

Early Reading

Our belief

Little Acorns recognises that we have an important role in preparing our children to be readers and we acknowledge that a child's confidence in accessing a book, their ability to retell and imagine story lines, being able to chant at least 4 nursery rhymes alongside a strong phonic foundation is a good indicator of future literacy success. Therefore, we structure our day, and plan our curriculum resources, to ensure that we are engaging our children from the earliest opportunity in frequent, high quality pre-literacy activities.

Books

We encourage a love of books and reading by providing a rich range of texts for the children to share with staff and peers and to access individually.

'Hear and share' with an adult:

We have carefully selected books to read to the children that help them to behave like readers. Our 'hear and share' selection purposefully includes:

- memorable texts that feature repetition, rhythm and rhyme and encourage prediction,
- books with strong story shapes and structures,
- books with supportive illustrations,
- familiar and unfamiliar books.

We plan for twice daily story telling sessions and encourage our children to listen carefully to the stories and talk about the characters and story plot.

We provide story retelling resources and props for the weekly 'hear and share' books so that our children can use their imagination alongside the growing confidence with the known story line to retell and re-enact story plots, character speech and alternative endings.

Independent selection

Our reading book collection has been designed to give our children independent access to a wider range of titles, authors and genres that are important in their journey as an early reader. We include books that:

- use language in lively, inventive ways
- are written by experienced children's writers and illustrators
- are traditional and contemporary 'classics' of children's literature
- stories with different cultural settings

Non-Fiction

A core offer of selected books is accessible to our children each term to further their curiosity and develop their understanding of the world in which we live. The non-fiction

books are developmentally appropriate for our children and they can access the non-fiction books independently.

Nursery Rhymes.

We acknowledge that a large body of research has indicated that a child's ability to recite nursery rhymes at the age of 4 is linked to their future literacy ability. We have compiled a core list of 10 nursery rhymes that we share with the children .

Teaching of reading

We teach specific early reading skills through twice weekly small 'adult led' session which focus on environmental sounds, rhythm, and oral blending rather than letters and written phonics.

- Environmental Sounds – Children listen to and identify sounds in their surroundings, such as birds, traffic, or appliances.
- Instrumental Sounds – Exploring how different instruments and objects make sounds.
- Body Percussion – Using claps, stamps, and other body movements to create rhythm.
- Rhythm and Rhyme – Listening to and joining in with rhymes, songs, and rhythmic activities.
- Alliteration – Recognising and playing with sounds at the start of words.
- Oral Blending and Segmenting – Hearing sounds in words and practicing blending them orally to form words.