



PRE-PREPARATORY DEPARTMENT

Curriculum Policy for Reading (Literacy) in the Early Years Foundation Stage

School Mission Statement:

***“Learning and growing in
the light of the gospel”***

WITHIN THE POLICY:

- Aims and Objectives
- Strategies for Learning / Development Matters
- Assessment Opportunities
- Resources
- Management and Evaluation

AIMS AND OBJECTIVES

These will link with the developmental matters in the practice guidance for the Early Years Foundation Stage.

1. In small and large groups learns to listen and talk about their experiences. (*Linked to PSCHÉ.*)
2. Listen to and make extended and independent contributions in group activities using a growing vocabulary with increasing fluency.
3. Take part in role-play as a means of exploring new ideas, developing language confidence and competence.
4. Give children the opportunity to develop an interest in reading both fiction and non-fiction and regularly hearing stories and poems.
5. Be shown the relationship between speaking, listening and the written word.
6. Develop skills in reading at a pace appropriate to each child, beginning with phonic/sounds.
7. Taught to handle books carefully and that print is read from left to right and top to bottom, front to back.
8. Younger age group 3+ use a variety of pre-reading activities to encourage reading skills and the individual child's readiness to read, follow Jolly Phonics programme.
9. Swans have a Letters and Sounds session each day.
10. Begin to associate sounds with patterns and rhymes with syllables and with words.
11. Learn to recognise their name and some familiar words, ie mum, dad, sibling names.
12. Recognise letters of the alphabet by shape, name and sound.
13. Recall and retell a story they have listened to or read; answer questions relating to the story.
14. To develop a child's interest to look and read a book alone.
15. Firstly to be a structured reader thus enabling them to become a fluent and independent reader. To encourage the children to point to the words as they are reading.

TEACHING AND LEARNING STRATEGIES

1. Encouragement from teachers to discuss books and make choices and to express their likes and dislikes.
2. To read children's favourite books regularly so they become active participants.
3. To create a language environment using writing and labels in displays, creating a class library (books changed every half term), and making sure books are in all areas of the classroom (including outside).
4. Allow children to read a story when they are comfortable and in an atmosphere of trust so that they are willing to take risks.
5. Teach Jolly Phonics and Letters and Sounds daily so children learn how to sound letters, recognise phonemes and do appropriate actions and introduce flash cards (high frequency words) to groups or individual children.
6. Listen to children read, giving them appropriate reading material for the child's ability. Children choose from book banded boxes.
7. Regular home liaison using sound and word books and reading records and observations in the Home Book of Achievement.

Assessment Opportunities

1. Assess each child's individual needs and incorporate this into the individual weekly planning, highlighting needs.
2. Consolidation of what they have read by using parallel activities and reading material and sending word cards that are appropriate to their level of experience and the key words within the book.
3. Use a wide range of reading material and differing reading schemes in book banded levels.
4. Children's progress is assessed and recorded in reading record by Parents and teachers in the class.
5. Assessment is shared regularly with parents, ie home reading record book and parent consultation evenings, and at the end of the year through the school report, and the child's individual learning journey.
6. Child's records are passed on to the next stage of education and links are maintained. Initial feedback can be given during the Induction period in the summer term.

Resources

1. Use of role play material that invites children to write, ie writing table, office, travel agents, post office, magnetic boards, magic boards.
2. Rhymes, stories, jingles and poems.
3. Stories with chorus and repetition.
4. Clapping patterns.
5. Sequencing jigsaws and story sheets (to cut up and sequence).
6. Matching games shapes and letters.
7. Magnetic games, shapes and letters.
8. Sound jigsaws abc (upper and lower case).
9. Sound snap, bingo (on a tape).
10. Communal writing table.
11. Sandpaper letters, marble letters.
12. Children's sound books, cards.
13. Structured reading activity wordbooks writing pattern books.

Reading Schemes

Schemes are organised in colour-coded, book-banded boxes throughout Cygnets, Swans, Year 1 and Year 2.

- Ginn reading scheme
- (Heinemann) Storyworlds
- New Way (Nelson)
- Oxford Reading Tree
- Sunshine Spirals
- Lighthouse
- Connections
- Rigby Rockets/Star
- Oxford Literacy Web

Management

1. Ordering appropriate reading books and introducing new reading material to the department.
2. Discuss with class teachers the progress of certain individual children.
3. Staff meetings and training related to phonics, reading and writing.

Monitoring and Evaluation

1. Monitor each individual child's needs, less able children checked daily.
2. Child's progress is assessed and recorded through frequent observation and is shared regularly with parents.
3. Early identification of children's particular needs which leads to appropriate intervention and support.

(Reviewed PSF & ND August 2016)