



## Development of Early Reading in Newfield Park Early Years / Key Stage One

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 discreet 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; July 2023

### Nursery:

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

- Daily phonic opportunities including following the little wandle letters and sounds programme, which is the chosen synthetic phonic programme use at Newfield Park. Children follow the progression outlined in the programme, including opportunities to practise oral blending and segmenting, alliteration and beginning to identify initial letter sounds.
- 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 phonics sessions. We embed the Little Wandle Rhyme time planning into our practice.
- Children will have at least 2 stories daily. This will include rhyming stories, traditional tales, and 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. Quality texts based around topics will be incorporated into adult led and enhanced provision.



- Staff will plan for and deliver a high quality language rich environment and experiences which provided for opportunities to develop language. Nursery have adopted the Little Wandle Foundations for language approach to improve the quality of interactions and talk in the setting. At Newfield park we assess children using WELCOMM screening tools and deliver appropriate interventions for children not attaining age related language expectations.
- 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 , but books should be well presented.
- Teaching which models reading for different purposes including shop signs, letters and lists.
- 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.
- When ready, children will be given a reading book with pictures only to develop language development and early book skills.
- Parent's workshop to explain the development of early reading and phonic skills.
- The travelling book bag will be offered to children on rotation to encourage quality story time with parents at home.
- 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:

- High quality discreet phonics teaching daily. At Newfield park we use Little Wandle letters and sounds synthetic phonic programme to plan and deliver daily lessons.
- High quality phonics provision in the learning environment to enable children to practise and develop phonic skills.
- Daily story sessions, with high quality texts will take place in Reception, including rhyming books, poems, traditional tales, and tale from other cultures and which promote diversity and equal opportunities. Children should have daily opportunities to sing or join in rhymes and poems.
- A set bank of text will be read and explored throughout the Reception year, with other text to supplement these.
- 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.
- 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 , but books should be well presented.



- Staff will plan for and deliver a high quality language rich environment and experiences which provided for opportunities to develop language. Staff will use the little wandle foundations for language tool to continue to develop language. Tier 3 language will be planned for including new topic based vocabulary. Language will be assessed using the WELCOMM screening tool, and interventions put in place for children not meeting age related language expectations.
- 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.
- When children are beginning to blend, they take a reading book home based upon their level of phonic ability. All reading books should reflect a child's phonic knowledge and books offered to children should be from the Collins Little Wandle published scheme, or alternatively Little Wandle e-books might be set by staff, again at the appropriate phonic level. Book set by staff should be 80% decodable by children when reading with parents at home, as recommended by the Little Wandle scheme. Teachers should select books carefully on this basis. School no longer uses colour book bands in Reception and Year One.
- Children will have guided reading or 1:1 reading lessons in school. This book should match the phonics they are learning, or have previously learnt in in the classroom. Children should be given opportunity to re-read this book to develop fluency either alone, 1:1 or re-read as a group.
- Parent's phonics workshop early in the Autumn term to explain how reading is taught in school and how parents can help at home.
- Parent reading focus days based around a story or phonic activities
- Travelling book bag initiative to promote a love of reading and story at home.
- 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!
- Small word/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.
- Phonics Tracker assessment to be varied out half 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.
- Teaching should provide opportunities to demonstrate the need for reading in everyday life including recipes, instructions and lists.
- Non fiction texts based around the topic are available for children to read. Teaching opportunities 'to develop a curiosity and understanding for nonfiction text, and to develop language skills, will be planned for, and be based around topics.

## Year 1:

In Year 1, many of the same practices continue from Reception to help develop early reading.

- High-quality discreet phonics taught daily using Little Wandle SSP
- Interventions set up to allow target children to consolidate daily phonics: re-cap, revisit. These are identified via teacher assessment daily and also using Phonics Tracker to check specific progress against benchmarks



- In Autumn term, enhanced provision centres around a high-quality text.
- Daily opportunities for storytime sessions which encourage reading for pleasure and child participation.
- Book/reading areas in classrooms are inviting and promote reading. Children can access familiar, previously read texts as well as choosing phase appropriate home books and reading/share books for pleasure.
- Guided reading and individual reading sessions planned by the CT. Texts selected by CT to match phonics level of individual children, in line with phonics guidance.
- Superhero Readers (volunteer readers) are used to provide extra reading sessions (1:1) for identified target children to improve fluency and their love of reading. Superhero Readers given training by the English Lead to ensure quality during sessions.
- DEAR (Drop Everything and Read) introduced to promote reading for pleasure and independence in reading
- Whole-school reading for pleasure initiative (Galactic Readers) introduced in the autumn term to encourage reading at home. This involves bespoke certificates created for children which are handed out at specific times during the year.
- Class stories (chapter books) are introduced later in the year to further promote a love of reading