Walton's approach to Reading – EYFS and KS1

Introduction

The teaching of word reading and reading skills is essential to your child's learning journey throughout primary school. At Walton, we promote a love of reading through many different teaching and learning approaches in EYFS and KS1:

- Phonics
- Guided Reading
- Reading at Home.

Phonics

To teach phonics for reading at Walton, we use the Little Wandle Letters and Sounds Revised government-validated scheme.

This programme follows a progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable. We maintain pace, practice and participation by all children. Children who are not keeping up with their peers are given additional practice immediately through keep-up sessions.

The teaching of Phonics is split into 5 phases. The phonemes and graphemes that the children learn become more challenging as they move through the phases.

Phase 1 – the focus is on teaching children listening skills.
Phase 2 – focus on learning the most common single letter sounds.
Phase 3 – focus on about 25 less commonly used phonemes; segment and blend CVC words; 'tricky words'.
Phase 4 – focus on reading and writing CVCC words; reading and spelling High Frequency Words; learn more 'tricky words'.
Phase 5* – focus on new graphemes (different ways of spelling sounds)

*At the end of Year 1, children are given a Phonics Screening Check to ensure they have mastered the skills needed to read fluently and for pleasure as they move into year 2.

Guided Reading

In EYFS and Year 1 the children participate in three 20 minute guided reading sessions per week. The children are provided with a book that is matched to their phonics level and fully decodable and they use this for all three sessions.

Session 1 – Decoding: It is advisable that the first reading practice session focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.

Session 2 – Prosody: The second reading session provides the opportunity to read the book again and practise reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean and how punctuation adds to the meaning.

Session 3 – Comprehension: By the third session, the children should be automatically applying their decoding skills to read with greater accuracy and fluency, enabling their working memory to be freed up to focus on comprehension. The purpose of the reading practice session for comprehension is to develop the children's comprehension skills by using the reading content domains (2015 Key Stage 1: English reading test framework).

- Draw on their knowledge of vocabulary to understand texts.
- Identify/explain key aspects of fiction and non-fiction texts.
- Identify and explain the sequence of events in the text.
- Inference and deduction.
- Prediction. As the children become more proficient with understanding how to find information, the skills of skimming and scanning can be introduced to find information quickly.

The reading practice session on comprehension should focus on a specific reading domain to avoid overloading the children's working memory.

Going deeper

When answering comprehension questions, children should be encouraged to develop accuracy and depth in their answers by finding the answers in the text.

Teach deeper thinking about the text by asking children to show how they know the answer to the question, for example by pointing to illustrations/pictures, words or phrases.

Encourage children to makes links between their experiences and knowledge and the text when appropriate. You will need to model this and scaffold it until the children develop this skill.

Whole Class Reading – Year 2

Whole Guided Reading focuses on different texts each week so that children are exposed to lots of different text types and genres. Targeted questions are planned by the teacher to help children with their skills in retrieval, inference, vocabulary and summarising.

Individual Reading at School

EYFS and Year 1 – a teacher or TA will listen to your child read one-to-one three times per week during guided reading sessions. They are regularly assessed through the Little Wandle scheme and will change their reading book once per week.

In Year 2, your child will be formally assessed through an online test with Accelerated Reader and will be issued a reading age and a book level code (please see Approach to Reading KS2 for more information).

Reading at Home

It is important that children read regularly at home with an adult as this will help to improve their fluency and comprehension skills.

The following are Walton's expectations for children engaging in reading at home:

EYFS are expected to read five times per week for 10- minutes

KS1 are expected to read 5 times per week for 15-minutes.

Reading at Home continued

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child may bring home:

A reading practice book: This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

A sharing book: Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Year 2 specific

Areas to focus on when reading with your child:

- Have they understood what they have read?
- Can the find clues about the story in the picture?
- Can they correct themselves if they have read a word incorrectly?
- Can they begin to read more familiar words without segmenting and blending?
- Can they decode unfamiliar words using their segmenting and blending techniques?