



CAIRNDOW COMMUNITY CHILDCARE LTD policy no.15

Early Reading Policy

This policy was drawn up in consultation with *committee and staff* of Cairndow Community Childcare Ltd.

Rationale

“Children should be encouraged to develop an enthusiasm for stories by hearing wonderful stories and rhymes, by re-telling familiar stories, by browsing through books together and by using them to find interesting information.”

(Curriculum Framework for Children 3-5)

This policy has been produced to support and develop an environment that will foster a lifelong love of books and reading.

Aims

To enable the children

- to have fun with language and making stories
- to listen with enjoyment and respond to stories, songs, music and rhymes
- to realise that books can be used to find interesting information
- to understand some of the language and layout of books
- to recognise the link between the written and the spoken word

Creating a Reading Environment

To create a reading environment we aim to promote positive attitudes to reading by:

Involving the children in:

- selecting the books thus familiarising themselves with the books available
- organising the books
- designing the book area/corner and making displays which will encourage them to take more of an interest in books and will help them to use the area independently and effectively
- making books for the book corner
- discussing which books are the most popular
- discussing which books they read at home creating contexts for children to think about books in different ways
- discussing which books they would like to see more of which will make them feel that the books belong to them and so will take more responsibility for them.

Creating attractive spaces for reading by ensuring:

- the area is comfortable with carpeting and appropriate seating e.g. soft chairs, cushions, bean bags
- the books are displayed well with easy access and low shelving or low trolleys
- the front covers of the books are on display
- the area is separated off in some way using dividers, units or shelving
- the area is attractive and welcoming with children's art work displayed, book posters and enough room for reading and sharing books
- there are small, quiet spaces for individual reading

Using the following criteria for the selection of high quality resources:

- is the book jacket eye catching and attractively produced?
- is it visually stimulating?
- are there appropriate illustrations that immediately capture a reader's interest and imagination and reflect the accompanying text?
- do they represent a multicultural society?
- do they show positive images of characters?
- are they suited to the intended age range?
- is it an appropriate size and shape?
- are they robust and practical?
- is it safe? (some spiral bound books are dangerous for young children)
- is the typeface clear and easy to read with correct use made of upper and lower case letters?
- are the letters correctly represented in infant style font for beginning readers?
- will the story stimulate enjoyment and interest?
- is the story comprehensible and relevant to the audience?
- is there a good balance of text and illustrations?
- is the book good for storytelling or more suited for use on a one-to-one basis?

Developing literacy activities through play by:

- creating a rich environment with appropriate resources to develop children's curiosity in literacy
- using regular short periods of time to develop particular aspects of learning with small groups of children
- use a variety of teaching strategies with individuals and groups to develop children's awareness of literacy
- help children to develop talking, listening, reading and writing and help them to understand the connections
- act as role models for children in terms of literacy
- ensure literacy experiences are meaningful to children
- ensure there are appropriate examples of both functional and environmental print, in the form of labels and posters, on display in the playroom, to encourage children to integrate them in their own initiated play

- monitor children's progress and build on their starting points
- observe children in order to support and extend their learning about literacy
- take account of individual patterns of learning and stages of development
- provide particular support for children with additional needs
- provide support for children for whom English is an additional language
- develop liaison with other professionals to ensure a collaborative approach
- involve parents as partners

Involving parents as partners

We aim to ensure parents are aware of how to help develop and reinforce children's skills at home and take an active role in their learning by:

- regular communication regarding their children's progress and stage of development
- ensuring written information, in the form of parent guides, on developing skills in all aspects of communication and language are available
- organising parent workshops, where possible, on specific aspects of developing communication and language in young children
- the introduction of a lending library for appropriate books to encourage both children and parents to see reading as an enjoyable and profitable pastime
- the introduction of storybags to encourage parents to develop literacy skills in their children through the medium of play

Monitoring and Review

It is the responsibility of the Head of Centre along with the staff to monitor, evaluate and review the above policy and to adjust it according to need.