

EYFS Curriculum Pathway – English: Reading

Our EYFS Curriculum Pathway to KS1 builds on pupils' past knowledge and prepares them well for the learning that is to come in KS1.

The most relevant early years outcomes for Reading are taken from the following areas of learning: Communication and Language and Literacy.

English - Word Reading		
	A Unique Child	What this looks like at Ryton Federation
Phonics and Decoding	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Daily Phonics in Nursery and Reception using Letters and Sounds. Explicit teaching of new Grapheme-Phoneme-Correspondence. Opportunities to revise and consolidate previous teaching, planned repetition and over-learning. This continues into KS1.</p> <p>Phonics spontaneously drip-fed and planned for throughout daily routine. Phase 1 activities and games run alongside the teaching of all Phases. Songs, rhymes, stories and games take place throughout the day. E.g. song box, rhyming stories, I-spy, message board, morning 'sign in' task.</p> <p>Phonics in environment and continuous provision – challenges, signs, labels and messages to read. Environments in KS1 are labelled, have signs and messages and are language rich.</p> <p>Phonics meeting and support for parents. Weekly homework - reading books. Reading books and support for parents continues in KS1 and children take part in Lexia and the Bookworm project.</p> <p>Support for children working below ARE. E.g. Extra phonics sessions pre/post teaching/extra 1:1 reading. Reading interventions take place in KS1.</p> <p>Monitored/assessed daily, weekly and at the end of every half term/end of phase. This is reflected in KS1.</p>

		<p>Taught sounds displayed in class and sound mats available to support children's independence.</p>
Common Exception Words	<p>To read some common irregular words.</p>	<p>Tricky words introduced in line with Letters and Sound Phases in daily phonics lessons – discrete teaching and during the apply section of the daily lesson.</p> <p>Displayed in class on Tricky Word Wall and on High Frequency Word mats to support children's independence.</p> <p>High Frequency Word assessment weekly. Words sent home to learn weekly.</p> <p>Drip fed into routine – tricky word song, etc.</p>
Fluency	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs, such as own name and advertising logos.</p> <p>To look at books</p>	<p>Shared reading sessions whole class, groups and 1:1. A chance to explore language, enrich language and expect that the words on the page will carry meaning.</p> <p>Print in environment, labels, signs, captions, instructions and logos - children encouraged to write/read their own. We make class books to support children's reading.</p>

	<p>independently.</p> <p>To handle books carefully. To hold books the correct way up and turn pages.</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to read words and simple sentences.</p> <p>To begin to break the flow of speech into words.</p> <p>To read and understand simple sentences.</p>	<p>Name cards in environment and name 'signing in' in routine.</p> <p>Well stocked, attractive reading areas reflecting current learning, seasonal change and EYFS key texts. Children are able to practice and develop all of this in an environment which helps them to learn and experience the language of story and text and the pleasures this brings as well as supporting the development of early phonological awareness</p> <p>Opportunities to constantly repeat, over-learn and become confident when blending and segmenting. Composing sentences – How many words? Will it make sense? etc.</p> <p>Children will be on their way to have mastered the alphabetic code and engage in the act of meaning making.</p>
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English - Reading Comprehension

	Development Matters	What this looks like at Ryton Federation
Understanding and Correcting Inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>During shared reading sessions practitioners model reading left to right and top to bottom, tracking words and encouraging children to do this when they first learn to read.</p> <p>Practitioners make mistakes for children to correct and this develops their ability to correct their own inaccuracies when checking over their work.</p> <p>Jokes are drip fed into sociable group times such as snack times and end of the day routines. We encourage the children to tell jokes, write jokes for the 'joke box' and read joke books. Practitioners take time to explain the word play/humour.</p>
Comparing Contrasting Commenting	<p>To listen to stories with increasing attention and recall.</p> <p>To join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p>	<p>Repetition of key texts so children get to know stories well this helps to develop listening and attention and means they become able to join in with refrains and anticipate what is to come. Books are remembered and recalled often, linking similar themes explicitly for the children. This is built on KS1 where they manipulate,</p>

	<p>To listen to stories with increasing attention and recall.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To follow a story without pictures or props.</p> <p>To enjoy an increasing range of books.</p> <p>To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>innovate and play with characters, settings and narrative to create their own stories.</p> <p>We use Talk 4 Writing, drama and story mapping in EYFS and KS1 to help children to remember key events and language from stories. Children order and retell stories using pictures.</p> <p>Discussion about books, characters, settings, plot are all key to developing children's understanding of stories. Encourage children to ask questions, think aloud/comment, share opinion, predict what will happen.</p> <p>Staff tell stories from their own experience for children to follow and encourage children to tell stories too providing opportunities through news time/news box and Helicopter Stories sessions where we encourage children to tell their own stories, real or imagined and scribe with them.</p> <p>We share a range of stories, with different messages, from different cultures, counting books, non-fiction texts, poetry, instructions, articles and many other genres and these are all shared looking at the key features of the text.</p>
Words in context and Authorial choice	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Sharing a range of books, stories, poems, songs, texts means that children are exposed to many new words and new words are highlighted and discussed. Teachers model using new language in context and by acting out children's scribed stories, children 'see' the word and are able to understand it's meaning. Helicopter stories and Poetry Basket.</p> <p>We provide children with lots of fun, practical, real life and sensory experiences which encourages children to communicate and enriches their vocabulary through adults modelling language such as naming and describing feelings, objects, properties, concepts etc. in a playful way.</p> <p>Children are encouraged to ask about the meaning of new words and discuss the meaning of words. We explicitly refer to words which can have more than one</p>

		meaning and talk about the context of the word e.g. homophones.
Inference and Prediction	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>By sharing lots of stories and discussing the parts of the stories children are exposed to patterns of stories and begin to be able to make suggestions about how the story might end.</p> <p>Children are expected to be able to answer questions at different levels starting with simple 'what' questions and building up to higher order questions such as 'how' and 'why' developing early inference and deduction.</p> <p>Children hear and work with lots of different versions of stories such as traditional tales with alternative endings. They have lots of experience of telling verbal stories where they choose their own ending, scaffolded by staff initially.</p>