

Early Years Reading Strategy

Reading is an integral part of our curriculum at Perry Wood Primary and Nursery School. We have a vision that if a child is equipped with reading skills, they have the ability to achieve anything they desire in life. Through reading, we provide our children with the range of tools needed to become life-long learners. Across our curriculum we are devoted to ensuring children believe in the importance in reading, and can see for themselves the love for reading which we as staff also share.

The beginning of the reading journey

When children begin Perry Wood Primary and Nursery School, their journey into reading begins. From their very first day, they begin their adventure to becoming students with a love and passion for reading. Daily, children across EYFS are exposed to a vast array of stories and texts which are rich in vocabulary. All children listen to a range of stories being read aloud, ensuring that they develop their sensitivity to alliteration, rhyme and rhythm. Through this shared reading time, children learn how to pay attention, comprehend and fundamentally, enjoy the content of the story.

When stories are read expressively to the children, they begin to bring the content to life, delving into their imaginations, making connections with their own lives, and allowing them to formulate questions which they seek answers to. Whilst listening to, and joining in with the teacher's commentary of the books read, the children develop their ability to infer details about the characters within the text. Through discussion, children are able to ponder their ideas, question their own understanding and delve deeper into the story's plot line, characters and meanings.

Our books across school and EYFS are chosen thoughtfully to allow children access to a range of quality, inclusive literature which our pupils can relate to or stretch and expand their experiences and understanding of the world. We use books as a window to the world around them, and through both fiction and non-fiction, children build a broad and varied picture of life. Reading experiences are then connected with role play and imaginative elements of learning; whereby children travel to distant lands, sail the seas and roam the jungles. Our children's vocabulary is increased through exposure to new literature and then embedded through high quality communication and oracy between both their peers and adults.

The development of Early Reading

Underpinning the development of reading throughout EYFS, are daily phonics lessons which follow the Read Write Inc. programme. Children continue to follow this until the end of KS1. Phonics teaching will follow the structure, planning and guidance of Read Write Inc. and is taught daily throughout Early Years and KS1. Daily sessions allow for all children to participate and develop skills needed to become able readers.

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- Nursery firstly focuses on general sound discrimination, collecting their understanding of environmental and instrumental sounds, moving onto body percussion. Rhyme and rhythm, alliteration, voice sounds are discovered and developed while children also begin to be introduced to new letters and sounds, and listening to new words to identify initial sounds.
- Reception continue to develop recognition of Set 1 and 2 sounds across the year, ensuring that by the end of the year, children can read words of three or more sounds, and a range of tricky words. The expectation by the end of Reception is that pupils are reading Purple books (based on Oxford Reading Tree book banding).

As children continue into Year 1 and 2, they further embed their increasing phonics skills in preparation for the end of KS1 Phonics Screening assessment.

Children in EYFS are sent home with a range of books to continue their learning at home. We provide them with a Read, Write, Inc. Book Bag Book which is accurately matched to their reading level; a book banded story which further allows them to embed and practise their existing phonics knowledge; and a story in which they can share with an adult for enjoyment- through a bedtime story or shared reading time with siblings. Our aim in providing this for every child is to ensure they develop their technical reading ability whilst also enhancing and igniting their enjoyment for literature.

Alongside our Phonics programme, children are taught in whole class groups using our whole class reading strategy. As a school we embed a range of reading skills through the use of VIPERS which are linked to the objective led content domains in the curriculum. Whilst exposing children to more challenging texts in these sessions, children focus on vocabulary, inference, prediction, explanation, retrieval and summarisation. We allow for group discussion to develop independent thinking which in turn further allows enjoyment and a love for reading to flourish. The range of texts is varied: from non-fiction, fiction and poetry, children make connections between texts, learn to join in and thus broaden their knowledge and understanding.

Developing a love of reading

Within our school we recognise that reading should first and foremost be an enjoyable experience for all. We therefore pay special attention to our environments, ensuring they create opportunities for children to enjoy reading. Our classrooms have dedicated reading areas which are inspired by either a key author or theme of learning, however a further range of environments are available: outside learning spaces, reading pods and sheds and areas inspired by a home-from-home theme.