

## Reading in EYFS



**Our vision:** The big picture – we want children to leave EYFS with the skills necessary and the enthusiasm to read simple sentences and engage with them.

### **What does reading look like in Reception? Where and when does it happen?**

In Reception, a phonics lesson takes place every day. We have implemented Read Write Inc as our systematic synthetic phonic programme. Children are streamed across the key stage depending on their ability or need. These groups are flexible and are regularly changed. Children use their phonics throughout the curriculum, where children are encouraged and supported to use their knowledge when reading and writing.

Within the phonics time, children will read books that match their phonics knowledge. The reading session will focus on progressing a range of different skills, including expression, blending and understanding of the text.

By October some children will begin to take home weekly small books that contain simple three sound words. This will then progress onto 'ditty sheets' which contain simple sentences and then 'red books' which are a little more complex. When children get onto 'red books' they will also take home a 'book bag book' too. All books are based on the sounds that they have been learning. Children have access to the online reading platform, Oxford Owl to access a variety of texts including the text that they have brought home. Videos will be sent home each week with online lessons to help children consolidate their week's learning.

Throughout the curriculum, enriching reading opportunities are provided for the children. Additionally there are standalone daily story times to encourage a love of reading, teachers focus on children's interests and books that have inspired them. A lot of our English lessons incorporate teaching from a high quality text and are supported by our weekly 'wonder words' that help children to acquire new vocabulary.

<b>WORD READING</b>	<b>COMPREHENSION</b>	<b>ENJOYMENT</b>
To read sentences using phonetical knowledge to decode words and by recognising high frequency words by sight.	To comprehend and engage in what they are reading.	To enjoy and love reading.

### **Word Reading:**

In Reception, children are assessed on their phonics knowledge. We then build upon the sounds that they know and teach accordingly. The children are formally assessed every half term by the reading teacher and within phonics children are continually and regularly informally assessed by teachers and teaching assistants.

Within Read Write Inc the sounds are split into three sets.

#### Set 1

Set 1 Sounds are taught in the following order together with rhymes to help children form their letters correctly and so that they recognise sounds ready for blending.

These are the sounds taught in Set 1:

m a s d t

i n p g o

c k u b

f e l h sh r

j v y w

th z ch qu ng nk

### Set 2

Once children can recognise and read words using the sounds above they move onto Set 2 Sounds. These are the sounds in Set 2:

ay ee igh ow oo oo  
or ar air ir ou oy

### Set 3

When children are confident in their phonics they will move onto Set 3 Sounds. Most of these sounds make the same sound as some they have previously learnt but are a different spelling.

ea oi a-e i-e ai  
o-a o-e ue  
aw are ur er  
ow ew ire ear ure

For further support visit the Read Write Inc Parent's Page for support on how pronounce each sound.

<https://schools.ruthmiskin.com/training/units/56>

### Key terms used within phonics:



Whilst learning phonics, the children will meet Fred the Frog to help them read and spell. He can only speak in sounds and the children have to say the word. For example: Fred says m-a-t and the children say mat.

Fred talk – This is when we want children to sound out the words before reading them. They will have to talk like Fred. For example: when children see the word play. Fred talk – p-l-ay.

Fred in your head – This is when a child can already sound out words, we explicitly teach them to sound these out in their head.

Fred fingers – When children are spelling, they count how many sound there are in the word to support their spelling of the word. For example: Spoon



Special Friends- These are when a sound is made up with either two or more letters. For example, ch, th, igh

Green words – These are words link to the sound that they know and are ease to decode.



Red words – These are words that are not decodable.



Nonsense words – Children are taught words that are not real 'alien words' to support their application of phonics and to check their fluency.



## Comprehension

### To comprehend and engage in what they are reading.

As well as being able to read sentences we want children to understand what they are reading and be able to think about what they have read.

We want children to be able to:

Develop a broad  
vocabulary

Retrieve information  
from texts

Summarise what  
they have read

Infer and question

Predict

We help children develop their comprehension skills during guided reading, 1:1 reading, home reading, whole class reading and at times within planned activities during lessons. At the start of the year we prioritise comprehension by issuing brown books (picture books) and looking at picture scenes. Each week 5 Wonder Words are chosen to help children develop their vocabulary.

## Enjoyment

### To enjoy and love reading.

The EYFS teachers all love to read and do so avidly in our holidays and free time. We want to inspire this same enjoyment not only in our children but also in our parents. We want to give children and parents the support and tools they need to access and understand phonics and comprehension. We want to encourage regular reading and bedtime stories. In Reception the children get to take home Bed Time Ben and Bed Time Brenda who are teddy bears who visit children's houses and like to read with them at night. We also have a list of 'Reception Must Read Books' which are books we would like them to become familiar with in order to develop their understanding, vocabulary and recall. At school already we hold book fairs, celebrate world book day and share books with older classes. EYFS classes sometimes have listening posts available during CIL and each child takes a library book home each week to enjoy with their families.

## **Nursery**

The above also applies to our Nursery class. They are introduced to the Read Write Inc. phonics scheme in the Spring Term. We start by acquiring the vocabulary seen on the Read Write Inc sound cards and we also begin to practise how to orally blend through lots of fun Fred Games. In the Summer Term (or when ready) we then move on to learning our set 1 sounds.

Stories are incredibly important in Nursery. We read them every day in our learning and also before we go home. Children vote each day for the book they would like to hear read at the end of the day from our 'Must Read Books'. These are a set of books that we select each half term. They are books that we wish the children to become familiar with in order to help them develop their understanding, recall and vocabulary.

Enjoyment is key in Nursery so stories, games and practical activities are always on the cards. We have several book corner bears who the children love to read to and we also invite the parents in to either read to us or listen to stories that we can tell.