A drawing of a house

Description automatically generated with low confidence

**The Intent, Implementation, and Impact of our curriculum.**

We believe that reading and singing with the children is vitally important. It helps children to develop a love of reading and the ability to understand the content of a wide variety of stories, rhymes, poetry, and factual books.  We firmly believe that reading is fundamental to a child’s understanding of the world around them. It is our aim that the children develop a life-long love of books, rhymes, stories and reading. Our intent is to offer the children opportunities for independent reading and hearing quality texts that are read aloud every day. We believe that literature is a key component to motivating children to read and embed within them a love of literature.

Our curriculum is delivered through a combined approach of shared and guided reading, reading at home, reading to peers and teachers, reading across the broad curriculum and singing rhymes and songs. The children will be encouraged to take books home from our lending library to develop a home to preschool link that further fosters a love of reading. Every term we intend to send home a song sheet that reflects the topic. The home link is vitally important, as the children learn new songs, rhymes, and stories their vocabulary will become further enriched and embedded into their daily lives.

The books, poems, rhymes, stories, and songs we engage with reflect the children’s interests, it is our intent to build on the vocabulary the children already know, whilst introducing a rich, vibrant new vocabulary of through these rhymes, and stories. All these combined are essential elements as they offer the range of opportunities children need to develop into fluent, enthusiastic, and critical readers.  As we read the children will develop an understanding of the relationship between the spoken and written word. Reading is at the very heart of our curriculum, it introduces the children to new words and concepts, wonderfully exciting worlds, as well as developing an understanding of the world around them and expanding their cultural experience.

**Intent**

To begin to develop a lifelong enjoyment of reading by offering our children a range of different genres, books, authors, and illustrators covering many different topics and interests.

To learn new words and understand their meaning.

To become curious leaners who go on to read confidently and independently in the future.

To enable children to understand the meaning of what is read to them be able to respond to it and explain their answers.

For the children to be familiar with songs and stories, including nursery rhymes, stories from other cultures and traditional fairy tales.

To begin to appreciate of the work of a variety of authors, poets, and illustrators.

**Implementation**

To provide an environment that is rich in pictures, words, and literature.

To provide a comfortable area indoors and outdoors to sit and read.

To model an enjoyment of reading to the children at least once a day

To sing with the children every day, introducing new rhymes and letting them choose their favourites to sing during group times.

To learn fun nonsense rhymes, words and poems.

To provide 4 topic-based nursery rhymes per half term, these will be sung at preschool and given to parents sing at home with their children.

To provide all children with the opportunity to look at favourite story books after lunch (independent reading or with friends).

To provide a wide variety of books, and update our collection of books, stories, and rhymes in line with their interest.

To deliver adult and child led activities that use stories and literature as a starting point.

To use props and resources that match the children’s interests, stories, rhymes, and topics.

To plan opportunities for reading across the seven areas of learning.

To ensure all the children and children with SEND have their progress closely monitored and evaluated, this is in order that all children can reach (and exceed) their full potential.

**Impact**

As children engage in rhymes, stories, and literature they will rapidly earn more vocabulary, this growth is directly related to school achievements and improved life chances.

The size of a child’s vocabulary in the early years predicts the ability to learn to read.

The vocabulary children learn helps them to understand and learn about the world around them.

By expanding a child’s knowledge of words, we provide them with an understanding of how to access new information.

As children learn to read by themselves, they develop increased confidence, resilience, and independence in their own abilities, they will potentially become lifelong readers.

Children that have a love of reading will develop preferences on what type of genre or topic they like to read.

Words are powerful things. They are the keys we all use to unlock meaning, allowing us to understand new information and ideas. They are the tools we use to construct and share our own thoughts, giving us a voice. Reading leads to new words, reading fluency improves reading comprehension, then later helps children to decode words.

Children that are read to daily, up to five years of age on average know around 296,660 words, compared to children that are never read to, where they have an estimated 4,662 word. Therefore, by reading to the children we are increasing their cultural capital and cognitive development.

Nonsense poems will help children develop vocabulary and phonological awareness skills. Nonsense words in poems, rhymes and songs will help with learning syllables. By breaking words down into smaller parts, we are reinforcing syllables – an essential piece to phonological awareness. Again, in the continuum of reading, children will not be able to be fluent readers until phonological skills are mastered. Nonsense words later go on to help children in reception and tear one to decode real words from made up words.

As the children unlock meanings to words it will allow them to understand new information and ideas. These are the tools children will use to construct and share their own thoughts, giving them a voice.

Reading leads to new words, reading fluency improves reading comprehension, then later helps children to decode words.

Through songs, rhymes and refrains children will strengthen their tongues and lips which will lead to clearer speaking and extended vocabulary.

As children learn songs, refrains, and rhymes they will develop auditory skills such as discriminating between sounds and developing the ear for the music of words. They will also assist with the articulation of words, modulate voices (practicing pitch, volume, and inflection) and enunciate clearly by saying them over and over without fear of criticism.

Songs and rhymes will improve the children’s cognitive development. The repetition of rhymes and stories is essential for the brain to remember as teaches a child how language works and improves memory development, concentration, spatial intelligence and thinking skills. Because verses are made up of patterns, they are easy first memorization pieces for a child in the early years of life.

