

Reading in EYFS and KS1

Focus:

Our main focus in EYFS and KS1 is phonics and reading fluency. Reading fluency is taught through shared reading sessions and the comprehension skills are introduced through class discussion led by the teacher.

Phonics is at the heart of everything within EYFS. This continues into Year 1 as fluency is also introduced encouraged. Within Year 2 and as phonics development allows pupils to gain the ability to read a great range of words, fluency of reading is the focus. Comprehension is taught throughout but verbally, with increased focus in Year 2.

Assessment:

With EYFS, Sounds-Write Phonics Assessments are completed 4 times throughout the year (in September/October to provide baseline and at the end of each full-term to track progress). The reading elements of the early learning goals are assessed and tracked throughout the year. Within, Year 1, Sounds-Write Phonics Assessments are completed 3 times a year, in each term, and half-termly phonics screening checks are used to track word-reading ability. Fluency is not assessed using speed reading and fluency rubric assessments until a child has passed the phonics screening, or if a child has been identified as more able with their reading. Reading curriculum objectives are tracked every half-term. Within Year 2, Sounds-Write Phonics Assessments are completed 3 times a year, in each term. For those who have passed their phonics screening the speed-reading assessments fluency rubric assessments are completed termly. For those who have not passed their phonics screening, the assessments are mirrored of Year 1. Reading curriculum objectives are tracked every half-term for all.

EYFS:

- Phonics for 30 minutes daily
- Phonics being at the centre of literacy guided groups and on literacy tables
- Weekly opportunities to listen, share and discuss quality texts that are linked to curriculum themes
- 20 minutes of shared reading daily.
- Reading corners available everyday

Shared Reading

Involves the teacher reading aloud to the children with brief discussion of the text and as a result focuses on the development of listening comprehension, word knowledge, background knowledge and reading enjoyment. The children's central role in this type of reading is to listen carefully, to try to derive meaning from what they hear and to enjoy the process of doing both

Year 1:

- Phonics for 30 minutes daily
- 30 minutes of guided reading daily
- Phonics intervention is happening when adult support is available – this is based on phonics data
- Comprehension is delivered within Text Talk sessions where the teacher reads to the class and provides VIPERS discussion opportunities.

Guided Reading

Depending on the context of the class, teaching will either be through carousel or whole class using a two-week rotation system (word reading week and a sounds-write text week). Both of these weeks are focused on recapping sounds learnt in phonics and providing pupils as many opportunities to read words.

Year 2:

- Phonics for 30 minutes daily
- 30 minutes of guided reading daily
- Phonics intervention is happening when adult support is available – this is based on phonics data
- Comprehension is delivered within Text Talk sessions where the teacher reads to the class and provides VIPERS discussion opportunities.

Guided Reading

For children who have not yet passed their phonics screening check, teaching will continue from year 1 with a two-week rotation system (word reading week and a sounds-write text week).

Those who have passed their phonics screening check, reading fluency will become the focus of guided reading activities. This will continue to take part in the carousel learning with the introduction of comprehension skills (VIPERS) orally through discussion to support the fluency. Books will be introduced during this year, depending on when a group is ready for written responses to comprehension questions.