**Our Reading Offer in the EYFS**

**Context**

Our curriculum is built on our fundamental belief that rhymes, stories and literature are crucial in ensuring positive outcomes for our children. We know that our setting is in an area of high deprivation and many children do not have access to books and that our parents may not have the means or understanding that this is important for children’s development.

**Implementation**

Therefore, we plan key rhymes, stories and texts throughout the year to match the needs of our children and ensure that they know and remember a bank of literature to build on as they move into year 1.

We are also adaptive and use songs, rhymes and stories which we have not planned into the long-term overview due to children’s interests or emerging needs.

***In Nursery*** *children listen to and read with an adult in small groups at least three times a week. Our aspirational target is for this to happen every day.*

***In Reception*** *an adult plays in the book corner every day at 8:30am. They target children who are in need of higher amounts of adult interaction and do not read at home.*

***In Year 1*** *children*

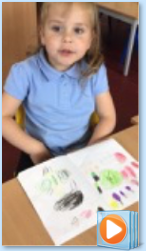
Staff use the key texts in the long term overview to plan experiences in carpet sessions, continuous provision and small group activities. Staff also plan a daily story time, sometimes, with different stories as the focus. Staff plan a daily nursery rhyme session using the rhymes from the long term overview and others. Staff take as much time as needed to embed the rhyme/ story based on the children’s needs. They return to rhymes children have been previously taught in order to ensure these are not forgotten. They ensure the pace is matched to children’s abilities but that children are also challenged sufficiently.

**Parents** are encouraged to read with their child every day. We support them to do this by ensuring all children in the EYFS take home a book that their parent can read to them.

We share the focus text and rhymes we are using on Seesaw, the online platform we use. In this way parents can support their children’s recall and understanding of what is being taught in school. They also see how the adult models reading to children in an engaging and developmentally appropriate way.

**The Journey through Rhymes and Stories at Sir Alexander Fleming Primary School**





**Talk > Mark-making > Writing**

**Children are immersed in a rhyme or story.**

**Adults lead retelling the text in a range of ways, such as with props, role-play, small world, powerpoints, other versions, story songs, story spoons, story journey.**

Increased challenge through . . .

* Children recalling significant and less significant details.

**Children retell the key text in a variety of ways. Including Helicopter Stories.**

Increased challenge through . . .

* The detail being used depending on children’s stage of development.
* Open ended resources which involve the child knowing the text very well and engaging in symbolic play.

**Adults plan activities in other areas to develop understanding of the focus text.**

**For example, creating incey wincey spider in the malleable area or using a ladle (from Aiken Drum) to share out soup on the fire at forest school.**

**Other books may be used at this stage to enable children to make connections, compare, apply and research concepts in the key texts.**

Increased challenge through . . .

* The type of activity
* Adults targeting questioning

matched to children’s needs

**Children are encouraged to make marks inspired by the key text.**

Increased challenge through . . .

* The type of mark-making; a mark to represent a sound in the text , to the retrieval of a character, progressing to the sequence of events.
* Use of writing to label, describe the marks.

**Adults model innovating the text.**

**For example,**

Increased challenge through . . .

* The adult providing the innovation, the children describing the new ideas.
* Children making connections between the innovation and the original text.

**Children attempt to innovate a text, initially verbally.**

Increased challenge through . . .

* The number of innovations taking place.
* The type of innovation – a character progressing to a key piece of the plot!
* Beginning to mark-make and then write an innovation!

**Children listen to the rhyme of story read by an adult.**

Increased challenge through . . .

* Targeted questioning
* Types of questioning linked to rainbow reader domains – retrieval being easier and inference more difficult.
* The ways in which children join in; through eye-pointing, actions and words.

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| Yr N | Autumn  Access to high quality texts in a holistic way through adult-directed activities and enhancements in provision.  We are flexible and change our book choices and planning due to the children’s interests/ new inspirations.  Some of these books are in our Reading Spine. |
|  | Theme  U is for Unique |
|  | Wee Willie Winkie | Thoth God of Knowledge | FlickrMs Freshnet teaches early years kids in North London and a… | FlickrPoetry/ Nursery Rhymes    Old MacDonald Had a Farm • Nursery Rhymes Song with Lyrics • Animated  Cartoon for Kids - YouTube |
| The Gingerbread Man (Picture Books): Amazon.co.uk: Lesley Sims:  9781409531661: BooksOwl Babies: 1: Amazon.co.uk: Waddell, Martin, Benson, Patrick:  8601300416243: BooksOnce There Were Giants : Waddell, Martin, Dale, Penny: Amazon.co.uk: Books Fiction |
| Non-fiction |
| Yr N | Spring  Access to high quality texts in a holistic way through adult-directed activities and enhancements in provision.  We are flexible and change our book choices and planning due to the children’s interests/ new inspirations.  Some of these books are in our Reading Spine. |
|  | Theme  C is for Community |
|  | Poetry/ rhymes and songs following possible themes  Let&#39;s Go To The Zoo Lyrics Poster - Super SimpleWe&#39;re Going to the Zoo Song | FREE Video Song &amp; Lyrics | Zoo songs, Zoo  lessons, Zoo preschool  Three blind mice - BBC Teach |
| The Tale of Peter Rabbit Picture Book - British Library Online ShopThe Runaway Pancake by Ben WilliamsDear Zoo Lift the Flap by Rod Campbell | WaterstonesWe&#39;re Going on a Bear Hunt: 1 (CBH Children / Picture Books) : Rosen,  Michael, Oxenbury, Helen: Amazon.co.uk: BooksThe Gruffalo&#39;s Child: Amazon.co.uk: Donaldson, Julia, Scheffler, Axel:  9780142407547: BooksBrown Bear, Brown Bear, What Do You See? : Bill Martin Jr., Eric Carle:  Amazon.co.uk: BooksPossible Fiction |
| Discovery World Stage A Seasons Big Book: Amazon.co.uk: Hughes, Monica:  9780435097769: BooksLittle Kids First Big Book of Animals (National Geographic Kids):  Amazon.co.uk: Catherine D. Hughes: 9781426307041: BooksPossible Non-fiction  Me on the Map (Dragonfly Books): Amazon.co.uk: Sweeney, Joan, Cable,  Annette: 9780517885574: Books |

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| Yr N | Summer  Access to high quality texts in a holistic way through adult-directed activities and enhancements in provision.  We are flexible and change our book choices and planning due to the children’s interests/ new inspirations.  Some of these books are in our Reading Spine. |
|  | Theme  A is for Alive |
|  | Poetry/ rhymes and songs following possible themes  5 Little Speckled Frogs (Song Sounds): Amazon.co.uk: IglooBooks (IGLXO):  9781786706478: Books  Wiggly Woo - BBC Teach |
| Jasper's Beanstalk : Butterworth, Nick, Inkpen, Mick: Amazon.co.uk: BooksSuperworm : Donaldson, Julia, Scheffler, Axel: Amazon.co.uk: BooksThe Very Hungry Caterpillar [Board Book]: Eric Carle : Carle, Eric, Carle,  Eric: Amazon.co.uk: BooksThe Frog Prince (Usborne Young Reading) by Susanna Davidson | GoodreadsShark In The Park : Sharratt, Nick, Sharratt, Nick: Amazon.co.uk: BooksTitch by Pat HutchinsPossible Fiction |
| Possible Non-fiction  The Life Cycle of a Frog Children's Book by Bobbie Kalman | Discover  Children's Books, Audiobooks, Videos & More on EpicBroad Bean (Stopwatch Books): Amazon.co.uk: Watts, Barrie, Back, Christine:  9780713634952: Books |

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| Yr R | Autumn  Access to high quality texts in a holistic way through adult-directed activities and enhancements in provision.  We are flexible and change our book choices and planning due to the children’s interests/ new inspirations.  Some of these books are in our Reading Spine. |
|  | Theme  U is for Unique |
|  | Pin on DessertsPoetry/ rhymes and songs following possible themes  Three blind mice - BBC Teach |
| Possible Fiction |
| Possible Non-fiction  Then and Now Big Book. |

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| Yr R | Spring  Access to high quality texts in a holistic way through adult-directed activities and enhancements in provision.  We are flexible and change our book choices and planning due to the children’s interests/ new inspirations.  Some of these books are in our Reading Spine. |
|  | Theme  C is for Community |
|  | Poetry/ rhymes and songs following possible themes |
| Possible Fiction |
| Possible Non-fiction |

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| Yr R | Summer  Access to high quality texts in a holistic way through adult-directed activities and enhancements in provision.  We are flexible and change our book choices and planning due to the children’s interests/ new inspirations.  Some of these books are in our Reading Spine. |
|  | Theme  A is for Alive |
|  | Poetry/ rhymes and songs following possible themes    Humorous tongue twisters. |
| Possible Fiction |
| Possible Non-fiction |