

Reading in EYFS at Brabourne CEP Primary School

At Brabourne CEP Primary School, children in the Reception year follow the Early Years Foundation Stage Curriculum. Alongside Writing, Comprehension and Word Reading forms part of the children's Literacy development. In order for children to read effectively, they need to have securely developed skills in the following areas which form the prerequisites for reading. Children at the expected level of development will:

Communication & Language: - Listening, Attention & Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language: - Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy: - Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.

Literacy: - Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

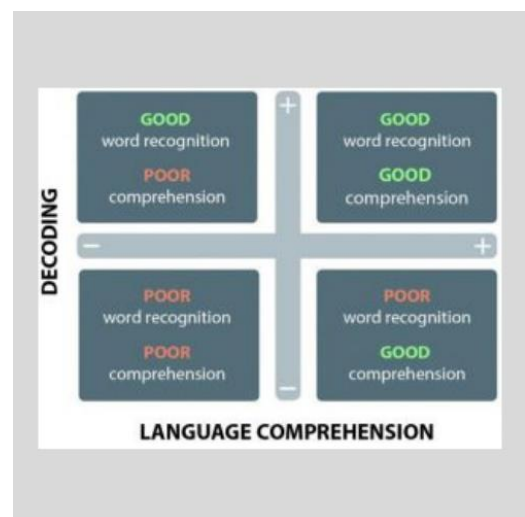
Literacy covers the fundamental areas of reading and writing but in the Early Years Literacy also encompasses a much wider range of learning such as talking about books and stories, looking at, recognising, and taking meaning from print in the environment, early mark making as well as sharing books and learning to read. To be ready to start reading children need to have had ample opportunities to develop the prerequisite skills for it. These include matching, rhyming, and awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination.

The Reception learning environment is designed so that during daily sustained periods of Independent Learning, children are able to develop their skills, understanding and knowledge towards the goals above. Access to continuous provision enables the children to choose the resources they would like to use. The supporting adults in EYFS will make observations and assessments of the children during their play and use their knowledge of the children and their individual interests and needs to add enhancements to the provision, which will enable each individual to move forward with their learning. The resources will cater for a variety of learning needs and may change over time. Resources within the environment may be labelled either with words or pictures to enable children independence in their selection and tidying up of equipment. A permanent feature of the classroom is also the Cosy Corner. Here there are comfy chairs and a bookcase filled with enriching texts including fiction and non-fiction books and rhymes – some familiar to the children, some new. Most of these are changed to suit topics and interests but firm favourites and key texts will stay throughout the year to be looked at again and again. Children are free to access this area during Independent Learning and adults support in this area by encouraging storytelling, questioning, modelling how to handle books, supporting children to discover the concepts of print, point out tricky words, encourage decoding where appropriate and talk about stories.

At Brabourne CEP School we recognise the benefits that early oracy skills have on the successful engagement and development of reading and we therefore promote early language development through daily stories and rhymes. Children will be immersed in stories by having them read to them by an adult, have the opportunities to re-read texts together, join in with favourite stories, act out parts of stories and retell them through story maps, puppets, small world toys and role play. Our curriculum has been designed around high quality, key texts which will be read and re-read throughout the year. Children will also be exposed to rhymes and will build this into their repertoire of learning and play. The children in EYFS will have reading opportunities daily through a combination of adult-directed activities and child-initiated play. For example, they might work as part of a group to study pictures from a key text, looking for inference and predicting what might happen in the story from what they can see. In provision they may select animals from the small world using the labelled boxes to search for what they need.

At Brabourne CEP school we recognise that learning to read is an essential life skill which is fundamental for supporting all future learning and is crucial to unlocking new pathways. Through the teaching in EYFS we are able to equip children with the skills needed to begin to make sense of the written world and start to foster a love of reading.

The reading strand of the EYFS curriculum has two parts – comprehension and word reading. In order to become a successful reader children need to have the ability to decode (be able to read words on a page) and the comprehension skills (be able to understand what they have read). This is the Simple View of Reading.



Phonics

To enable children to become successful readers they need to learn how to read first. At Brabourne CEP School we teach the children to read through Phonics throughout EYFS and KS1. We use the Twinkl scheme which teaches children the 44 phonemes of the English Language in a progressive manner. The phonemes can be made by single letters, two letters (digraphs) or three letters (trigraphs). They learn 44 sounds in Reception and, throughout Year One, they will learn alternative ways of representing the same sound e.g 'igh' as in night makes the same sound in pie but is represented as 'ie' or the same sound as in kite but is represented as 'i-e.'

The teaching of phonics is given high priority and children begin to decode and read words quickly. At Brabourne CEP School children have discrete, daily phonics sessions where they are introduced to new phonemes, tricky words (those that need to be learnt by sight), can practise and revise previous learning and have plenty of opportunities to apply the knowledge they have. The adults delivering the teaching of phonics are skilled in early reading and have a range of multisensory strategies to enthuse and engage the children in a way that suits and takes account of early childhood development. These include movement, actions, mnemonic rhymes and practical activities. Children are encouraged to apply their knowledge across the curriculum with any reading or writing activities. A phonics working wall is integral to the learning environment and sound mats are on hand around the classroom to support letter formation and early writing. Children are given opportunities to apply what they have learnt through reading; including time to read aloud to adults to practise their decoding skills and comprehension of what they are reading. The adults carefully support by ensuring correct decoding, blending and/or recognition of words, questioning to promote recall of the story and prediction of the story. Children's attainment is assessed regularly and any gaps in children's knowledge are quickly addressed.

At Brabourne CEP School we involve parents with their child's reading journey and value the importance of a home-school partnership. Phonics workshops sessions are run early in the year and weekly guidance sheets are sent out to inform parents which sounds/words have been covered at school and how they can support their child in embedding this learning at home.

We have a large collection of decodable reading books which have been carefully chosen to provide a range of coverage. These include familiar characters such as The Robinson Family and Alphablocks well known stories such as The Gingerbread Man and non-fiction texts. These books have been numerically labelled and the order reflects that of the phonics scheme. The earliest books are wordless and promote story telling by taking inference from the pictures to describe what is happening. The books then have one or two CVC words per page which are repeated throughout the book to promote decoding and build the child's confidence in blending. After this the books gradually get longer with longer captions and then sentences to promote comprehension and fluency. Children are given books which match their current attainment level in phonics. This is to ensure they are able to recognise the sounds in the book, decode the words, understand the story and thus enjoy the book they are reading. Children read their reading books regularly at school one to one with an adult and bring them home to share with their parents. Reading record books are also sent to and from school and provide a useful tool for keeping parents informed about their child's reading abilities.