

Curriculum Coherence- EYFS Reading		
<p>Previous Learning: During their time in Nursery, most children will be able to:</p> <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 • 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. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 		
<p>INTENT <u>To provide children with opportunities within our provision to develop on their stage of learning in order to meet the Early Learning Goal.</u></p> <p><u>Progression statements</u> Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> • 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. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • Robust daily Phonics sessions • Reading books which closely match the children's stage of phonics • Communication with parents- ensuring they are provided with the information and resources to effectively support their child with reading and phonics at home. • Continuous assessments to identify children making the slowest progress and those needing additional practise to embed phonics knowledge and understanding. • Clear progressive planning that enables children to build on their knowledge, skills and understanding of Phonics. • Explicit modelling of reading strategies. • Ensuring opportunities for children to achieve EYFS reading outcomes are promoted as much as possible in all learning areas and planning in the moment is used to enhance learning experiences and follow the interests of the children. • Songs, poems, rhymes, non-fiction and stories are a part of everyday practice as well as reading age appropriate, language rich books to children, that are above the accessibility of the reading ability of children in the class to expose children to a range of vocabulary, to support their language comprehension and love of reading. 	<p>IMPACT <u>Children meet the Early Learning Goals in Reading</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 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.

<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. 	<ul style="list-style-type: none"> • Use of Sign4Phonics, book vote, library books, class stories, linking and displaying books to all areas of provision. • Adult interactions are ensuring children are supported in making progress in their next stage of development within reading. • Use of Pupil Premium funding to provide library for children at home. • 'Drawing Club' to develop their imaginations and writing stories. 	
<p>Links Books linked to all areas of learning within provision. Non-fiction texts linked to other cultures and the environment to support teaching of topics relating to 'Understanding of the world' and SMSC. Books linked to support children's understanding of Characteristics of Effective Learning Fiction and non-fiction texts used to support Mathematics teaching Sign4- phonics, mathematics, feelings and storytelling used to support children's language comprehension. Electronic books on kindles, reading and phonics games on IWB</p>		
<p>Next steps in learning: Comprehension and Phase 5 phonics, Phonics Screening</p>		