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| How we teach reading in East Whitby Early Years |
| We believe that learning to read is vitally important and the gateway to learning in other areas of the curriculum. We want children to develop a love of reading, and to want to read for themselves. Great importance is placed on reading, and we make sure we read to children every day. Through listening to adults read, the children get to know and enjoy a wide range of stories, poetry and information books. This helps to extend children’s vocabulary and comprehension, as well as supporting their ideas for writing. We have a ‘Bedtime library’, where we have chosen some high quality books for children to take home each week and enjoy sharing with an adult. We use different approaches to teaching reading. ‘Power of Reading’ recommended books and teaching approaches to dig deeper into texts and really explore books. Our themes are often based on a Power of Reading book. We also use ‘Drawing Club’ to encourage imagination and provoke discussion. This gives children the motivation to draw and mark make/write. Vocabulary is explicitly planned for and taught each week. This begins in our 2 Year Old Provision with a focus word for the week and builds in Nursery and then again in Reception. We use ‘Poetry basket’ to introduce new poems to children.Within the first few weeks of starting school in Reception, children will be given a book to read at home. To begin with these books might not have words. These are designed to develop interest and speaking and listening skills whilst storytelling (see ‘***Reading wordless books’***). This reading book will already have been shared with an adult in school during group reading sessions and we ask that they are read 3 times at home too. Parents communicate with staff through a ‘Reading Record’ book and change their books weekly.We teach phonics daily from Nursery, using Little Wandle Revised Letters and Sounds (see our Phonics section in the Curriculum area of the website). Children learn how to blend the sounds they know into words and how words can be segmented into sounds to be written down. The children also practise reading (and spelling) ‘Tricky words’, such as ‘the,’ ‘is’ and ‘has’ that come up regularly in texts but they aren’t yet able to decode. Sounds keyrings and Tricky word cards are sent home regularly to practise at home and videos to support learning will regularly be posted on Class Dojo.Once children can blend sounds together to read words, they will be given a reading book that closely matches the sounds they know. We assess children’s reading skills regularly so we that we can ensure they are reading at the right level. Our books are Collins ‘Big Cat’ and are perfectly matched to our Phonics scheme. |