

Parents and carers very often ask us for book recommendations . Please find attached a website for recommended booklists.

Nursery/ EYFS

<https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/100-best-picture-books-to-read-before-you-are-5-years-old/>

Most of these books will be suitable for older children too. For example, the book 'Journey' by Aaron Becker, a wordless book with fabulous illustrations to tell your own story from, is recommended for Reception aged children and we have used this in school from Nursery up to Year 6. Many of the books will also be available on youtube for free. The best way to use a youtube book is to pause it and read the story yourself. This maintains the intimate relationship reading often has between parent/carer and child and helps children to recognise your love of reading.

Happy reading! Sharing books and learning to read is crucial for a child to become a happy, confident learner. Teachers, parents and carers are partners in teaching children to read and we will endeavour to work together in partnership with you. We thank you for your time and support.

Kind regards,

Ms Miller and Miss Mason (Reading Co-ordinators).



Reading At Great Crosby Catholic Primary School Nursery.



Hello and Happy New School Year! Let's hope it's a happy and safe one for all of us. Here is an update on the reading opportunities we provide for nursery children at Great Crosby.

We endeavour to provide reading opportunities in lots of different ways. Here are some examples:

- Reading is everywhere! In all of our learning areas, we provide books and print for children to look at and find out more about specific topics. For example, in the construction area, there might be a book on castles, so that children can look at pictures and try to build a castle similar to the ones in the book. This close looking encourages reading and observation skills. By providing books in these areas, the children will develop an interest in reading, asking an adult to read the text and develop a desire to know what the written word says and means.
- Songs and rhymes. Singing and saying rhymes, songs, poems etc to children, helps children to make predictions about what comes next, in line with the rhyme. Children learn to read by repetition and familiarity. When children are given a book with a nursery rhyme they know in it, they will pretend to read the words from their knowledge of the nursery rhyme. Eventually, this can lead to word recognition.
- Print in the environment. Adults will put words, phrases, signs, captions, labels etc up around nursery, including the outdoor area and in Forest School. Children will be curious about what the words say and ask an adult for clarification. Children therefore understand that print carries meaning and they will need to read something to know where they're going, what they need to make something etc. Children are also encouraged to create their own signs, labels etc for other children and adults to read.
- Pictures and images. Pictures and images are used as a stimulus for discussion and to make observations. Using pictures when reading or sharing a text, is an essential part of the reading process and should be encouraged. It isn't cheating to look at the pictures to find out what a word says.
- The class library. In all classrooms, including nursery, we have well stocked class libraries. These provide a range of books- non-fiction, fiction, rhyme and poetry. The children choose their own book from this library and can take them in and out of school each day. This book should be shared with your child each night. By sharing, we mean that an adult, or an older sibling, should read the book to the child and involve them in the book by asking questions, looking at the pictures etc. It is not a book to be read by the child, but shared with an adult. Sharing a book with an adult is also an essential part of the reading process and allows a child to understand intonation, fluency, stopping at punctuation, characterisation, plot etc. The class libraries have been designed to encourage children to share a range of texts and a range of different authors.

How to read a story to your child -If you can find the time beforehand, read the read-aloud book to yourself first, so you can think about how you're going to read it to your child. On the first reading:

- Make reading aloud feel like a treat. Make it a special, quiet time and cuddle up so you can both see the book. Set a routine for when to read, such as every night just before bed time.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Use different voices and intonation. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't either. Read favourite stories over and over again.
- Read your own book, magazine, newspaper etc in front of your child. This shows that you get pleasure from reading. Talk about what you've been reading, to your child.

On later readings:

- Let your child pause, think about and comment on the pictures.
- If you think your child did not understand something, try to explain: 'Oh! I think what's happening here is that...'
- Chat about the story and pictures: 'I wonder why she did that?'; 'Oh no, I hope she's not going to...'; 'I wouldn't have done that, would you?'
- Link the stories to your own family experiences: 'This reminds me of when ...'
- Link stories to others that your child knows: 'Ah! Do you remember the dragon in? Do you remember what happened to him?'
- Encourage your child to join in with the bits they know.

Other tips:

- Share a variety of stories with your child as often as possible and show your child that you enjoy the stories and rhymes too.
- Teach your child nursery rhymes and songs and have fun making up alternative versions.
- Let your child handle all kinds of books and show them how to hold a book and turn the pages. Encourage your child to point to each word and track from left to right.
- Look for print in the environment eg on signs, maps, shops, packets etc.