



Reading in EYFS - Nursery/Reception

Reading is a very large and important part of our Early Years Foundation Stage provision. Staff are passionate about books and enjoy the pleasure the children get from reading, whether they are inventing a story from pictures, blending and reading independently for the first time or listening to stories.

These are the daily reading activities completed by the Nursery/Reception pupils in Class 1:

Phonics Teaching:

From the first week in Reception the children begin to learn their letter sounds. We teach using the Read, Write Inc Letters and Sounds scheme. The children learn four new sounds each week and move through the Set 1 sounds rapidly. Daily observation and assessment informs the teacher about which sounds need to be repeated and reinforced and which children will benefit from Fred Talk activities across the day to consolidate learning. Every day, with each new sound taught, the take part in Word Time where they practise blending CVC words. We carry out regular assessment to ensure the children are all keeping up and where children do not know all the sounds taught we give immediate support to ensure that they stay on track. Each day during the phonics lesson the children have a go at writing the letter and also writing some of the other letters taught. The children have many opportunities through continuous provision to consolidate these writing skills.

Also from the first week at school the children take home a sound book so they can practise the sound and letter formation at home with their parents. The teacher updates this book with each new sound taught. Parents find this useful as they can keep up to date with their child's learning and know how each letter is formed correctly.

Once the children are blending using all of the Set 1 sounds they begin to progress through the Read, Write Inc scheme. They will be regularly assessed by the Phonics lead and placed in the appropriate group.

The Nursery children have daily group times where they will participate in activities to develop their phonological awareness and speaking and listening skills. In the Summer Term they will begin the Nursery Read, Write Inc activities if we consider them to be ready.

Guided Reading:

From the first week in Reception the children take part Guided Reading sessions. They enjoy a wide range of stories and factual books and participate in activities which will foster their love of books and develop their vocabulary and early reading skills. These activities include sharing stories, reading shared texts, discussing stimulating pictures, describing characters and developing understanding of new and adventurous words.

Reading with an adult in school:

The children in the class have many opportunities throughout the week to read with teachers, teaching assistants, student teachers, student teaching assistants and Y6 mentors. We have a focussed group of children who spend a little more time reading to adults.

Story Time:

Story times in EYFS are very important to us and the children look forward to these times. They love both whole class and group stories and discussions. We read a carefully selected bank of books each term so that the children become familiar with the stories and characters within the books. The children are encouraged to share their opinions about the book we have read, discuss settings and characters and explore new vocabulary. Story times also support the children in the development of their listening, understanding and speaking skills.

Parents are invited into school in September for a story time with the class teacher. During this session parents learn how to share stories effectively with their child. Parents are then encouraged to volunteer to come and lead story time within the class.

Extended Writing with a story focus:

Each Friday the children in EYFS complete a fun, extended writing task. Sometimes we write, draw and tell each other about experiences we have in class such as when we make pizzas or when we make a magic potion or even go for a ride on a magic carpet. Often our extended writing has a story focus where we might retell the story, use adjectives to describe a setting or character, make a list or predict what might happen next.

Writing Zone with a story focus:

The children love our classroom writing zone where they can use a range of different pens, pencils, glue and scissors to be creative as they explore writing and develop their fine motor skills. This area has a story/book focus so the children can get to know the particular book in great detail. The children love the books they read often and they enjoy becoming so familiar with them that they can join in as you read them.

Continuous Provision - Reading Rich Environment

In EYFS we provide a reading rich environment. There are reading opportunities in all of the areas of our provision - inside and outside:

Inside:

- As previously mentioned, we have a writing zone with a book focus.
- We have a specific quiet reading area which is a comfortable and relaxing area where the love of story can be independently explored and developed.

- Our role play area always provides opportunities for reading - when it's a pizza shop the children will read recipe books, menus, instructions on the pizza boxes and stories about food or going out for meals. The children's own writing will be on the display and they enjoy reading each other's work.
- Our sacred space displays the bible and a range of children's Bible story books to read. The children also enjoy reading our class prayers.
- Our seasonal change area provides a range of reading experiences including books which link to the current season and a wealth of exciting vocabulary to go with it.
- Our construction zone is a separate room and is always story themed. Whatever the theme there will be writing and design opportunities as well as books to share and vocabulary linked to the book on display.
- Our Christmas elf brings a new book to the children every day in December.

Outside:

- We have a reading/writing shed which is stocked with books, paper, writing equipment and anything else the children chose to enhance their child initiated reading and writing experiences.
- There is a willow den which the children love to put cushions into and read in a peaceful, natural environment.
- We have themed areas which vary but there are always books to share related to the areas and topic vocabulary on display.
- There is vocabulary all around the area relating to our bug area and role play areas.
- We have recipe books for the children to read in the mud kitchen.
- There are books related to tractors and construction in the gravel pit.

EYFS Library:

The children have helped to set up our own library in our class. They each contributed to selecting the books they would like to have in our library. Each week the children select a book to take home from the library to share with their parents.

Home Reading Books:

From the first week in Reception the children take home picture/wordless books to share and discuss with their parents. They also take home a 'sharer' book to develop and encourage reading for pleasure.

Once the children are blending sounds their reading books will contain CVC words for them to blend and read independently. This will progress to include the Set 2 sounds and also CCVC and CVCC words. They will continue to take home additional books to develop and encourage reading for pleasure.

The books we send home for the children to read are matched to the sounds they are learning and are decodable. These develop and reinforce sounds previously taught.

The children are expected to read and have their home/school reading record signed at least four times per week. This is a whole school expectation. In Reception the children are rewarded with special reading stickers each week if they meet this challenge.

The children also take home a sound book which is updated as new sounds are taught.

The Nursery children take home a discussion picture board to share with their parents. This might be story based or contain factual pictures.