

Teaching Reading EYFS

Key principals

- Reading has to be **high priority in every class.**
- Classrooms must reflect this through:
 - Every class with a reading display which is engaging
 - Well displayed and organised reading material
 - Clear space for book bags to be stored
 - Racing to read records displayed

Home reading

Nursery children are encouraged to borrow books from the book corner to read at home. When they return them, they record their response to the book on a record sheet with a smiley face system.

Home reading must continue to be high priority Teacher/TAs need to keep a record of which books and how many have been read by each child and follow up when insufficient reading is by done.

Class certificates for the number of books read should be used to motivate children e.g. 10th book, 25th book etc. These children could be featured on the website or in the newsletter. The teacher needs to promote this by regularly talking about favourite books, favourite authors etc and by highlighting reviews of new books. Home readers should be based on reading assessment carried out by the teacher, giving the correct banded level.

Once children in Nursery and Reception have settled in (Nursery children in January), parents will be invited to come in and read with their child for 15minutes once a week.

Reception children will have the opportunity to earn racing to read stickers when they read at home 5 times a week. They will then earn a raffle ticket to be entered into the half termly prize draw.

The Reading Lesson

The majority of reading lessons will be whole class and provided through shared reading in a literacy lesson, teaching reading skills through phonics sessions or sharing a book at story time in class. **This time must be well used.**

Whole class reading

- For whole class reading lessons, **every** child must be sat appropriately to see the texts and texts made clear so that chn can see and follow the print.
- The text in literacy will be directly related to the topic and integrated throughout topic session during that week.
- When introducing the text for the first time, children should be given some background about the text, with key features e.g. title, author, illustrator. The teacher needs to 'sell' the text. **This necessitates that the teacher has already read the text!**
- The reading lesson should start with the teacher reading, modelling the use of expressive to engage pupils. Where possible children should be encouraged to join in with texts repeating what they have heard. Children should also be questioned throughout the text to ensure they have understood what they have heard.

- A key part of the reading lesson is questioning, the teacher **must** have prepared the questions that s/he wants the children to answer which targets the particular skills that require development. By practicing comprehension type questions orally, children are provided with a model of how to answer. During this questioning, the teacher needs to focus not on getting the right answer but on teaching how to work out the right answer and present the answer succinctly. Questions should include predicting what happens next and why has something happened. As well as picking out which characters are which.
- As part of phonics lessons children should be taught segmenting and blending words for reading. Once children are secure with SATPIN these should be used to build words, segment and blend to give children early reading skills, increasing the sounds as others become secure. This should then be integrated in all lessons where possible.

Focus group reading

Initially children will be given individual reading sessions. These should be tailored to the individual needs of the child and not simply going over the book. Children should be questioned about what they have read. Oral segmenting and blending should be modelled and children supported to apply their phonics in their reading.

As children become more secure in their reading guided reading sessions should be introduced. These should have a clear focus for that group of children and have questions that allow children to explore the text but also allow an assessment of understanding of what has been read to be carried out. Children will be provided with flashcards to support their phonics in order to blend and segment words. When Reception children start guided reading, detailed guided reading records must be kept for these sessions, with comments linked to the Assessment Focus. Not just a tick or 'read well'.

Reading targets

All children should have personal reading targets in Reception which are photocopied onto blue card. All children must know the end of year level they are working towards and the step they are currently working on in order to achieve this. These must be reviewed regularly as part of teaching reading.

In Early Years children will be starting out on their reading journey and good foundations and habits need to be instilled into children. The focus of reading lessons should be to provide children with the tools for early reading and provide children with a want to look at and share a book.