|  |  |  |
| --- | --- | --- |
| **Early Years -effective provision for early reading review** | | |
| Question | Reflection | Further consideration |
| How do staff support children’s love of reading? |  |  |
| How does the setting support family and a love of reading at home? |  | [Hungry Little Minds – Simple fun, activities for kids aged 0 – 5 (campaign.gov.uk)](https://hungrylittleminds.campaign.gov.uk/)  <https://www.bbc.co.uk/tiny-happy-people> <https://www.solgrid.org.uk/fivetothrive/home/new-baby/> [Fathers Reading Every Day training: The Fatherhood Institute](http://www.fatherhoodinstitute.org/training-and-consultancy/fathers-reading-day-training/) |
| Do all staff know what constitutes a developmentally appropriate effective home learning environment? |  | See Home Learning Environment research [the home learning environment - how it helps | www.peeple.org.uk](https://www.peeple.org.uk/HLE)  [Improving the home learning environment (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919363/Improving_the_home_learning_environment.pdf)  [DFE-RR-REPORT-TEMPLATE-FRONT-JL (ioe.ac.uk)](https://dera.ioe.ac.uk/3998/1/3998_DFE-RR142.pdf) |
| What is in place to keep reading a high priority for home learning? How are community reading opportunities promoted? |  | Solihull Library <https://www.solihull.gov.uk/Libraries/Library-from-home>  [Early years | National Literacy Trust](https://literacytrust.org.uk/early-years/)  <https://www.foundationyears.org.uk/wp-content/uploads/2019/01/0778-What-to-Expect-When-2018.pdf> |
| Do key persons know each child’s contextual home reading access? |  | <http://www.real-online.group.shef.ac.uk/index.html> |
| How does the setting support children at risk of a less effective home reading environment? |  | [The Communication Trust - A Professional Development Video: Talking to parents](https://www.thecommunicationtrust.org.uk/projects/professional-development/a-professional-development-video-talking-to-parents/)  [Take N.O.T.E. | Understood - For learning and thinking differences](https://www.understood.org/take-note/en) |
| What is the quality of the books and visual text on offer to each child today? |  | <https://clpe.org.uk/blog/2019/spotlight-choosing-and-using-quality-texts-early-years-classroom> |
| How often does each child hear staff tell a story, read a story, song, rhyme over the week? [note virtual [online]/ actual balance] |  | Engaging children during group literacy sessions- [EYFS best practice: All about… Storytelling | Nursery World](https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-storytelling)  [Storytelling tips for early years | We're Going on a Bear Hunt | NDNA](https://www.ndna.org.uk/NDNA/Campaigns/Walker_Books/Storytelling_tips_for_early_years.aspx) |
| Do all practitioners know to effectively interact to support developing communication and literacy development? Do they consistently demonstrate these skills? |  | <http://www.solgrid.org.uk/eyc/resources/learning-and-development/>  [Learning, Playing and Interacting - Good practice in the Early Years Foundation Stage (foundationyears.org.uk)](https://www.foundationyears.org.uk/wp-content/uploads/2011/10/Learning_Playing_Interacting.pdf)  [Every Child a Talker: Guidance for Early Language Lead Practitioners (foundationyears.org.uk)](https://foundationyears.org.uk/wp-content/uploads/2011/10/ecat_guidance_for_practitioners_12.pdf) |
| How often do senior staff monitor and reinforce effective communication and literacy practice? |  | [Communication Commitment from The Communication Trust](https://www.thecommunicationtrust.org.uk/projects/early-years-commitment/) |
| Do all staff understand how to best support English as Additional Language learners, those who have sensory needs, and other additional need that may affect communication and literacy learning? How do you know if this is successful? |  | [The Communication Trust - Cracking the Code](https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/cracking-the-code/)  [Professional resources for early years | Supporting deaf children (ndcs.org.uk)](https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/early-years-education/)  [Early years - RNIB - See differently](https://www.rnib.org.uk/information-everyday-living-education-and-learning-young-childrens-education/early-years) |
| How is additional funding -such as early years pupil premium and inclusion fund used to support communication and literacy? |  | <https://foundationyears.org.uk/2019/08/early-years-pupil-premium/>  <https://www.early-education.org.uk/practical-tips-allocating-early-years-pupil-premium-funding>  [Early literacy approaches | EY Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-literacy-approaches/) |
| What are the signs that a child needs extra support and when would the setting seek further support? |  | [I CAN's Talking Point](https://ican.org.uk/i-cans-talking-point/)  [Speech and Language Therapy – Solihull Children's Community Therapies (uhb.nhs.uk)](https://childrenscommunitytherapies.uhb.nhs.uk/speech-and-language-therapy/)  [Early Years advice sheets - Solihull local offer (socialsolihull.org.uk)](https://socialsolihull.org.uk/localoffer/education/children-and-young-peoples-send-service/early-years-send-team-2/early-years-advice-sheets/)  <https://www.solgrid.org.uk/education/support-services/english-as-an-additional-language/> |
| Do you have clear curriculum intent> implementation> impact understanding for speaking and listening, phonics [incl. auditory/ visual identification/ discrimination / memory / sequencing], reading, writing as well as physical skills and stamina? How do you support existing and new staff to understand children’s development in each aspect? |  | <http://development-matters.org.uk/>  [www.birthto5matters.org.uk/](http://www.birthto5matters.org.uk/)  <https://foundationyears.org.uk/category/practice/>  <https://www.booktrust.org.uk/> Book Start |
| How do staff model reading, writing and vocabulary development across the curriculum areas? |  |  |
| How are books chosen to support learning? What is the teaching sequence for core communication and literacy learning – for example if you watched a music and listening session sequence [session 1 and then session 2] would you see the planned for progression? |  | Choosing quality text <https://www.booktrust.org.uk/books-and-reading/our-recommendations/great-books-guide/> |
| How do senior leads reflect on effective reading provision and invest in research supported resources?  How does the setting promote and model a love of reading and reading for purpose? |  | EEF Literacy [Preparing for Literacy | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/)  [Support resources for schools and parents | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/)  <https://www.eif.org.uk/resource/activities-and-toys-that-support-caregiver-child-interaction-in-the-early-years>  EIF <https://www.eif.org.uk/report/key-competencies-in-early-cognitive-development-things-people-numbers-and-words> |
| What is the quality of shared story sessions – 1-1, small group, large group? How do practitioners use dialogic reading to engage and expand? Are children given opportunities to play an increasingly participatory role in reading alongside adults- to join in? |  | Dialogic reading <http://www.solgrid.org.uk/eyc/resources/learning-and-development/>  [Read\_with\_TRUST\_infographic\_(1).pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Read_with_TRUST_infographic_(1).pdf) |
| Learning walk- Can practitioners talk about the reading opportunities available today [inside/outdoors]? How are creative and role play / small world areas used to support communication and literacy? |  | Environmental literacy <http://www.solgrid.org.uk/eyc/wp-content/uploads/sites/31/2019/03/audit-CLL-Learning-environment-updated-2019.pdf> |
| If you were to ‘track’ some children’s experiences through the day – a 2s EEF/ EAL learner/ EYPP child/ young child…. Would they be supported to gain independence and talk/ read to and with an interested audience about topics that they are keen to talk about… how do they feel about their access to conversation and books with others in nursery? |  |  |
| **Settings:**  **Date: reviewed by:** | | |

<https://www.worldbookday.com/>

Next Steps

|  |  |  |
| --- | --- | --- |
| Action: | Impact measure: what do you expect to see, hear, …to show consistent effective practice? | Review and further steps to embed quality provision and monitor practice: |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Celebrations to share**