READING IN THE EYFS CURRICULUM AT WINS

In the EYFS Reading is identified in two Early Learning Goals Comprehension and Word Reading which are in the Area of Learning known as Literacy in the EYFS curriculum.

Early Learning Goal 8: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Early Learning Goal 9: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

About our Phonics Scheme

After extensive research, we have enrolled in Phonics Shed to provide our validated scheme for teaching phonics. Phonics Shed is a complete explicit and systematic phonics program that aligns with the Science of Reading. The program covers sound awareness in Nursery and leads into a core phonics curriculum that integrates into Spelling Shed's spelling system.

Each phoneme, and lesson, is built around a text, allowing the children to discover a love of stories while learning the mechanics of reading. Puppets, interactive games and engaging, decodable books all contribute to make the scheme attractive to children. The scheme is spilt into Chapters, and Sets. See below for more information.



During their time in the EYFS children are immersed in reading. We know that language comprehension is crucial and the children at Wellfield experience adults who want to and enjoy talking to them about the world around them, singing songs and rhymes and love reading a wide selection of books and poems. We introduce new vocabulary in context as we learn about different topics and follow the children's interests within continuous provision. Nursery cover Chapter 1 of Phonics Shed which lays the foundation for decoding and word reading that happens later on. The children will experience a diverse selection of texts during the Early Years ranging from Traditional tales, rhyming books, wordless books, books with features e.g. maps or letters and non-fiction books. We provide cosy reading areas where children can get comfortable and access a range of books that are displayed in an attractive way. Children are encouraged to give opinions and comment on what they have read. They have the opportunity to role play, use small world props, and use puppets to re tell familiar stories and their own stories. We will repeatedly read favourite books to give children the opportunity to further understand the text, acquire new language and develop re telling skills. In Reception Chapters 2, 3 and 4 phonics teaching gives the children the opportunity to begin to read simple sentences and books. Reception children experience guided reading sessions, books to read at home and library books to share. Signs and labels around the environment allow children to put into practise what they have learnt in a real life context.





KS1: At WINS we try to use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. Alongside this we have implemented a systematic phonics programme.



All children in KS1 receive daily Phonics sessions, which usually start from Chapter 4(Phonics Shed from September 23). There are several intervention groups which may recap earlier Phases through a range of activities, games and tasks for those who need it. Our guided reading groupings are flexible and we use a range of assessment tools to check each child's progress. We aim for children to have covered Phase 6 within Year 2. Books to take home, where possible, are matched to their phonic ability. In Year One, books are sent home weekly, and in Year 2, children are encouraged to choose their own books, matched to their phonic ability. Children in Year 1 access extra Phonics resources in the iPad Zone, as part of their continuous provision. There are also weekly Phonics challenges in the 'tuff tray', which is linked to their previous weekly phonics learning.

Teach pupils to use strategies for developing and monitoring their reading comprehension.



Alongside our daily Phonics, all children develop their comprehension skills through both grouped and whole class guided reading sessions and one to one reading where necessary. The children explore banded, high quality fiction and non-fiction books, as well as comics, newspapers, poetry and plays. In grouped guided reading sessions, teachers use the Reading Gem scheme to allow the children to answer and record comprehension questions on different areas of the Reading Curriculum, for example Inference. Children are supported in whole class or large group sessions by the use of accessible texts or images which allow the teachers to explore an area of the curriculum by asking relevant questions. All children can access these sessions by the careful selection of short, but engaging texts, which allow children to explore the meaning in greater depth.

All KS1 environments include inviting book areas, designed to encourage Reading for Pleasure. Books are selected to reflect a range of genre and the diverse nature of our world. Teachers also have a selection of their class' favourite books



which have been chosen by the children themselves. These are available to read as a class story, or by the children in their free time. There are regular changes to the 'Author Focus' in each reading area, as well as a Curiosity Table in Year 1, on which children can access topic linked texts as part of their continuous provision.



Authors and illustrators are frequent visitors to all year groups at Wellfield. We have had visits from both new and established children's authors, who have shared their books, answered questions, and inspired the minds of these young children. This has been a springboard into developing their imagination leading to the creation of some wonderful stories and books.



World Book Day is always celebrated, as part of our Reading for Pleasure philosophy. A major part of our unique way of celebrating books is to partner with the junior school, and ask older children to come and read stories to our Infant and Nursery children. This allows KS1 children to hear reading modelled by an older child, as well as connect with new books and stories which widen their experience.

For children who are ready to tackle some longer texts, we also host a Book Club. Children choose a book to take away and read, on which they are encouraged to make notes. This may be what they thought of the book, parts they liked or didn't like or if they've ever read anything similar. The children will then meet up with our Headteacher to discuss their thoughts over drinks and cake!

Our Reading for Pleasure Philosophy

As well as teaching children the mechanics of reading and understanding books, we firmly believe children should leave our school with a love of reading. We believe this will come through teachers and teaching assistants providing opportunities for children to discuss review and explore books without the pressure of an explicit guided reading session. This comes in many forms, such as:

- A daily story at the end of the day, read by an adult
- A school wide free choice library, where children are free to choose a book not necessarily linked to their phonic ability to explore with a grown up at home





- Voting for favourite books to be read at the end of the day in Year 1
- Voting for favourite books studied in Literacy in Year 2 to promote that story on our book wall
- Displaying all our picture books covered in Year 2 with star labels
- Reviewing books covered in Year 2, giving the children the opportunity to say what they liked/didn't like, and whether they would recommend the book to a friend



- A weekly Book Hot Seat in Year 2, where children have the opportunity to talk to the rest of the class about a text they've read, in school or at home
- Key texts in Reception, available in the book corner
- All classrooms having comfortable, inviting book areas with a diverse and current selection of books available to read