



EYFS Early Reading Statement

Boundary Primary EYFS Early Reading: Intent, Implementation, Impact.

Intent

As an Early Years unit we intend to construct a curriculum for reading, which is designed to give children the knowledge and cultural capital they need to succeed in later life. We intend to provide opportunities for children to access a range of different texts; fiction and non-fiction that enables them to develop a love for reading.

We provide a coherent and well-structured curriculum meticulously planned to ensure all children make good progress from their starting point.

It is crucial that the children at Boundary become excellent communicators. Therefore we ensure that curriculum, planning, interventions and environments support this effectively.

Implementation

Within our Early Years unit, we ensure that our reading intent is embedded securely across both Nursery and Reception.

Planning for reading is done through personalised objective led plans. Children's vocabulary acquisition is assessed upon entry using a range of different tools including the EYFSP, WELLCOMM and the Reception baseline assessment. Children then follow a personalised reading journey, which is pitched to their level of need. Planning is evaluated on a weekly basis and appropriate measures are taken for children falling behind or those making accelerated progress. This may include accessing classroom interventions.

The planning of our curriculum is done initially through Long Term and Medium Plans. As a unit, we choose a range of different texts we believe are age appropriate and will ignite a love for books and reading. We immerse the children in the chosen texts by flooding the classroom areas, including the role-play, story telling table, creative, construction, maths and outdoors providing the children with lots of opportunities to stimulate talk about the texts. We ensure we look at different versions of the text and provide different mediums for them to access it. Through this repetition, we believe children will make purposeful connections and learning, which will remain in their long-term memory.

Teaching of Systematic Synthetic Phonics

Little Wandle Letters and Sounds Revised is the systematic synthetic phonics programme (SSP) we use at Boundary Primary School to deliver daily phonics sessions from Nursery to Year 1. It provides a complete teaching programme meeting all the expectations of the National Curriculum preparing our children to become confident and fluent readers.

Foundation for Phonics

Foundation for Phonics is taught in Nursery and sets out the provision that should be in place to ensure children are well prepared to begin grapheme– phoneme correspondence and blending at the start of Reception. The provision should include a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for ‘Communication and Language and Literacy’. These include:

- sharing high-quality stories and poems with children
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language with children.

Daily Phonics Session (Reception/Year1)

Phonics is taught daily in both Reception and Year 1. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week’s teaching, to help children become fluent readers. Children make a strong start in Reception: teaching of Phonics begins in Week 3 of the Autumn term. As a school we follow the Little Wandle Letters and Sounds Revised expectations of progress. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. Children are assessed at the end of every half term and their progress is tracked using the Little Wandle Letters and Sounds Revised assessment tracker. Children who need additional practice in specific areas follow our Phonics Keep Up sessions which are delivered by fully trained reading teachers. These sessions match the same structure as class sessions using the same procedures and resources. Each session has a specific focus and is taught in small groups or some cases individually providing lots of repetition to ensure that every child’s learning is secure.

To support the children in the application of phonic knowledge, children are provided with home reading books that focus on the sounds they have been working on in school. This provides the children with an opportunity to apply the skills they have learnt at school and be successful in reading at home. In addition to this children have one to one reading sessions in school with both teachers and support staff. Guided reading groups are introduced in Year one when children are ready to access this.

Impact

This ensures that teaching sessions are well planned for and highly effective ensuring all children are highly engaged in work and play, demonstrating high levels of concentration and enthusiasm. Our curriculum is well planned so that it meets the needs of all children, including those with special educational needs. New vocabulary is introduced regularly enabling children to have a good base of words leading them to become effective communicators in the future. It also ensures children have an increased confidence and fluency when reading resulting in secure foundations for future learning in preparation for fluent readers.