

# How Reading is taught in the Early Years Foundation Stage

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.



How does the EYFS support the Reading curriculum in the wider school?

Reading is at the heart of the Early Years curriculum. Children develop a love of reading while in Nursery and Reception and are introduced to a wide variety of high-quality texts, genres and reading for different purposes. Early Years teachers ensure a range of diverse texts through the EYs Reading Spine, in addition to introducing books based on children's interests and natural inquiries. Teachers encourage a love of reading through daily story voting, regularly sharing children's favourite stories from home, reading reward parties, and daily story times, daily singing/rhyme time and engaging in a 'Poem a Day'.

Children begin systematic, synthetic phonics lessons following the Read, Write, Inc. scheme from Nursery. Children are assessed and re-grouped regularly to ensure they are accessing phonics sessions at their level of development, as well as to ensure they are taking home reading books which are in line with their phonetic knowledge.

Children are exposed to reading for different purposes throughout continuous provision, where they can engage with reading through their own interest-led learning alongside peers and adults. There are books available in most areas of provision, relevant to the area, as well as dedicated reading areas both inside and outside.



EY's teachers observe, encourage and teach the 'characteristics of effective learning'. These learning behaviours are turned into characters, such as 'Focus Fox', 'Try Again Tiger' and 'Reflective Rabbit', which

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|  | <p>develop the positive learning behaviours needed when learning how to read, in the Early Years and in later years at school.</p>   |
| <p>What are the Early Learning Goals children need to achieve by the end of reception to support the Reading curriculum?</p> | <p>It is essential when developing children's early reading skills, to focus on developing children's 'Communication and Language' through the following Early Learning Goals:</p> <p><b>Listening, Attention and Understanding</b><br/> Children at the expected level of development will: - 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking</b><br/> Children at the expected level of development will: - 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.</p> <p>Children's specific reading Early Learning Goals can be found in the area of 'Literacy':</p> <p><b>Comprehension</b><br/> Children at the expected level of development will: - 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 and during role-play.</p> <p><b>Word Reading</b><br/> Children at the expected level of development will: - 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.</p> <p>Reading, books, stories and rhymes are an essential part of developing children's understanding in a variety of areas. Children learn about the world around them through stories and books in the Early Years, and this is reflected in the 'Understanding the World' Early Learning Goals:</p> <p><b>Past and Present</b><br/> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities</b><br/> Children at the expected level of development will: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>The Natural World</b></p> |

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|   | <p>Children at the expected level of development will: - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Children in Early Years also use stories, rhymes and reading experiences as stimulus for their 'Expressive Arts and Design':</p> <p><b>Being Imaginative and Expressive</b></p> <p>Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>  |
| <p>What learning would you expect to see in EYFS for Reading?</p> | <ul style="list-style-type: none"> <li>• A love of reading being promoted through regular story times, using engaging texts and adults demonstrating their own love of stories and reading.</li> <li>• Developing an understanding of reading for different purposes through sharing a variety of fiction and non-fiction books, in small groups, whole-class carpet sessions and individually through child-initiated play. Usually based on children's interests and natural curiosities.</li> <li>• The beginnings of early reading taught systematically through daily phonics sessions. Children accessing sessions and reading books at a level appropriate to them through regular phonics assessments.</li> <li>• Adults engage in oral sound games with children to develop phonological awareness before introducing grapheme-phoneme correspondences and developing segmenting and blending skills for reading.</li> <li>• Regular reading at home encouraged and celebrated through Reading Rewards parties. Practitioners support parents with reading at home through: regular, informal communications, formal meetings following their child's Focus Week, reading ideas and guidance shared regularly on ClassDojo and the school website, opportunities to attend Read, Write, Inc information sessions, Share A Story days where adults are invited in to share a book with their child and have a drink/snack.</li> </ul> |

How are pupils given opportunities to apply basic skills in your subject?

### **Phonics lessons**

Children have opportunities to develop their reading skills through daily Read, Write, Inc. sessions. Children are grouped so that these systematic lessons are pitched at a level appropriate with their current level of development and phonetic knowledge. Children learn new sounds, practise reading words with this sound, and have time to read books collaboratively with a peer at a level appropriate to their knowledge.

Children who struggle to segment and blend are identified quickly and given opportunities to develop their phonological awareness through oral segmenting and blending games with an adult.

Children's gaps in knowledge with regards to grapheme-phoneme correspondences are identified quickly through regular phonics assessments, recorded as their next steps both in school and at home through 'Next Step' stickers in children's Reading Records. These sounds are addressed by teachers through pinny time practise during Busy Learning, as well as in phonics lessons.

### **Opportunities to practise reading**

When children have begun developing the skills needed to read independently, they are given opportunities to practise during 'Early Morning Reading', which forms a part of daily routine from Spring Term onwards. Children have an opportunity to read their home-school reading book first thing in the morning, with adults supporting and targeting specific children based on their Next Steps.

Adults and parent helpers read with children regularly throughout the day to ensure they are having opportunities to read with an adult and practise their segmenting and blending skills, as well as discussing what is being read to develop comprehension.

### **Continuous provision**

Children have access to a wide variety of books and stories in continuous provision. Books in reading areas are rotated regularly through the half-termly reading spine and based on the possible lines of inquiry identified and children's interests and engagements. Children can access audiobooks through the CD player in the Reading area to ensure they can listen to stories even if they are not at the level of reading independently. Children have access to story sacks and story stones to develop their understanding of story sequencing, retelling stories, and creating their own narratives based on vocabulary and story language they have been exposed to. Children act out/role play stories in a range of different areas as well, such as the role-play corner and outdoor stage where they perform familiar nursery rhymes and songs.

Children have opportunities to practise their reading skills in many areas of provision through sound mats being available to access and RWI sounds being displayed in areas of the classrooms. Children often utilise these when role playing games such as 'teachers' or when independently writing for different purposes during provision. All areas of continuous

provision are labelled, exposing children to writing each day. Children are taught to recognise their name through self-registrations and name labels on their pegs.

### **Adult led**

Sharing stories is an important part of the Early Years day. Children are given opportunities to react to what is being read, discuss books, consider new language, learn about the authors and illustrators, identify different features of books of different genres, predict what will happen next, sequence events, repeat familiar phrases and rhymes etc. through high-quality story times with adults, who utilise open-ended questioning when reading. Children are also exposed to different language and literary techniques through daily poems.

Adults use books and stories to enhance lessons, topics and engage with children's interests. For example, if children are demonstrating an interest in superheroes, the class teacher may identify a range of superhero stories to share with the children. This may lead to discussions, acting out, story sequencing, learning new vocabulary, creating a stimulus for writing etc.

Adults sometimes utilise Talk for Writing and will introduce stories to children in this way, with hooks, story maps and opportunities for children to learn and act out the stories themselves.

Adults use theory-based approaches which develop story-telling, vocabulary and a love of reading and stories. These include 'Drawing Club', where children introduce a bank of new vocabulary linked to a story, and then focus on this story for a week as a stimulus for drawing and writing, and 'Story Scribing', where children are given opportunities to write their own stories using familiar story phrases and language, which they later 'act out' with their peers at the 'Story Scribing Theatre'.

Adults engage in meaningful interactions with children during continuous provision. Children are given many opportunities to discuss stories and reading with adults, as well as discussing everyday curiosities, which assist in the developing of their comprehension and language. Adults model reading for pleasure and introduce and discuss new vocabulary, including using it in different contexts.



What does your subject look like in Early Years?  
How does this link to the rest of the school?

Children develop a love of reading which they will take with them into year one and further in their school journey.

They are exposed to a range of books and genres, giving them foundational knowledge in order to assist their learning in Key Stage One.

Children use knowledge from these books to give them foundational knowledge across many subjects, giving them basic information, which will be needed throughout their school journeys.

Systematic phonics lessons ensure that children are taught the fundamental phonics skills needed for early reading, and children who fall behind are identified quickly with interventions put into place to support them in order to catch up with their peers.

Parents are actively involved and encouraged to support their child's early reading journey. Teachers regularly communicate with parents to ensure support is continued at home, which builds the good relationships and expectations needed when children move into year one.