St. Joseph's Catholic Primary School
EYFS Reading Curriculum overview

INTENTION	LINKS TO PRIOR LEARNING	LINKS TO NEXT STEPS IN LEARNING
The EYFS reading curriculum has been adult designed to ensure a strong foundation to learning for our children. Our curriculum aims to deliver a memorable curriculum which is carefully designed and sequenced using content from Development Matters and the EYFS Statutory Framework. We have planned an ambitious curriculum that teaches the children reading skills and knowledge they will need to prepare them for Year 1 and to provide the foundational building blocks to become a lifelong learner. We want our children to know more and remember more.	All learning is based upon the prior learning within the birth to three development matters stage and baseline assessments conducted at the beginning of the Reception year, using observations from within class and information shared from the child's previous setting. Adjustment can be made on an individual basis if this stating point needs to be differentiated	Our EYFS curriculum has been planned and developed in support of the children's next steps as they enter into Year 1. Careful consideration has been made in regard to the sounds we expect the children to know and apply as they move into Key Stage 1.

HOW?	'Tricky' Words
We follow the FFT phonics scheme. Phonics is taught daily in whole class groups followed by delay reading of decodeable books which relate to phonics taught at that time. Children also have the opportunity to practice tricky words daily, spelling and handwriting. Children also listen to high quality books read by staff in class. Staff will question and draw upon new vocabulary from these books when they arise. Our approach to teaching Early Reading is also shared with parents at the earliest opportunity during the Autumn term. They will understand our approach to phonics, how children learn to read and how they can support their child's reading development at home. Parents are invited into to a Phonic and Early Reading Parent Information Evening.	Children have the opportunity to practise the 'Tricky Red Words' at the start of every reading session daily. These words are practiced daily and a copy is also sent home.

Word Reading	Comprehension
Children will have the opportunity to practise their word reading every day as part of their daily phonics lessons. At the start of the year, there will be a primary focus on oral blending, with many opportunities built into the day for children to practise their oral blending. E.g. Can you go and get your b-a-g? The majority of the print in class will have sound buttons on so as the children's skills and knowledge progress they can begin to apply them independently within our classroom setting. Our home reading books and guided reading books align with our phonics scheme. The children read books that are linked to the sounds they know allowing them to apply their knowledge.	Our in class experiences and broad, knowledge rich curriculum allows children to begin to build up a strong background knowledge that is crucial to comprehension. In addition, our focus on vocabulary development further supports our children's ability to comprehend what they have read. We utilise our story times to ask children questions about what we have read as a class, allowing them to demonstrate an understanding of what they have read. We encourage children to re-tell stories to our reading teddies & using role-play to support this. As our children's ability to read progresses throughout the year, short guided reading sessions will be introduced giving children further opportunity to demonstrate their understanding of what they have read.

ASSESSMENT	PARENTS
There will be a baseline assessment when the children begin their Reception year allowing for the children to be placed within the correct homogenous group allowing for their next steps in phonics to be planned for and supported. Children are assessed every 6 weeks allowing for progress to be monitored and at risk children identified. For those children who are identified as at risk will then have small next step targets identified and be put on our phonics 1:1 programme.	Parents are invited to attend out Phonics & Early Reading parent event during the Autumn term. During this session, parents are informed about our approach to phonics and early reading and how they can support their child's reading at home. In addition, parents are updated weekly on the sounds their child has learnt during that week and how they can support them at home. After each assessment cycle, parents are informed of their child's next steps and given supporting resources to help their child achieve these at home.

READING OPPORTUNITIES THROUGHOUT THE DAY

There will be in built reading opportunities regularly throughout the day for the children to develop their early reading skills. These opportunities will be progressive and will change as the children's knowledge and understanding develops over the course of the year.

- Children vote for the story that they would like to hear at story time
- Children have regular story times throughout the day where staff will read for pleasure, identify vocabulary and ask questions
- Children have an environment where signs etc. are labelled with sound buttons to encourage and support their independent reading
- Staff will encourage oral blending by saying words as their sounds and asking children to blend them aloud
- Books feature in all areas of our provision, encouraging children to independently engage with them
- Children have an inviting reading area where they can engage with both fiction and non-fiction books
- Children have access to role-play masks etc. allowing them to re-tell stories they have heard