



Harbertonford C of E Primary School

Reading Statement for Early Years Foundation Stage (EYFS)



Intent

It is our intent for children to develop a love for reading and become independent, fluent readers of a wide range of reading materials including fiction, non-fiction and poetry. Through the design of our curriculum we aim to create a reading culture where children: can access inspiring and challenging texts across a range of genres; read for pleasure; grow their imaginations; escape to new and wider worlds; cultivate reading preferences; share and recommend texts; recognise authors and styles; open doors, understand and apply; communicate, articulate, discuss and challenge; expand vocabulary banks; access learning across the curriculum; apply learning to written work and be ready for their next stage in learning and education. We celebrate reading whenever we can, including through whole school events such as World Book Day, World Poetry Day and theme/author days.

To become an expert reader, children at our school will:

- have a secure knowledge and understanding of phonics, including the ability to apply phonics to develop early reading
- employ a range of other strategies to apply to their reading
- be inspired to have a lifelong love of reading
- read widely and for a range of purposes
- be taught the comprehension and decoding skills required to achieve age related expectations
- experience high-quality texts in a variety of text types as models for writing
- develop and understand a high level of vocabulary from all tiers (Alex Quigley) through regular exposure and specific vocabulary teaching

Vocabulary

Children's command of vocabulary is fundamental to their learning and progress across the whole curriculum. Teachers develop vocabulary actively, building systematically on children's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) so that pupils' increase their store of words. Simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, children will expand the vocabulary choices that are available to them. It is particularly important to introduce children to technical vocabulary which defines each curriculum subject, such as accurate mathematical, historical or scientific language.

Implementation

Phonics

Phonics is taught from pre-school and systematically from Reception to Year 2 using Letters and Sounds, supported by Phonics Bug/Play. Children who need phonics support receive intervention which may include pre-teaching, 'mop-up', gap filling and daily quick-fire activities.

Reading Schemes

We use a range of reading schemes that support phonics and early reading which are organised according to 'book bands'. Pupils are supported to select from this wide range of early reading texts.

Reading for pleasure

We aim for children to read daily and select a wide range of texts. Each class has a class reader – a story or text that is specifically chosen for the adult to read to the class. Daily exposure to quality books is part of our reading ethos.

English teaching and learning

Inspiring texts are selected and taught using early principles of Talk for Writing, particularly in internalising texts and learning whole stories to recount. Children spend time familiarising themselves with the text before imitating aspects of it themselves.

Reading at home

Reading at home is part of weekly home-learning expectations. Age-related books are selected based on reading ability. Books should be changed as needed and pupils are encouraged to do so independently, as appropriate.

Shared reading

Teachers and children collaborate to unpick the text used in the teaching sequence. They look at specific features, such as: author intent, what puzzles them, what they know/want to know, what they predicting, etc. They rehearse 'reading as a writer' so that they can 'write as a reader'.

Guided Reading (GR)

Guided reading is the time where the teacher really gets to unpick and move learning on. GR can be done in small groups or individually, based on need and context.

Cross curricular links and I.T.

Children are exposed to texts in all curriculum areas and skills are transferred between different subjects. IT is essential in using AR and laptops/iPads are also used to access other online reading resources.

Impact

Children talk positively about reading; discussing texts and making recommendations. Children will enjoy reading.

Transitions from Nursery to Reception and on into KS1 are smooth and progressive.

By reading and being exposed to texts, children know more. They make links between texts and use their ever growing vocabulary, grammatical patterns and ideas in their writing.

Reading is taught progressively and children will cover the EYFS Statutory Framework at an appropriate stage for individuals.

Each year, children are expected to have made good progress and achieve a Good Level of Development (GLD)

EYFSP Assessment evidence in order to assess impact

EYFS Baseline assessment
Ongoing Phonics assessment
Observations of reading behaviour including through Tapestry.
Talking to pupils and parents.
Independent and home reading records
Running records to assess fluency and accuracy
Ongoing phonic assessments

EYFS

Home/School

We hold a parent meeting early in the year to explain how we teach reading at Diptford and how parents/families can support this process.
Phonics is part of the initial 'early reading workshop' and our 'Phonics for Parents' document is shared (and on our website)
A home/school book is used for parents and school to record reading and feedback. The home/school book is regularly updated to identify target areas/phonic sounds to work on at home.
In addition to phonetically decodable reading books, books for sharing are sent home for parents to read to children and to share in order to promote a love of reading.

Phonics

Children are taught phonics using Letters and Sounds, which is supported by Phonics Bug and Phonics Play resources.
We deliver daily phonics lessons. Children mostly learn together, but pre-teaching and gap filling is an integral part of phonics teaching.
Phonics resources are displayed throughout the room.
As part of literacy teaching, we use phonics in our shared reading and writing, encouraging children to apply their phonic knowledge.
Children's key word recognition is assessed and they begin to take home a number of words a week to learn with lots of games ideas to make it fun!

Teaching reading skills

When ready, children have weekly guided learning either individually or in small groups. They read decodable books in line with their phonics phases and other decodable materials.
Guided reading promotes developing phonics skills, building a bank of known tricky words, book talk, understanding, and following the text to improve speed and fluency.

Reading rich environment

Continuous provision activities include reading & writing opportunities inside and outside. Children have a shared story time on a daily basis using rich and exciting books from a range of authors.
Our school library is regularly used by pupils, giving them a wider range of books.
Tricky words are displayed for reference. Phonics mats and phase words are available for table work, as well as a pictorial alphabet.
There are labels and captions throughout the classroom to support reading and developing new vocabulary.
Children's learning is led by their interests. If they bring books in from home, we share them during our story time and may use them to develop continuous provision.