitive text that children can attempt to read and so become confident in their first stages of independent reading.
- We want to put strategies in place that will make the children competent readers when they are ready to read rather than put pressure on them to read at pre-school level.
- If children are competent and keen to read we will not hold them back and will have a close liaison with parents to share in their reading and progress.

22.8 Ways that you can help your child:

- Place a selection of books in the home where children can use them freely at all times.
- Make bed time a special one-to-one book sharing and story telling time.
- Read around the text, relating it to your child's experiences, questioning and encouraging the use of language. If your child initiates conversation, respond fully to their questions.
- Encourage your child to choose, hold and turn the pages of the book so that he /she becomes familiar with the 'route' through a book. If possible follow the text from left to right with your finger and when your child becomes confident let him/her do this unaided.
- Encourage the child to 'read' the book to you if he/she wishes to.
- Discuss the pictures as you read so that your child can make the link between the graphics and the content of the text.
- There may be a few 'key words' in the text and you may wish to make word cards that your child can find when they get to the same word in the book. Keep these inside the book for future reference and to enable your child to look at them independently.

- Try to make time for social talk such as at mealtimes when children can talk about their daily experiences telling you their own stories.
- Please note that some children may prefer to look at non-fiction rather than fiction books so have a selection of both in your home.
- Finally do not put any pressure on your child. Learning to read and sharing books should be a pleasurable experience.

22.9 Print awareness: Children become aware of print in the environment from an early age. Often this type of print is the first that they will read. Encouragement will help them on the path to reading smaller print from text in books. Examples of ways you can help your child are as follows:

- Point out and reinforce print around us e.g.: banks, petrol stations, shops, cafes, cereal boxes.
- Reinforce that writing is a useful tool e.g.: let your child join in the activity of writing letters, cards, shopping lists etc. even though this may appear scribble to you.
- If birthday cards, post cards or letters arrive, read them with your child so that they can become involved.
- Have a little post box in the corner of the room and writing implements at hand so they can write their own letters and post cards and post these to family members.
- Give your child the freedom to use paper and pencils at home at all times to allow them to 'mark' and experiment in their emergent writing.

22.10 If there is anything that you wish to discuss regarding reading, please feel free to approach one of the management team and they will be happy to respond to your questions.