

Reading at Church Eaton



What are our aims?

EYFS (Early Years Foundation Stage)

Literacy educational programme (taken from the EYFS Framework 2020)

"It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Key Stages 1 and 2

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

What do we cover in EYFS?

Our Reading key concepts are embedded throughout the curriculum. Our procedural knowledge progression map then outlines what we want your child to learn at the different stages of their time at Church Eaton.

	Nursery	Reception
Communication and Language	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	<ul style="list-style-type: none">• Articulate their ideas and thoughts in well-formed sentences.• Engage in story times.• Listen to and talk about stories to build familiarity and understanding.• Listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems and songs.• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Literacy	<ul style="list-style-type: none">• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<ul style="list-style-type: none">• 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.

	<ul style="list-style-type: none"> • 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, such as money and mother • Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
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What do we cover in Years 1 to 6?

Our Reading key concepts are embedded throughout the curriculum. Our procedural knowledge progression map then outlines what we want your child to learn at the different stages of their time at Church Eaton.

Concept	Years 1 and 2	Years 3 and 4	Years 5 and 6
To read words accurately	<p><u>Year 1</u> Apply phonic knowledge and skills as the route to decode words.</p> <ul style="list-style-type: none"> • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). 	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. 	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. (Note: this should be through normal reading rather than direct teaching.)

	<ul style="list-style-type: none"> • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. 		
To understand texts	<ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. 	<ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g., good triumphing over evil). 	<ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context.

	<ul style="list-style-type: none"> • Discuss the significance of the title and events. • Make inferences based on what is being said and done. 	<ul style="list-style-type: none"> • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. 	<ul style="list-style-type: none"> • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say.
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What does learning look like in EYFS?

In EYFS, your child will develop their literacy skills through stories and a variety of strategies such as The Drawing Club, daily story time and adults modelling 'acting the stories' using small world equipment, masks and first-hand experiences. Literacy opportunities are embedded in many of the continuous provision activities available to the children during the week. Our EYFS uses a variety of texts as a basis for topic planning and usually start with an exciting hook to engage children into both the topic and the book. Our class library has books linked to the current theme and are appropriate to Nursery and Reception. Some of these texts are chosen for their level of challenge and quality language. They have also been chosen with a view to promoting reading for pleasure.

What does Phonics look like for your child?

Phonics is taught daily using a scheme from Schofield and Sims called 'My Letters and Sounds. Phonic sounds are introduced to the children in an engaging way. The phonics activities are revisited to embed them over the year and are supported in a range of ways in continuous provision activities. The children are taught whole class and keep up groups are formed where necessary.

What does learning look like in Years 1-6

For each lesson, or sequence of lessons, we follow a seven-step model based on research completed by the EEF (Education Endowment Foundation) [The Seven Step Model](#).

Step 1: Activating Prior Knowledge: We begin by considering the key concepts that we have taught previously and what your child will need to know to access the learning. We ask a series of questions about what they have learned previously that is relevant. Your child will be reminded of the vocabulary and knowledge that they have acquired which will help with the next task. We will also complete fluency checks here and help children to understand words that they might have found tricky.
Step 2: Explicit Strategy Instruction- We introduce the new knowledge, new vocabulary and/or new technique to your child. We ensure that they are not taught too much in one go as we do not want to overload their working memory. We talk to them about how they will complete the task and take them through each step as well as discussing strategies and how to manage their emotions
Step 2: Modelling of learned strategy: We always model how to complete each step of the task then. We show which strategy we will use and how we manage our emotions during the learning process.
Step 4 Memorisation of strategy: We check to see if your child has understood what they have been taught.
Step 5 Guided Practice We then provide lots of opportunities for them to practice and gradually remove support as they become more comfortable. Sometimes your child might need extra help, so they are supported in a way which promotes and sustains their confidence and competence once the scaffold is removed
Step 6 Independent practice: Your child may then complete the task by themselves without support
Step 7: Structured reflection: Finally, we think about what went well and what they would do differently next time. We encourage pupils to reflect on how their emotions and motivation levels affected their performance in the task. This can take place as whole class, Individually or in small groups.

Structure: Your child will only focus on one or two passages for the entire week. This will enable them to read it lots of times. To support with questioning, we use VIPERS. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. VIPERS stands for: **V**ocabulary **I**nfERENCE **P**rediction **E**xplanation **R**etrieval **S**equences or **S**ummarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that we ask your child a range of questions in our reading lessons. It allows the teachers to track the types of questions that we ask and your child's responses to these which allows for targeted questioning afterwards.

If your child needs a little extra help, we run intervention groups. These might be one to one, in pairs or in guided groups of up to 6 children. The interventions are designed to give anyone attending them lots of confidence in being able to read words and texts fluently.

Reading for Pleasure- Here are just some of the ways that we support reading lessons with lots of ways of Reading for pleasure

Reading Buddies-	Lunchtime Book Club	Reading Army-	Librarian	Library Bus	Story times	Parent morning
older children who have applied and been successful in supporting younger children	Children read to others at lunch	a team of volunteers who listen to readers	We use a school librarian to help children select books	The library bus visits the school fortnightly	The adults read stories to different classes around the school	We hold open mornings to show parents how we love reading at Church Eaton

How do we track progress in EYFS?

Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of forms in the children's Tapestry accounts, floor books or their exercise books. Each child's progress is assessed whether they are working below age related expectations, working within age related expectations, or working above age related expectations

At the end of EYFS (Reception) Children will be assessed using the Early Learning Goals. They will either be emerging at the goal or achieved it.

Early learning goals that link to English- Reading:

EYFS Communication and language development

ELG Listening, attention and understanding –

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG Speaking –

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS Literacy

ELG Comprehension

- 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.

ELG Word reading

- 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.

EYFS Expressive arts and design (this links to re-telling and adapting familiar stories – talk for writing)

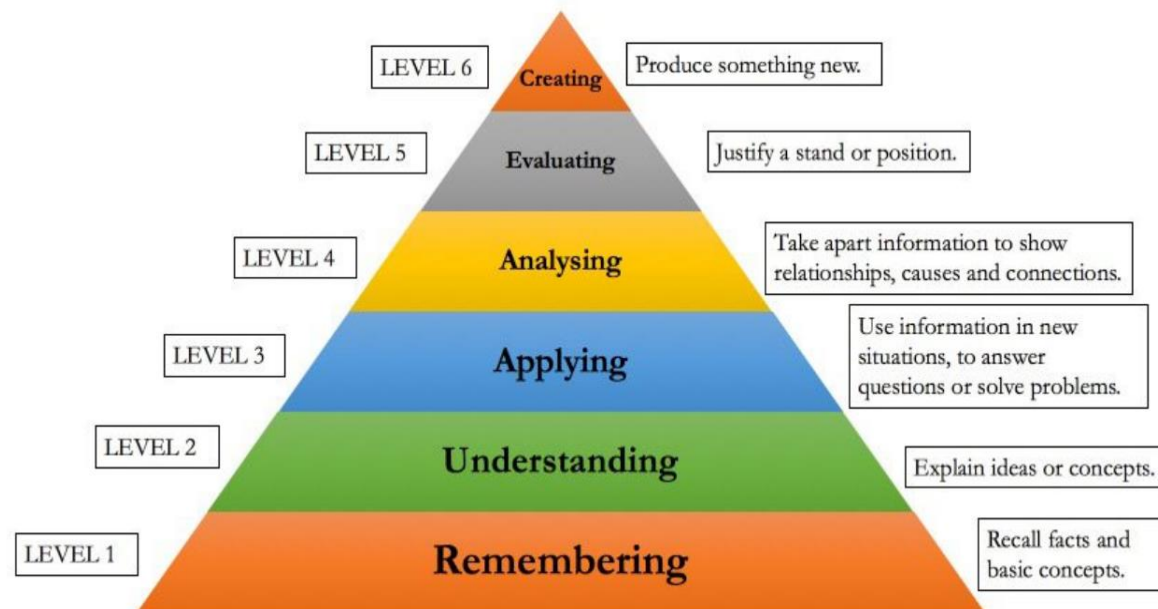
ELG Being imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher

How do we track progress in Years 1-6?

We complete learning walks with staff and pupils, and book looks/ pupil interviews using the Proof of Progress Tasks. We use these to evaluate the progress that has been made by your child. We also complete regularly formal assessments to help children prepare for year 6 sats.

Because your child is in a mixed age class, which they stay in for two years, we will complete a concept or a chunk of learning several times to cater for the needs of both year groups in the class. As we do this, we are able to provide increasingly complex tasks to ensure that the learning is mastered. We use something called 'Bloom's Taxonomy.'



Our expectations of where children will be at different points on their learning journey:

	Years 1 and 2			Years 3 and 4			Years 5 and 6		
Blooms	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate
Expectation	Year 1	Year1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year5/6	Year 6