



Early Reading – getting it right from the start.

# Nursery progression in early reading and writing opportunities.

- Children in Early Years and two-year-old provision are exposed to reading and writing at multiple times throughout the day.
- There are mark making opportunities using lots of different mediums.
- Children follow the Future Steps Earth Handwriting program to support steps towards pencil control and letter formation.
- Children are read to every day in Early Years and the books that they experience always follow a theme, additionally the books that are read to them have lots of repetitive language so the children can join in with reading.
- Children in Early Years have book bags where they can take a book for pleasure, a Read, Write Inc book bag book and their appropriate Read Write Inc Ditty/ book to read at home.

# Nursery progression in early reading and writing opportunities.

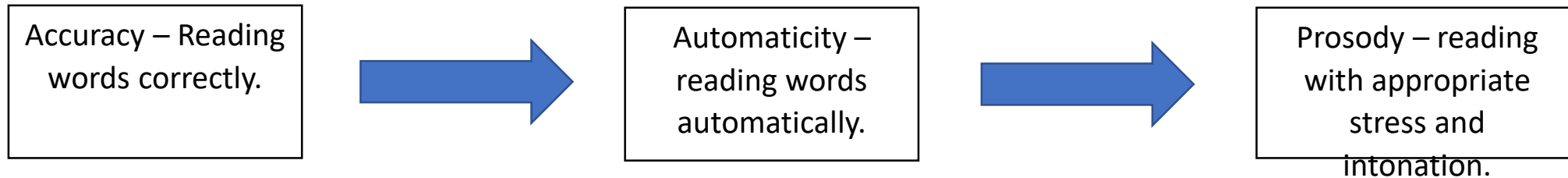
- Starting in nursery, we have fidelity to the Read Write Inc programme, with additional reading and writing opportunities throughout our child-initiated curriculum.
- Read Write Inc Phonics is taught to all children (From Spring 2 in nursery)

# Our preparation for Early Reading – key aspects.

- Fidelity to fluency.
- Reception – making a strong start.
- Expertise – the school has a strong team to teach phonics and early reading.
- Decodable books carefully matched to children's phonic knowledge.
- Stories.
- Progress of lowest 20%.
- Leaders ensure every child reads in their school.

# Reading Fluency.

Fluency is the bridge between word recognition and comprehension.



## Reading Fluency – misconceptions:

- Fluent reading is fast reading – ensure children are reading for meaning
- Exposure to many texts develops fluency – repeated reading or ‘deep reading’ allows pupils to rehearse and hone their reading.

Fluency Strategies – must be explicitly taught and deliberately practised.

- Teacher-led, modelled fluent reading
- Choral reading
- Repeated choral reading
- Echo reading
- Deep reading
- Performance reading

# Reading Fluency – how can we assess reading fluency?

- Expression and volume
- Phrasing
- Smoothness
- Pace

Read Write Inc. Phonics gives children a flying start in learning to read and write regardless of background or need – Ruth Miskin Portal.



# Early Reading Intent.

Our intent for the reading curriculum is that it delivers:

## Early Reading:

- High quality child/adult interactions to support and develop a love of reading.
- A wide variety of opportunities for children to explore early reading through child initiated and adult led teaching.
- An environment that fosters receptive language, communication and engagement along with promoting attention and listening.
- An environment for learning to ensure all children can be successful including those who are disadvantaged or have SEND.
- An environment that observes and challenges children with a reading flair that can be extended encouraging independence.
- Purposeful reading opportunities that can be transferred across all areas of their learning.
- A positive atmosphere to nurture a love and passion for reading.

# Early Reading Implementation.

Our implementation for the reading curriculum is:

## Early Reading:

- To ensure children are immersed in purposeful print to develop meaning and understanding.
- Teach children to understand the value of books and reading materials and know their possibilities.
- Engage in extended conversations about stories, learning new vocabulary.
- To develop a secure link between phoneme-grapheme correspondence and use this purposefully in planned and independent reading opportunities.
- To be taught the skills of blending words to read incorporating some known digraphs.
- To build up knowledge of reading simple phrases and sentences made up of words with known letter-sound correspondence including some common exception words.
- Develop the skills of being about to read their own writing to check that it makes sense.
- To ensure children experience the adults around them valuing reading opportunities and hearing adults bring reading to life.

# Early Reading Impact.

Our impact for the reading curriculum is:

## Early Reading:

- Through high quality child/adult interactions, children will become confident readers.
- Children will make excellent progress, with more children challenged to reach ARE 'expected' at EYFSP.
- Progress will be seen in the children's quality of reading and use of RWInc prompts to scaffold themselves as necessary.
- Children will be ready for their transition to be successful in the reading journey for their next stage of education.
- Carefully planned reading opportunities will support those children with SEND or those considered disadvantaged to be successful and achieve the best possible outcomes.
- Impact will be clearly seen from results achieved in national tests in that attainment is in line with national expectations.

# Reception progression in reading skills.



Note: In Reception where children may not be fluent readers yet, aspects of the reading curriculum will be covered by an adult reading to the children and books being shared. Children will be taught the expectations of careful listening and why this is important helping them to engage in story time. They will be encouraged to use a wider range of vocabulary that is influenced by fiction, non-fiction, rhymes and songs.

Fluency and word reading will be taught daily in Read Write Inc Phonics lessons, but skills must be reinforced in other lessons throughout the week:

- Being able to orally blend when modelled by an adult.
- Knowing that text is read starting from the left and moving to the right.
- Being able to read a few common exception words in line with our Read, Write Inc programme.
- Being able to read simple phrases and sentences made up of words with known letter- sound correspondence.
- Read words consistent with their phonic knowledge by sound-blending.
- Have the ability to re-read what they have written to check that it makes sense.
- Children learn to appreciate simple rhymes and poems, reciting some by heart (link to whole class reading and singing)
- Recognise and join in with predictable phrases used in whole class reading of repetitive texts

# Language Structure and Organisation.

This will be covered in Read Write Inc Phonics lessons but must also be taught when teachers share a class book and in other curriculum areas when text is used:

- Being able to engage in story time.
- Being able to listen to and talk about stories displaying some understanding.
- Developing their knowledge of vocabulary.
- Being able to articulate their thoughts in well-formed sentences in relation to an event or activity.

# Comprehension.

**Retrieve** - being able to answer who, where and when questions verbally with some extended thought and explanation.

**Question** - teach children to ask direct questions after a discussion about a text. Support the children to develop their ability to question in context of what is being discussed.

**Infer** - Support the children in being able to understand same and different when comparing. Develop ability to use picture and context cues to infer information.

**Predict** -Use what children know and what they can see to predict events from a story. Use familiar stories to develop prediction skills that can be orally shared.

**Summarise** - Children to talk fluently to explain a sequence of events in order. Be able to demonstrate their knowledge of a story or text by drawing our key points to display understanding.