

Woodgrange Infant School

Reading in the Early Years Foundation Stage



Woodgrange Reading Expectation:

At the end of their Reception year we expect all pupils to meet age related expectations:

- enjoy stories, rhymes and books.
- know all phase 2 – 4 letters and sounds and use this knowledge to decode regular words
- read and understand simple sentences
- talk to others about what they have read

These are the Early Learning Goals set out by the Department for Education (DfE) in the EYFS curriculum.

How we do this:

1. Daily phonic session based around a range of resources including:

- Project X books/ e-books;
- RWI flashcards and website (these also help with forming letters correctly);
- “Busythings” website providing engaging games;
- Practical resources such as magnetic letters, whiteboards and pens

These sessions can be in a large or small group or even 1:1 with an adult.

Children’s learning is assessed and activities planned to meet their learning needs.

2. Reading sessions

- Reading with parents 9-9.20
- Reading with adults during the day- planned or spontaneously
- Open access to an inviting reading area
- A weekly visit to the school library
- Planned reading sessions with an adult- guided reading- in small groups or individually
- Books to bring home to read with parents

Each classroom has

- A book corner that is inviting and reflects the reading choices of the pupils;
- Labels and interesting things to read;
- Regular story sessions for children to listen to and join in with;
- A selection of core books that are linked to the topic for every term;
- Books available in the outside classroom for children to choose to read;
- Guided text appropriate to their reading ability
- A reading book to share at home with parents.

Assessment

Assessment takes a variety of forms and is diagnostic (informs us of the gaps the children have and provides the teacher with the information to plan the next step). We use these assessments to plan the **targets** we set for the pupils.

- On going assessment is fed back into the children's EYFS profile
- Termly phonic assessment is used to ensure pupils are developing the skills to blend (reading) and segment(spelling)

In the summer term children are assessed against the Early Learning Goals and this is reported to parents in an end of year written report.

You will be told if your child is:

"Emerging"- working towards the Early learning Goals

"Expected"- meeting the Early Learning Goals or

"Exceeding"- achieving at a level beyond the Early Learning Goals

This level is also reported to the Department of Education and is moderated by the Local Authority to ensure consistency. This level is passed onto Year 1 teachers and informs onward learning.

What comes next?

Throughout the school your child will also be formally assessed through:

A Year 1 phonics screening test in June each year will be a list of 20 real words and 20 pseudo (non) words. Children have to read 32 words correctly to "pass". Although a score of 25 shows they are making good progress towards the expected standard. Children who do not pass are retested in Year 2.

Parents are informed of outcomes of these tests in the end of year 1 report.

In the summer term of Year 2 pupils will obtain a reading level according to their teacher's assessment. A level of 2b is the expected standard for a Year 2 child.

For information on how we teach reading in years 1 and 2 please see the Key Stage 1 Reading document

Class teachers are always happy to talk to you about your child's reading. Please make an appointment to ensure we can achieve our expectation.

Helping at home

Talk, explain, listen and repeat. All our experience and research tells us that families that talk and listen create the most proficient readers and writers.

There are many small things you can do at home that will support your child's reading development
Such as

- Looking in detail at pictures- talking about them and asking and answering questions
- Sorting objects- talking about why things might go together
- Talking about objects and pictures- naming objects and building vocabulary- don't assume children know the words for things
- Playing memory games
- Predicting: what might happen in a book? be under the flap in a book? in a bag or box? (Even pause the TV and ask what is happening and what might happen next)
- Retelling stories from pictures
- Stopping part way through a story and talking about what has happened so far
- Draw your child's attention to Signs and labels when you are out and about
- Read to them
- Read and let them see you reading (and enjoying it)
- Ask them to read the shopping list and find things in the shops
- Sing songs and tell rhymes. Nursery rhymes, nonsense rhymes. Provide opportunities for alliteration (Abdul Alligator, Milly Mouse), syllable clapping (clapping your names)

Once your child is reading, don't stop listening to them- the job is not done!

Good advice:

Find the hook that makes your child want to read. For Maria's son, it was following the karaoke lyrics on the screen! What makes you want to read?

Beware the TV/ Film book versions. Use these with caution, they are tricky to read aloud and do not always contain stories that are easy to follow. Beware also Leapfrog and other devices that tell you this is how your child will learn to read.

Make reading relaxed, enjoyable and a special time between you and your child. Set aside some time each day for reading aloud. Even 10 minutes a day can have a big impact. Bedtime is a natural reading aloud time. Other busy families read aloud at breakfast or just after dinner. Read books you enjoy. Your children will know if you are faking it!

Books coming home in the book bag Read together at a time that suits you but listen regularly in short intervals (10 mins?). Ask *natural* questions about what is being read and use the pictures to help with discussion. If your child can't read the word can they use their sounds to BLEND? Can they use the PICTURE? Can they use how the sentence is written to GUESS the word? If not, you can tell them and then ask them to remember for next time. Use a lolly stick if your child finds it difficult to scan across a sentence.

Worth a look:

www.oxfordowl.co.uk - follow link to free e books and look for age appropriateness

www.bbc.co.uk/cbeebies/alphablocks/ - play the games related to the sounds, there is a ? for you to press that will support any queries you might have.

www.youtube.co.uk – Mr Thorne does Phonics (if you are unsure about how sounds are pronounced this will help)