

Reading in the Early Years at St Columba's

EYFS Coverage

It's never too early to read with a child, and sharing a wide range of books, stories, songs and rhymes, forms the basis of daily EYFS life at St. Columba's Catholic Primary School. It is our determination that, alongside a life-long love of books, every pupil at St Columba's will learn to read, regardless of their background, needs or abilities. To this end, St Columba's place an important emphasis on ensuring that the teaching of reading, including systematic synthetic phonics, is the core purpose of EYFS, beginning in Nursery, with quality first wave teaching of early reading and phonics. We focus on teaching reading in a systematic and structured way, building up children's phonic knowledge and skills explicitly.

Reading (along with writing) makes up Literacy, one of the four specific areas of the Early years Foundation Stage. Reading's Early Learning Goal is:

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.**

To be ready to start reading, children need to have a variety of skills in place. These early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination. We also want to encourage children's engagement with stories, in order to support children's oral

language development, their knowledge of stories and of literary language, providing models for their own spoken and written language. At St. Columba's we recognise that listening to a varied diet of stories, forms part of our rich curriculum. EEF Guidance for the EYFS states: " Early reading requires the development of a broad range of capabilities. Using a number of different approaches will be more effective than focusing on any single aspect of early reading. "

To this end, we use a wide range of approaches (including shared reading, storytelling, and explicitly extending children's vocabulary) to introduce reading at EYFS.

Rhymes/poetry:

According to The Literacy Trust, research has shown that if children know eight nursery rhymes by the time they're four years old, they're usually among the best readers by the time they're eight. Rhyming helps children to break words down and to hear the sounds that make up words in preparation for reading and writing. At St. Columba's we will use the following strategies to introduce and promote this important element of rhyming/poetry to our EYFS children:

- Daily singing/rhyme sessions.
- Making up our own songs and rhymes, as well as well-known/historical/classic nursery rhymes. We will use rhymes with actions and props which support multi-sensory learning.
- Use of "Rhymetime" resources.
- Trained TA-led Rhymetime sessions.
- Singing nursery rhymes, songs and simple hymns.
- Use of recommended BookTrust rhyme sheets.
- Reading/sharing a wide range of children's poetry and rhyming texts, such as "Each, Peach, Pear Plum" and repetition/rhyming stories, e.g. "We're going on a Bear Hunt."

How will we provide this?

Opportunities:

- The EYFS classroom areas will immerse our children in books and reading opportunities. A wide range of quality stories, poems, rhymes and non-fiction will be available, chosen to develop pupils' vocabulary, language comprehension and love of reading. (CLPE core book list.)
- Children will have the opportunity to regularly enjoy listening to these stories, poems, rhymes and non-fiction. In EYFS, reading to children/telling stories and enjoying rhymes will be a daily experience.
- Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home. (School reading record + books to share at home, are provided for every child, from day 1 at St Columba's.) To support teaching, the EYFS environment will emphasise inclusion of meaningful print such as a child's name, labels, words on a cereal packet in role play area, or a book title, in order to discuss awareness of similarities and differences between symbols.
- Language is at the heart of our curriculum and, in EYFS, we make language a priority, embedding spoken language, vocabulary development and listening comprehension into all aspects of our day.
- In line with the recommendations in the "Bold Beginnings" Government document, literacy planning for EYFS will devote sufficient time each day to the direct teaching of reading, including frequent opportunities for children to practise and consolidate their skills, such as; encouraging children to read and create their own stories, asking them to predict what's going to happen next and helping

them to make up their own endings to familiar stories as well as encouraging them to think more critically and become more creative.

- There will be a range of "Story Sacks" to share in EYFS. (Box/ bags filled with a story book and lots of things related to it that are used to capture children's imaginations and extend their learning. These will include items to encourage children to retell the story or find out some new facts, e.g. puppets, props, games, non-fiction books and a CD.) Story Sacks can be shared and borrowed for use at home.
- Providing reading opportunities also means following children's interests and taking them as the starting point for learning, rather than always planning an adult-directed activity. Planning linked to reading/writing areas will enable children to create/ make their own books. Materials available will include children's own drawings, photos or pictures cut from magazines. Children's own books will be used in our book area.

Space

Children enjoy cuddling up, looking at books and listening to stories. Our EYFS classrooms will each have inviting book areas, along with regular visits to our school library. (Our book areas will include stories, pictures and puppets which allow children to experience and talk about how characters feel. Dual language books that can be read with all children, to raise awareness of different scripts. EBooks /iPads and Ereaders. Listening centres.) In addition, our EYFS areas will include a wide range of reading materials, both inside and outside. These will include:

- Magazines, comics, cookery books, newspapers and catalogues in role play areas.
- Some simple texts which children can decode to give them confidence and to practise their developing skills.

- Homemade instruction books in construction area
- Texts, books and printed information materials to encourage children to add to their first-hand experience of the world . (E.g. zoo leaflets and posters, tickets for the cinema.)
- Meaningful labels with words and pictures displayed throughout our setting
- Props from familiar stories in role play area so children can act out their favourite stories
- A range of visual cues and props that can support children to understand words.

Language and talking

Children don't learn to talk by accident - they need adults to nurture and support their language and communication. At St. Columba's we place high importance of language development and all staff provide quality first wave language teaching, supporting all pupils to improve their talking, understanding and listening skills. We understand that vocabulary is key. Learning and remembering words is incredibly important. We aim to help children of all ages ,by using all their senses to teach new words. We then build in time for lots of repetition and practice.

As "The Communication Trust" emphasise, helping children to enjoy the fun of language is vital. When children play around with words and make up silly rhymes, this supports their understanding of how words are made up, which in turn, helps with learning to read.

Resources /Links:

Reading Area/Corner:

- ✓ Creating a calm, welcoming space for children to quietly read and think is important. Reading areas provide a comfortable, peaceful area with an accessible, well-displayed, wide selection of poetry, fiction, non-fiction reading books, along with soft toys for the children to read stories to.
- ✓ "Book Nooks" use of several smaller areas for 1 or 2 children to be able read, in dens, smaller areas.
- ✓ Story sacks and puppets.
- ✓ Seating/cushions/beanbags.
- ✓ Posters/pictures/illustrations.

<https://clpe.org.uk/corebooks/books/core%20book%20list%20EYFS>

<https://literacytrust.org.uk/early-years/>

<https://www.oxfordowl.co.uk/for-home/at-school/subject-guides/reading-at>

http://www.thecommunicationtrust.org.uk/media/617945/tct_toptips_pdf.pdf

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach>