

Development of Early Reading in Newfield Park EYFS

At Newfield Park we recognise the importance of the development of early reading. This can be broken down into 4 main areas:

1. Decoding and the importance of discrete high quality phonics teaching and provision.
2. The need to focus on language development in EYFS which leads to improved comprehension skills when reading.
3. Prompting an early love of reading and understanding of how books and stories enrich our lives.
4. Promoting an understanding of how reading is important in our daily lives.

In our Early Years setting we develop reading in a number of ways, working in partnership with parents, and working across the phase to insure progress and consistency. Assessment is frequently undertaken to ensure the bottom 20% of children, and other vulnerable groups including boys, pupil premium and LAC, have every opportunity to reach their full potential. When producing this document, the Early Years lead has read and completed the audit, and implemented suggestions from The DFE document: The Reading Framework; Teaching the Foundations of Literacy July 2021

Nursery:

In Nursery we provide the following opportunities for early reading development:

1. Daily phonics teaching. This includes our own 'Newfield' delivery of the 6 aspects of phase 1 'letters and sounds'.
2. Teaching children a number of rhymes, including Nursery Rhymes. Children in Nursery will be able to recite at least 5 Nursery Rhymes by the end of their time in nursery. This is in response to much research which suggests that a knowledge of nursery rhymes in the early stages of education has a significant impact on literacy attainment later in a pupil's school life. Children will have daily singing or rhyming sessions, some of which may be incorporated into the daily phonics session.
3. Children will have at least 2 stories daily. This will include rhyming stories, traditional tales, stories from other cultures and books which promote diversity and equal opportunities. Children will be made aware of the fact that we read words, that we read left to write in English, and of how to handle books including turning pages. Opportunities will be given to discuss characters and plot. New vocabulary will be explained and reinforced. At least 2 topic based enhancements in Nursery will be based around a story.
4. Staff will plan for and deliver a high quality language rich environment and experiences which provided for opportunities to develop language. See school time to talk document and planning documents
5. A quality book area for children to develop a love of reading and early book skills. Book areas will have key text which have been recently read to the children displayed in a prominent position. Other books that have been read to children in the past will also be available. Book areas should not be cluttered and books should be well presented.
6. Teaching which models reading for different purposes including shop signs, letters and lists.

7. Children will choose and take home a quality story book weekly to share at home with parents. Information will be shared with parents on how to promote a love of reading and how to develop early book handling and reading skills. Children and parents will be able to choose this book together.
8. When ready, children will be given a reading book with pictures only to develop language development and early book skills.
9. Parents will be invited into nursery to share a story themed activity at least twice a year.
10. Parent's workshops to explain the development of early reading and phonic skills.
11. Assessment will be made to ensure children are meeting expected levels of development for their age. Interventions will be put in place for those children needing extra support, including small phonic and language groups.

Reception:

In Reception the following teaching and learning is provided to develop early reading:

1. High quality discrete **phonics** teaching daily. This is based upon 'Letters and Sounds'. However Newfield Park have developed our own progression based upon this programme to ensure rigour in our teaching and learning.
2. High quality **phonics** provision in the learning environment to enable children to practise and develop phonic skills.
3. Daily story sessions, with **high quality texts** will take place in Reception, including **rhyming books, poems, traditional tales and tales from other cultures**, which promote diversity and equal opportunities. Children should have daily opportunities to sing or join in rhymes and poems.
4. A **set bank of texts** will be read and explored throughout the Reception year, with other texts to supplement these.
5. High quality texts available to children at all times. A high quality text will be a focus in every topic undertaken in Reception. Teachers will develop **early comprehension skills such as discussing characters, actions and feelings and plot development** using our own 'reader response' card approach. Children should be **able to talk about their favourite class shared story**.
6. Book areas will have key text which have been recently read to the children displayed in a prominent position. Other books that have been read to children in the past will also be available. Book areas should not be cluttered and books should be well presented.
7. Staff will plan for and deliver a **high quality language rich environment and experiences** which provided for opportunities to develop language. See school Time to Talk document and planning documents.
8. Children chose a **'sharing' book** weekly to take home to promote a positive reading time with parents at home. Children and parents will choose this book together.
9. When children are beginning to blend, they take a reading book home based upon their level of **phonic** ability. All reading books should reflect where a child is in regards to our school progression. Books sent home and read in school should either be at or just below the phonics a child is being taught in their discrete phonics lessons. Teachers should select books carefully on this basis. School no

- longer uses colour book bands in Reception and Year One. Children should be given opportunity to re-read this book to develop fluency either alone, 1:1 or re-read as a group.
10. Parent's phonics workshop early in the Autumn term to explain how reading is taught in school and how parents can help at home.
 11. Parent reading focus days based around a story or phonic activities.
 12. Secret reader initiative. This is when staff and parents are invited in to read to the children. Children are unaware who is going to read to them until the reader turns up!
 13. *Small world/puppets/role play/enhancements of our shared quality text to promote retelling of stories and understanding of plot and characters and encourage the development of story language.*
 14. Phonics Tracker assessment to be varied out termly. This provides staff with the data to identify the bottom 20% of the cohort and to ensure appropriate interventions are put in place. This will include: small group, individual and homework.
 15. Teaching should provide opportunities to demonstrate the need for reading in everyday life including *recipes, instructions and lists.*
 16. Non-fiction texts based around the topic are available for children to read. Teaching opportunities 'to develop a curiosity and understanding for non-fiction texts, and to develop language skills', will be planned for and based around topics.

- *Words in blue indicate direct links with the Year 1 curriculum.*