

Reading Opportunities in Reception

- Individual name cards – progression shown through content and size (symbol and name – name only – first and surnames in smaller text)
- Tray, peg and name card labels include symbol and both first and surnames.
- Classroom resources labelled with photograph and text.
- Any enhancements to area resources are hand written with the children, or by the children themselves as their writing abilities progress.
- Visual timetable uses Makaton pictures and focuses on left to right orientation.
- Daily message board includes days of the week and significant news.
- Class lists available to children.
- A number of quality books in the reading area which the children are familiar with.
- Books/reading materials available in other classroom areas e.g. magazines and telephone directories in the house.
- Early years library available and children take home a new book each week to be enjoyed at home with their parent/carer.
- Storytelling area includes familiar story, story map and relevant props to aid retelling.
- Small group literacy time. Differentiated groupings focusing on RWI phonetic content and oral storytelling skills.
- Guided reading sessions. Staff complete individual reading records and home/school record. All children participate once a week.
- RWI resources in a variety of classroom areas which the children are able to access independently.
- Parent/carer story times are planned across the year where staff model effective storytelling techniques and highlight the importance of reading together.
- Family learning sessions offered to parents/carers.
- All classroom areas clearly labelled.
- Literacy rich environment.

“If you are going to get anywhere in life you have to read a lot of books.”

– Roald Dahl

