

Westfield Community School



EYFS

Practice and Provision in Reading

Intent

In the EYFS at Westfield we believe that Reading is the main building block to all that we teach. We also believe that reading unlocks the ability for children to learn and acquire skills across all areas of the curriculum and therefore strive to embed the skills of reading at the earliest possible stage.

At Westfield we value the importance of Communication and Language elements from the Prime areas and the need for these to be embedded before children can fully embrace the literacy elements of the specific area of reading.

It is essential that children develop a life-long love of reading!

We aim to meet the requirement of the new EYFS (2021) curriculum and believe that:

- Language comprehension (necessary for both reading and writing) starts from birth.
- Reading develops more rapidly when adults talk with children about the world around them and the books they read
- It is important that adults share rhymes, poems and songs with their children
- Skilled reading later involves both the speedy working out of the pronunciation of unfamiliar printed words and the speedy recognition of familiar printed words.

In the EYFS at Westfield, the curriculum for reading has four key components:

- developing children's oral language: speaking, listening and enhancing their vocabulary
- establishing their phonic knowledge and skills and supporting them to apply these to reading and spelling
- broadening and extending the range of reading progressing from simple texts that the children can share with a grown up progressing to being able to read by themselves moving on to being able to read a wider range of books
- extending learning to all areas of curriculum for reading within the wider school curriculum, so that each aspect complemented and reinforced the other.

We aim that 3 and 4 year olds will be able to:

- ✓ Understand the 5 key concepts of print:
 - Print has meaning
 - Print can have different purposes
 - We read English text form left to right and from top to bottom
 - The names of the different parts of a book
 - Page Sequencing
- ✓ Develop their phonological awareness so that they can:
 - Spot and suggest rhymes
 - Count or clap syllables in a word
 - Recognise words with the same initial sound

We aim that children in the reception class will be able to:

- ✓ Read individual letters by saying the sounds for them.
- ✓ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- ✓ Read some letter groups that each represent one sound and say sounds for them.
- ✓ Read a few common exception words matched to the school’s phonic programme.
- ✓ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- ✓ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Implementation

Direct teaching of phonics happens every day in Reception via the Read Write Inc. programme (and for those who are developmentally ready in Pre-school).

However, the focus of Pre-school is to promote / foster the important development of pre-reading skills / development of audio and visual discrimination skills. All of which, if they are not embedded at an early age, can hinder future development.

RWInc development days support the reading process and ensure that practise sessions ensure high quality staff training and CPD.

Provision for Reading is catered for across four main areas of daily practice:

Continuous Provision:

Designated reading area / CFS spaces

Reading challenges in the provision

Pictorial symbols e.g. logos, talking point

Visual timetable

Captions/ labels / written challenges in areas of learning

Self-registration

Story sacks and story shelves

Letters and sounds / Phonics challenge daily
Word wall (when appropriate - vocabulary)
Phonics mats in appropriate areas
Range of books in areas (fiction, non-fictions and multicultural texts)
Focus text clearly displayed

Adult Focused:

Pre-reading skills / Read Write Inc - (both in Reception running parallel for those children still requiring the pre-reading skills)
Main focus activities / topic based around a book
Share a book - talk time / teach time
Story time - every day
Key words - by sight e.g. days of the week / names / everyday objects
Reading activities - games / sheets / inside and out
Blending tasks with letter tiles
Discrimination Games - Pre reading skills
Library visits (Preschool)
Use of 'Heads Up' adult to recognise text in the environment
Use of 'Heads Up' adult to reinforce phonics in areas of learning

Group Intervention / Targeted Keyworker Time:

Letters and sounds every day
Modelled reading / writing during intervention time
Reading groups - basic skills intervention
Communication and Language Group
Read Write Inc. additional sessions
Discrimination Games - Pre reading skills
Pinny Time

Individual 1 to 1 Support:

R.W.Inc catch up groups 1 to 1's
Listening to readers (disadvantaged groups)
Share a story - PP children
As and when appropriate through 'Heads Up' adult in continuous provision
PIP project for targeted groups - Pre-reading skills and Reading equipping parents with the tools to support reading
Pinny Time

Parental Involvement

At Westfield we encourage our parents to support reading development with their child at home by:-

- Listening to their child read on a regular basis - 3 books by the end of the year - past / present and unknown to share
- Undertaking homework tasks linked to Read Write Inc
- Ensure that children have the necessary equipment in school Reading book and Read Write Inc bag
- Using Communication Bags as school to home interventions

Impact

We audit our provision on a regular basis to ensure that all children's learning is being catered for at all stages of development. We constantly review and adapt practice as and when children's needs change.

Children's attainment and progress are formatively assessed using ongoing observation and assessment. These are recorded on the target tracker system. We ensure a child's learning journey is reviewed on a daily basis to ensure accelerated progress within the writing strand.

RWInc termly assessments also indicate which groups need to be taught in which stages of the programme; as well as identifying which staff.

Westfield Foundation Phase Team