

## How is Reading taught in Reception?

In Reception 'Reading' falls under three strands: '**Word Reading**', '**Comprehension**'.

The three Prime Areas in the Early Years Curriculum are: 'Personal, Social and Emotional Development', 'Physical Development' and 'Communication and Language'.

The four Specific Areas are 'Mathematics', '**Literacy**', (**which includes Reading and Comprehension**), 'Understanding the World', and 'Expressive Arts and Design'.

The three prime areas are the focus for practitioners working with children in Reception as these form the basis for successful learning and progress in the four specific areas.

**Word Reading Early Learning Goal:** (where we expect children should be by the end of Reception)

*'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'.*

**Comprehension Early Learning Goal:** (where we expect children should be by the end of Reception)

*'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.*

In order for children to achieve this Early Learning Goal we provide lots of opportunities for children to develop their phonics skills. These include....

- ✚ During the first few weeks of settling into school we play games to develop children's attention and listening skills. Phase 1 Letters and Sounds. These are essential skills needed in order to start learning sounds.
- ✚ Children then begin Read Write Inc Lessons. This is taught initially as a whole class (whilst we learn how to say and form all letter sounds) and then children are assessed and placed in smaller groups depending upon their ability.

- ✚ Parents are informed which letters we are learning each week and worksheets are sent home to practise. They are provided with weekly reading lists that contain the sets of sounds we have learnt so far.
- ✚ Phonics skills and Read Write Inc techniques are included in whole class literacy lessons where possible (e.g. using Fred Fingers / TTYP etc...).
- ✚ Reading activities are included within our continuous provision (e.g. finding words in the sand / reading words in slime / making words out of playdough / word hunts around the garden etc...). This is called our Busy Learning Time.
- ✚ Adults observe children during Busy Learning time, take photos and add reading assessments to their online learning journeys (Tapestry). These assessments help teachers to create next steps for each child in reading. These next steps are shared with parents at progress meetings.
- ✚ Specific Reading interventions are started after the first term (once all letter sounds have been taught and children have been assessed). Interventions include either 1:1 or small group work during busy learning time; supporting children to review sounds / orally blend / blend to read cvc words and share stories together. Children who do not read regularly at home are given time to read to staff at least once per week.  
**See class Intervention folder.**
- ✚ Both classrooms have dedicated reading corners (reading rain forests) that are well stocked with fiction, topical non-fiction and reading books that children can attempt to read themselves. Books that appeal to both girls and boys are provided. Books that have the children's photos in are also included on the shelf (Home visit book / Chirpy and Doddy's diary etc...).
- ✚ We have a book of the week that links with our weekly topic. This is displayed and children are made aware of the author and illustrator.
- ✚ There are labels and signs around the classroom for children to read and become familiar with.
- ✚ High frequency words (tricky monster words) are displayed on the wall in a cage and one monster is let out and learnt each day. Another set of tricky monsters are vecroed to the wall in the writing area for children to use freely. The 4 tricky monsters that we learn during the week are sent home for children to continue practising and place around their house.
- ✚ The children take home reading books twice a week and we follow a karate book band scheme. This has proved to be very effective; motivating children to read at home.

- ✚ Parents are also encouraged to use the app: 'Teach your monster to read' at home with their child.
- ✚ The children take turns bringing in their favourite book from home and this is shared with the class at snack time.
- ✚ Parents are invited to attend a Reading meeting. The Class Teachers explain the Reading karate band scheme and Read Write Inc in more detail and demonstrate a mini lesson with a small group of children. They also give advice on reading at home and go through ways to encourage reluctant readers.
- ✚ The class visit the school library once per week and take their chosen books home to share with their families.
- ✚ Our Year Five buddies often come and read to us.
- ✚ If any parents are authors we encourage them to come and read their books to us. We also have visits from local authors too.
- ✚ We use an online Learning Journey called Tapestry. Children are encouraged to create their own stories at home and share them on Tapestry so we can read them in school.