

Literacy - Reading

Intent

In Early Years we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:

- Teaching early knowledge and skills of reading
- Fostering a love of books by sharing and talking about texts
- Immersing children in sounds, words, rhythm, rhyme and song
- Modelling the pleasure and joy that books provide
- Demonstrating that text has meaning
- Showing the characteristics of a fluent reader



Implementation

Reading and the enjoyment of books is highly valued and promoted through daily direct teaching in the form of Phonic sessions, Story and Rhyme Time and in Reception, listening to children read three times per week. Opportunities for children to read within the provision and across the curriculum are also planned for and capitalised on.

During the planning process careful consideration is given to the next steps in learning and how this links with phonics and what key texts will be used.

- For each theme key texts are carefully identified and explored in detail to help children become familiar with its structure and content.
- Supporting texts are also used to expand children's knowledge and fire their imagination.
- New and ambitious vocabulary we want children to read is identified, taught in context and displayed in the environment in the form of pictures and words in line with Word Aware 2 training (Vocabulary Cat).
- To help children make connections across their learning each area of the provision is also equipped with relevant fiction and non-fiction texts for children to reference knowledge and stimulate ideas. An attractive Reading Area is situated within the provision. It offers a selection of fiction and non-fiction material and resources connected to the theme, texts from the reading scheme and familiar rhymes, poems and stories. The resources are carefully selected and organised on open shelves so that they are visually inviting to children and adults and allow for thoughtful choices.
- Develop a love of books and value of books by children choosing texts of their own choice, linked to the topic/theme of the half term from the class lending library. This is linked to the whole school 'Reading challenge' commenced in the Autumn term week 5 and offers reading rewards.
- Develop a love of books by children choosing a story sack every term from the class lending library.
- Promote reading for pleasure: ERIC – Everyone reading in class, Adults to take turns reading a story, children to bring a book from home to read with class. Story sacks occasionally displayed. 'Big books' are used in class by adults and smaller versions available for children to imitate adult handling of books.
- Daily story times to demonstrate the mechanics of reading e.g. how to handle books, reading starts from left to right and top to bottom. Also, to gain knowledge of books ensuring children know the job of an author, illustrator and other knowledge e.g. that the title is what the book is called and the blurb is the summary of the book.

Adults have a sound knowledge and deep understanding of reading development. They:

- Recognise the strong links between reading and phonics and how these life-long skills enable children to develop knowledge in other subjects.
- Draw children's attention to text.
- Demonstrate that text has meaning, model the enjoyment of reading and support the application of phonic knowledge and skills.
- Actively encourage children to become familiar with the stories and rhymes they have heard through role play, small world play and favourite books.

We deliver a daily phonics session following Phase One Phonics activities in Redscope Early Years and FS1 and Little Wandle Phonics Scheme in FS2, developing prosody, fluency, and helping children to make connections between reading and writing.

Skills 2-3 years

- Sequence stories/events (not always in order)
- Join in with words and phrases from familiar stories
- Enjoy songs and rhymes, tuning in and paying attention
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo
- Say some words in songs and rhymes
- Sing songs and rhymes independently, e.g. singing whilst playing
- Fill in a missing word of a rhyme e.g. Twinkle, twinkle little, How I wonder what you
- Pay attention and respond to the pictures or words
- Ask questions about books
- Make comments about books and share their ideas
- Have favourite books and seek them out, to share with an adult, with someone else or another child
- Develop play around favourite stories using props
- Notice some print, e.g. the first letter of their name, a bus or door number, or a familiar logo – signage of supermarket

Skills 3-4 years

- Sequences stories/events using 3-4 pictures
- Identifies characters, settings, events in stories
- Joins in with familiar rhymes and stories
- Begins to predict what might happen next/at the end
- Hear initial sounds/phonemes in words
- Can orally blend and segment simple words
- Hears initial sounds/phonemes and begins to use letters to identify meaning e.g. 'd' is for daddy
- Have an awareness of alliteration
- Identify and suggest rhyming words
- Count/clap syllables in word
- Talk about books and what is happening in the pictures
- Knows print carries meaning and is read, in English, from left to right and top to bottom
- Knows print has different purposes
- Name the different parts of a book: front cover, back cover, title, blurb, title page, author, illustrator
- Turning the pages of a book one by one

Vocabulary

- Hears and uses new vocabulary from stories, rhymes, poems, non-fiction books and conversations

Skills 4-5 years

- Sequences stories/events using 4-5 pictures
- Sequences stories and narratives in their own words, using recently introduced vocabulary
- Identifies characters, settings, problems and solutions
- Joins in with predictable stories and rhymes
- Make suggestions for what might happen next/at the end
- Blend words containing 2/3 sounds
- Distinguish individual sounds, including at least 10 digraphs
- Identify words that begin with the same sound/initial phoneme
- Be able to say a rhyming string
- Read by sight a variety of tricky/sight words
- Read captions and simple sentences
- Read books which match their phonic ability

Fluency/comprehension

- Re-read sentences with increasing fluency
- Re-read familiar books with increasing fluency
- Answer questions about what they have read

Vocabulary

- Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books
- Identifies new/unknown vocabulary in stories, rhymes, poems and on-fiction books

Impact

By the end of Foundation Stage children will be able to:

- Read from left to right and top to bottom
- Make a link between graphemes and phonemes
- Segment and blend
- Understand what they have read
- Talk about what they have read

- Retell stories they have heard
- Predict what might happen in a story
- Use vocabulary from books in their talk and writing
- Have a lifelong love of reading

Early Learning Goals

Comprehension

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.

Word Reading

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.

Links to Year One – National Curriculum

Phonics and Decoding

To apply phonic knowledge and skills as the route to decode words.

To blend sounds in unfamiliar words using the GPCs that they have been taught.

To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.

To read words containing taught GPCs.

To read words containing -s, -es, -ing, -ed and -est endings.

To read words with contractions, e.g. I'm, I'll and we'll.

Common Exception Words

To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.

Fluency

To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.

To reread texts to build up fluency and confidence in word reading.

Understanding and Correcting Inaccuracies

To check that a text makes sense to them as they read and to self-correct.

Comparing, Contrasting and Commenting

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

Words in Context and Authorial Choice

To discuss word meaning and link new meanings to those already known.

Inference and Prediction

To begin to make simple inferences.

To predict what might happen on the basis of what has been read so far.

Poetry and Performance

To recite simple poems by heart.