"A nurturing environment where we all learn and aspire together"

"To be the best we can"
The United Nations Convention of Rights of the Child (CRC) is at the heart of our schools planning, policies, practice and ethos. As we work towards becoming a Rights Respecting school as we not only teach about children’s rights, but also model rights and respect in all relationships. Linked to articles 3, 19, 32, 33 (CRC).

The classroom environment will provide an atmosphere of sharing, in particular with books, stories, songs and tapes. This sharing environment will also encourage children to develop the confidence to pick up books independently and share them with other members of the class.

**Early Years experience will:**

a) Include daily story time sessions, and English and phonics in Nursery/Reception, using familiar books, new books, fiction and non-fiction, rhymes, songs, poems and traditional stories from a variety of cultures.

b) Share by example, the pleasure and purposes of reading (modelling).

c) Ensure that children are given ample time (as individuals or in small groups) to use books as a recreational activity.

d) Promote group reading, providing opportunities for joint discussion and interpretation of texts (Guided reading in Reception).

e) Give guidance to children in thinking about and interacting with the text they have listened to or read for themselves, providing opportunities for discussion with teachers, parents and other children including repetition, recall of plots and other known material.

f) Encourage skills such as:

- How to handle and use books.
- Differentiation between pictures and text.
- Recall and anticipation.
- Use of initial sounds.
- Following text from left to right.
- Recognition of key words e.g. own names, and slogans, moving on to reading sentences.
- Using books for information.
g) Clarify the relationship between reading and writing by encouraging children to read back their own writing, scribing for children and reading back, listening and encouraging as children read and re-read text initiated by them e.g. labels, instructions, stories etc.

h) Encourage parents and children to share books together at home and in the Early Years library in school (taking books home), including parent workshops.

i) Ensure that children's individual ethnic and cultural and gender differences are reflected positively.

j) Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books.

k) Provide repetition and chanting of familiar stories and nursery rhymes (Pie Corbett).

Provision will include:

- A welcoming and attractive book area where all books are easily accessible to the children (both indoors and out).

- A full range of books, including fiction and non-fiction, big books, picture books, flap books etc. When choosing books criteria should include:
  - Is it interesting?
  - Does it provide opportunities to enrich the language and experience of the child?
  - Does it portray stereotypical images?
  - Does it portray positive images?
  - Is it suitable for the age range?
  - Are the illustrations relevant to the text and of high quality?

- A daily phonics session in Nursery and Reception.

- A daily English and guided reading lesson in Reception (groups)

- Display reflecting the RWInc synthetic phonics program to support children to learn phonics and blend to read.

- A collection of books the children have made themselves

- RWInc resources (levelled reading books Reception)

- Clearly labelled and meaningful displays with dual language evident where possible.

- Name cards, word banks, alphabets, and general writing resources (see writing policy).

- Teacher and adult time, making occasions available for literacy.

- 'Incidentals' incorporated into role play situations e.g. lists, letters, directions, signs, instructions, magazines, diaries, directories etc.

- A variety of books, posters etc. reflecting differences in language, race, culture, class and gender positively (including dual text books).

- Jigsaws and picture games, i.e. lotto
• Interactive Whiteboard, and computers showing both nursery rhymes, stories and reading games.

• iPads to promote independent reading (app’s) in Reception.

The provider should anticipate and make use of all opportunities to promote reading across all areas of the Early Years Curriculum.