

Dear Parents/ Carers,

Following on from our participation in the trial of the new reformed Curriculum in EYFS, due to take effect in all schools from Sept 2021, we have reviewed and adapted the way we teach early reading.

Reading in EYFS will now consist of two dimensions: **word reading** and **comprehension** (both listening and reading). It is important to develop both aspects. Good language comprehension, necessary for both reading and writing, draws from linguistic knowledge and knowledge of the world. By listening and talking about stories, rhymes and poems, and non-fiction books, children develop knowledge of themselves and the world in which they live. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. It is also crucial for children to develop a life-long love of reading.

#### How reading will look in EYFS

In FS1 (Nursery), Phase 1 phonics is taught indirectly through our daily continuous provision and embedded through our EYFS curriculum. It is taught directly once a week in a series of phonic sessions.

In the Spring term, we will introduce library books to be chosen by the children and taken home to promote an early love of reading. In the Summer term, we will introduce the Oxford Reading Tree texts, our main reading scheme, to be taken home each week for you to enjoy and share. These books are wordless. This develops the structure of a story, expression in storytelling, speech and language skills and early development of comprehension. This is also a perfect opportunity for the children to become familiar with the main characters, who feature throughout the scheme.

In FS2 (Reception) we teach phase 2 to 4 phonics over the year. Children continue with wordless books when entering FS2 and move swiftly onto word books once they can begin to blend CVC words e.g. C a t. We use a variety of books, for example: phonic books, first story books, structured patterned books, non-fiction etc. Pupils will be exposed to phonics books that are matched to their current phonic level. Other texts are designed to develop comprehension and reading of common irregular words and high frequency words, all of which is needed to become a fluent, confident reader.

In the Autumn Term (once your child is able to blend CVC words) two books will be sent home each Monday: one phonic and one other fiction or non-fiction book. Many of our books include a help guidance page at the front and the back which explains how you can enhance your child's reading experience.

You will have the whole week to read both books; this will give your child more time to focus on the objectives stated above. The weekend is for you to share a text of your child's own choice. This may be a library book, a book from home, a magazine or even a comic. This is to promote the love and joy of reading.

**In the Autumn Term**, children will read to an adult in school twice a week. They will also be sent home the sound or sounds and words that are taught that week in school to support learning.

**In Spring Term**, guided reading sessions are introduced. During these sessions children will:

- demonstrate an understanding of what they have read and what has been read to them by retelling stories and narratives using their own words and new vocabulary;
- anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems;
- be introduced to new vocabulary during discussions about stories, non-fiction, rhymes and poems.
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They will also read to an adult on a one to one basis once a week.

Children's reading skills are consistently assessed through daily phonics sessions, continuous provision, directed adult activities, shared reading and individual reading.

To support phonics and reading further, '*Readiwriter*' will be introduced this term as part of phonics sessions in school. Follow up work will be set to complete at home, based on the child's individual phonics level. More information will follow in that term.

**In Summer Term** children will continue to enhance and develop their reading and comprehension skills through their guided reading sessions, individual reading and phonic lessons.

Please see below for an example of guidance some of the books contain.

**Before reading**

**Talk about the book**

- Talk about the title of the book and the information on the back cover.
- Flick through the book. Ask your child if they think Tin Cat can do the same things as a real cat.

**Practise phonics**

Your child should be able to read most of the words in this book by saying the letter sounds then blending them together, e.g. n-o-d becomes 'nod'. Ask your child to practise their phonic skills by reading these words:

cat sags nod kit

**Common words**

Common words (sometimes called 'high-frequency words') are words that children will use in everyday speech or will come across regularly while reading.

got can on

**During reading**

Encourage your child to read at their own pace, pointing under each word if it helps.

- If your child gets stuck on a word, prompt them to say the letter sounds then blend them together to make the word, e.g. c-a-t becomes 'cat'.
- If your child is still struggling with the word, read the word to them. This is perfectly OK and allows them to move on quickly with the story.

**AFTER READING**

- Look at page 1. Ask: *What is Gran doing?* If necessary, explain that Gran has made two small holes in the egg and is blowing the inside of the egg out so she has an empty eggshell for decorating.
- Talk about what happened in the story, encouraging your child to retell it.
- Look at pages 4 and 5. Talk about the different eggs and describe the colours and patterns. Ask: *Who do Chip's eggs look like?* Turn to page 8 and ask: *Why is Dad taking a photo of himself with an egg?*
- Look at page 1. Ask: *What sound do you think Gran makes when she blows the eggs?* Ask your child to make this sound. Then turn to pages 2 to 3 and point out that Kipper has broken his egg, ask: *Can you make the sound of an egg cracking?*

We look forward to starting your child off on their wonderful journey of becoming a confident and capable reader, with a life time love of reading.