

A reading rich curriculum

We are passionate about books and aim to inspire lifelong readers. In EYFS, we choose texts which are rich in exposure to tier 2 vocabulary, including texts which promote the use of rhythm, repetition and sometimes rhyme, and which inspire children's imagination. We know that repeated exposure to these core texts allow children to practice developing language skills as they retell and engage with them in whole class lessons where adults read them and make characters and settings come alive, through to engagement in the stories through play in provision. We believe that deepening learning takes place when children return to these high-quality texts, so plan to introduce them in nursery and then revisit them in FS2 in a deeper way, strengthening comprehension. Children develop language and comprehension skills as they learn to recite these stories from memory. We combine 'golden and old' and 'new and bold' stories so that they are exposed to a wide range of texts and choose stories that we believe are worth reading and re-reading.

When we read the stories, we help children to get to know the story very well: the characters, settings, plot. We also identify several vocabulary words from the stories that children would not ordinarily be exposed to (tier 2 vocabulary words), such as stumble, squelch, tiptoe, swirling in 'We're going on a Bear Hunt', for example. We talk about these words with children and use them frequently in provision, so that they practice using them in speech. Children's understanding of these words is then developed in the context of their own everyday lives.

Examples of golden and old and new and bold stories we read to children include:

We're Going on a Bear Hunt
Goldilocks and the Three Bears
The Three Little Pigs

The Colour Monster
Jack and the Beanstalk
The Owl who was afraid of the dark

The Gruffalo
Where the Wild Things Are

One Snowy Night
Owl Babies
The Little Red Hen

Communication, Language and Reading Curriculum Overview

Nursery						
Statutory Framework	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Key Skills F1	Physical: To speak audibly so they can be heard and understood. To use gestures to support meaning in play. Linguistic: To use talk in play to practice new vocabulary. Cognitive To make relevant contributions and ask questions. To describe events that have happened to them. Social and emotional: To look at someone who is speaking to them. To begin take turns to speak when talking to someone.					
	Nursery Autumn 1	Nursery Autumn 2	Nursery Spring 1	Nursery Spring 2	Nursery Summer 1	Nursery Summer 2
Connections and Context	Starting nursery Autumn	Celebrations: Christmas, Bonfire Night, Diwali. Woodland/ forests	Starting nursery Winter Chinese New Year	Easter Shrove Tuesday Spring	Transport	Transitions Summer time
Key Experiences	Goldilocks 4 th birthday party Making and eating porridge	Nativity Songs and concert. Recreating 'We're Going on a Bear Hunt' outdoors, small world, role play. Forest schools	Bring a pet to school.	Trip to farm/butterfly house(spring1 or 2) Life cycles of caterpillars and chicks	Forest schools Going on a picnic	Trip to Cleethorpes
Key Texts, Poems, Songs	(I'm a little tea pot) S4T - Goldilocks and the three bears. The Very Busy Spider Peace at last	(Rainbow Song) S4T - We're going on a bear hunt. Brown Bear, Brown Bear, what do you See? The big hungry bear Stick man	(Oh McDonald had a farm) S4T - Have you got my purr? Squash and a squeeze Dora's eggs	(Tiny caterpillar on a leaf) S4T - The Very Hungry Caterpillar Monkey Puzzle Tadpoles promise	(Wheels on the bus) S4T - We All Go Travelling by The train ride Duck in the truck We're all going on a picnic	(A Big Green Crocodile - Jane Newberry) S4T - The Washing Line Walking through the jungle Simons socks Fox's Socks
Intended learning (progressive and spiral):	Awareness of good looking, good listening. Listens for sounds in the environment. Listen to and remember a short story.	Continue with Autumn 1 intentions plus: Learn to act out a familiar story (We're Going on a Bear Hunt).	Continue with Autumn intentions plus: Developing awareness of story-structure.	Continue with Autumn and Spring 1 intentions plus:	Continue with Autumn and Spring intentions plus:	Continue with all the skills learnt so far. Know some vocabulary linked to transitions.

<p>Listening Attention</p> <p>Speaking</p>	<p>Suggest changes to known rhymes (Twinkle Twinkle little bat).</p> <p>Learn and join in with simple rhymes and poems. Identify colours. Explain something in simple words, e.g. 'I am happy'.</p>	<p>Identifies sounds in the environment. Knows skills for conversation (e.g. looks at other person). Listen for pretend sounds. Begins to hear and suggest rhymes. Learns how to play memory games (e.g. I went to the shops). Shows an interest in listening for initial sounds. Follows instructions without visual clue. Introduced to thinking e.g. I wonder, what if, I have an idea. Turn taking games.</p> <p>Knows some vocabulary related to Celebrations/ Christmas/ Winter.</p>	<p>Makes up alliterative jingles in play. Is able to remember a sequence of objects.</p> <p>Starting to ask questions. Starting to use creative thinking skills. Blends simple words by copying an adult. Retells a known story orally. Knows some vocabulary related to Winter.</p>	<p>Makes plans and describes them to others. Knows some vocabulary related to Spring and growing.</p>	<p>Knows some vocabulary related to summer. Orally segments simple words by copying and adult. Suggests a word to rhyme with a given word. Beginning to use 'because' when comparing/ explaining.</p>	
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