

# John Perry Primary School



## EYFS Reading Policy

Reviewed Sept 2023

Next review: September 2024

## **Purpose**

To provide a language-rich environment in which pupils acquire a wide vocabulary in preparation for them to become fluent and confident readers with a shared love of reading.

A systematic approach to teaching early reading and synthetic phonics is aimed at ensuring that all pupils learn to read words and simple sentences accurately by the end of Reception

A consistent approach to teaching ensures that all staff have the confidence and skills to enable all children, including those with SEND, to make rapid and sustained progress from their starting points.

## **Provision**

In EYFS, reading is an important feature inside and outside the classroom. We have a range of ways in which we promote reading:

- Book corners that are stimulating and accessible, owned and loved by children
- Using core books to plan for children's interests and class topics
- We have enthusiastic staff who share their excitement of books with children
- We have a range of quality books available in all learning areas of the classroom
- We use story props, story sacks, role play areas and displays to enhance core books
- Well planned, shared reading sessions take place daily
- Opportunities are provided for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
- Listening to and joining in a variety of genres, for example, non-fiction, poems, rhymes
- Opportunities to retell and to act out stories using props and story maps.

## **To promote high standards of literacy, we aim to ensure that all pupils:**

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, supported with evidence from the text
- are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read.

## **How is reading taught in the EYFS?**

Classrooms and outdoor areas will provide frequent opportunities for reading and for linking sounds to letters. Boxes and trays of resources have photo or picture labels alongside word labels.

From the very first day of nursery, pupils are encouraged to self-register as they enter the nursery using their name card. Once pupils are better able to recognise their name, the photo of them is removed so they only have the name to read

Print is displayed all around the classrooms to demonstrate that print is used to convey meaning. Labels are used in communal areas such as the toilets, as well as on the snack table.

At John Perry Primary School, we follow The Phonics Shed phonics programme for daily phonics lessons.

In nursery, Chapter 1 is taught to pupils which focuses on differentiating between environmental sounds as well as basic skills needed for reading such as reading from left to right and top to bottom. Practitioners in the nursery teach and practise memory games in order to prepare pupils for reading

In Nursery during daily story reading, early print concepts are taught for example staff will point and demonstrate they are reading from the left. Staff demonstrate counting words orally in sentences as well as on the page. Pupils will be taught to differentiate between words and pictures

Daily phonics lessons in Reception are taught which provide pupils with the opportunity to review previous learning, to learn a new sound or high frequency word, to practise using new words and sounds and to apply their knowledge

Pupils are provided with homework which revisits and supports the learning of phonics. It also informs families of new sounds and high frequency words taught. New graphemes and high frequency words will be displayed in class for pupils to refer to and access during independent reading and writing. Parents and carers are invited in for phonics drop in lessons so that they can understand how we teach phonics and early reading in school.

Progress in Phonics is tracked through the use of Phonics Tracker, an online app which allows staff to assess, monitor and track a child's phonological development. Progress is tracked throughout Key Stage 1 and into Key stage 2.

Pupils are read to by staff daily. This may be in the form of big books, core texts, fiction and non-fiction books and texts are chosen for high quality language. Less able readers are read to more frequently to ensure they are frequently exposed to language rich texts. Pupils take part in shared reading sessions which teach 'early print concepts' and prepare pupils for independent reading. 'Book talk' is modelled by staff and encouraged in pupils.

Core texts are explored in a variety of ways such as role play, drama techniques, story sequencing, oral retelling and with props.

Shared reading and independent reading activities are differentiated according to the children's stage of development in reading. Pupils take home reading books and encouraged to read daily with their families. Pupils will take one book home that is at their level of reading development and may focus on a key high frequency word or sound according to current learning in school. High frequency word lists are provided for parents to continue to learn to read at home. The second book taken home is a phonetically decodable book which exposes children to the sounds taught that week along with other previously taught sounds. These books encourage the child to develop blending and segmenting skills.

Reading logs will be shared with families and will update parents/carers on their child's reading progress and next steps for development

Nursery and Reception teachers will again invite parents and carers to come to 'Reading for Pleasure' sessions. This is an opportunity for parents and staff to model a love of reading and to engage pupils in a variety of stories.

### **Information for parents about Bug Club.**

Bug Club is an online reading scheme with a personalised website for each child. It is designed to be used in addition to the reading books which children take home. Bug Club gives the children the chance to read eBooks at the appropriate reading level.

Inside every eBook there are notes to help you make the most of reading with your child. Inside Front Cover: for younger children, these notes identify difficult words with which children may need help and give ideas and strategies to help you feel confident that you know how best to help.

For older children, the notes are intended to deepen each child's understanding of the book. They provide background information about the time or place the book was written or sometimes information about the author or illustrator.

Inside back cover: these notes suggest puzzles and challenges that help children think about their reading. These include 'Find it!' activities that encourage children to revisit the text; 'Share it!' tasks that may involve making or writing something; and other tasks that offer ideas for further reading.

Each child has a unique homepage, and can log into it by following these steps:

1. Go to [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)
2. Enter the login details given to your child and the school code (9gcl)
3. Your child's homepage will appear.

We allocate books to your child according to their reading levels. These books will appear on their personal homepages. Throughout the books there are quiz questions for your child to complete. To answer a question, just click on the bug icon. Your child does not need to finish all the quiz questions in one sitting and can come back to a book later. When your child has finished all the quiz questions in a book, he or she will earn 'Bug Points'. By reading more books, your child will earn enough points for a reward. The answers to the quiz questions will be sent back to our teacher site so that we can see how your child is progressing. Children can read these books again if they want to, or they can choose new books from 'My Books'.

### **Tips for reading development**

Until they are fluent readers, younger children will benefit from reading aloud to you as often as possible.

When sharing a book with your child, try to take opportunities to talk about the book – before, during and after reading.

Look at the book cover and talk about your child's expectations. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?

Support your child when unknown words need tackling: you can sound them out, split them into syllables, or identify suffixes and prefixes. Remind your child to listen to the words while reading them, to make sure that they make sense.

Have a 'meaning check' every now and again to ensure that your child understands the text. Talk about the book afterwards. What was it about? Did it match your child's expectations? Ask questions beginning with the words how and why to check that your child has been able to infer meaning. Ask whether anything seemed puzzling.

The school promotes cross phase reading partnerships by having KS2 pupils come to reception to read stories to them, or to listen to young children read.

Nursery and Reception teachers invite parents and carers to come to 'Read Together mornings' at the setting on Fridays to read with their children

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