



Key guidance: Foundations for a Love of Reading

Research has demonstrated that children's attitude towards reading is one of the strongest predictors of their later academic and life success (OECD, 2002).

Little Wandle Letters and Sounds Revised is a complete early reading programme. We recognise that high-quality phonics provision is essential for developing life-long readers and have created Foundations for phonics materials to support you in preparing children for phonics teaching in Reception. We also recognise the importance of children in Nursery developing a love of reading.

The Foundations for a Love of Reading guidance, resources and planning are intended to support you in fostering a strong Reading for Pleasure culture in your Early Years setting, while developing children's language.

We have provided you with Love of Reading book plans for a range of high-quality books. Our suggestion is that you spread them out throughout the year, perhaps starting off with one book per half term. It is important you read each story yourself, before introducing them to your class. We have also provided a blank planning grid, so that you can plan your own units using this guidance for support.

Within each Love of Reading book plan you will find:

- **Multiple opportunities to read and engage with the text.** It is important that children have repeated experiences of high-quality texts. We also advise that a copy of each text is popped into your classroom reading area, so children have opportunities to engage and enjoy the text independently.
- **Language development opportunities.** We have carefully considered the opportunities for language development offered by each book. We have pulled out key verbs and nouns for you to explore with the children. These are noted on the book plans, but you do not need to introduce children to the language of 'verbs' and 'nouns' at this stage!
- **Connect to the book.** We have planned opportunities for children to connect to the book through **nursery rhymes, action songs, poems and songs** that link to the text. This will provide opportunities for children to develop a rich repertoire of these rhymes and songs, which will support language development and enjoyment.

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- **Opportunities to explore the sensory aspects of the texts.** We have included activities, linked to each book, for children to engage with their senses.
 - **Ideas for involving parents and carers.** We know that engaging parents and carers in their child's reading journey is key to their success. By providing ideas to support their engagement, we can ensure that families are also supporting children to enjoy engaging with books and love reading.
 - **Linked texts**, including books written or illustrated by the same book creators and related non-fiction texts and poetry. We would encourage you to display a photograph of the book's author/illustrator in your classroom reading area, alongside pictures of other texts they have created.

To support you in using our Love of Reading book plans and resources, we have created videos which exemplify the plan for *Where's Lenny?* by Ken Wilson-Max (Alanna Max, 2019).

Sharing stories and poems

Research shows that children benefit from daily sharing of high-quality stories and poems from a young age: they learn language faster, enter school with a larger vocabulary and become more successful readers (Mol et al., 2008).

From the start of Nursery, children should have lots of opportunities to engage with books that fire their imagination and interest, as well as immerse them in language they would not otherwise be exposed to. They should also be provided with a range of high-quality books to choose and read (in their own words), as well as to share with an adult.

Children will benefit from reading both as part of a class or key group and also one-to-one with an adult.

Further information about sharing stories and poems with children can be found in the Everybody read! section of the Little Wandle website.

Effective ways of sharing books and poems

- Use a balance of reading styles. Research suggests that the most effective styles are:
 - dialogic – where the children are active participants in the reading (rather than just reading being read to) and where they are talking about and around the book (rather than just focusing on the text)
 - pause reading – where the practitioner pauses and encourages the children to talk (Colmar, 2014)
 - use of props or objects – particularly effective for children with low levels of language (Wasik and Bond, 2001)
 - use of elaborative reminiscing – where the practitioner and children relate events in the story to events in the children's life (Reece et al., 2010).

It is important that, over time, children have a balance of these styles of sharing a story, even though children with language impairments seem to benefit less from the dialogic style and more from the simpler styles of pause reading and use of props or objects (cf. Mol et al., 2008).

- Use high-quality books that provide children with a range of new vocabulary and develop a love of books and reading.
- Build anticipation – provide children with snippets of information about the book before you read.
- Share your passion and enthusiasm when reading – discuss your favourite books so that children can develop their own passions and enthusiasms.
- Read the book yourself, before reading it to the children, to ensure you can develop interest and draw out new and interesting vocabulary.
- Encourage the children to join in with repeated refrains (such as ‘Run, run, as fast as you can, you can’t catch me, I’m the gingerbread man’).
- Use different voices for different characters, to spark interest and imagination.
- Trigger the children’s curiosity and invite their participation by ‘wondering aloud’ (for example, say: *I wonder why that happened? I think that means...*)
- Read stories over and over again. Hearing words repeated is crucial to children learning new language.
- Select books that reflect the children you are sharing stories with.

Learning nursery rhymes and action rhymes

Singing a range of nursery rhymes and action rhymes must be part of the daily routine. Children need to experience a rich repertoire of nursery rhymes and action rhymes that include multi-sensory experiences, such as action rhymes in which children have to add claps, knee pats or foot stamps, or move in a particular way. They need to build a stock of rhymes through hearing them in different contexts.

To share nursery rhymes and action rhymes in an effective way:

- Use a wide range of nursery rhymes and action rhymes.
- Repeat these often, so that children learn the words and actions for themselves.
- Use actions and clapping.
- Use different voices and sound effects.