

Reading in the EYFS at Red Lane Primary School

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Our Reading Curriculum

- ▶ At Red Lane, we have chosen to develop our own curriculum based on our cultural capital.
- ▶ We know that some of our pupils may not have had a wide range of experiences before joining us in our two or three year old provision.
- ▶ We have decided to pick out the key knowledge and skills which we believe all children should learn, know and remember.
- ▶ For this reason we have chosen a thematic approach to learning. We have chosen topics which are progressive and develop across the EYFS.
- ▶ Within each of these topics we have chosen a range of high quality texts from a range of authors which build across the EYFS. This means children hear and enjoy a range of books across the EYFS and books are not repeated for teaching purposes but are of course read again for enjoyment in their reading areas.

Nursery Rhymes

- ▶ We recognise the importance of nursery rhymes so all of our topics are linked to a relevant nursery rhyme where possible.
- ▶ The data says, the more nursery rhymes children know by the age of 5, the better their outcomes are in reading and writing later in life.
- ▶ These are shared with parents at the start of each topic.
- ▶ Staff sing nursery rhymes with the children twice a day.

Our Book Spine - High Quality Texts

We have picked our books to ensure:

- ▶ Books are sequenced appropriately
- ▶ Planned carefully from two years to Reception, based on the children's prior knowledge
- ▶ Inclusive and diverse - "Mirrors and Windows"
- ▶ We want children to see themselves in the stories so we ensure books are representative of different cultures and disabilities.
- ▶ A range of authors are used
- ▶ A mix of fiction and non fiction, poetry and rhyming books to ensure all children enjoy reading.

EYFS Non-negotiables for progression in stories, rhyming books and nursery rhymes.



Books including rhyming books to be taught within that year group through English/C&L focus.

- Books to share through English/C&L focus to expose children to a range of books across the EYFS
- Other books may be shared with the children alongside these books.
- Purpose is to avoid children repeating the same books every year in focus sessions.
- May read books again (from previous years/ topics) for enjoyment/ may be available in class libraries

Nursery Rhymes - 12 per year group

- Two nursery rhymes per half-term to ensure coverage.
- To be sung morning and night to ensure children are familiar with these songs.

Key **Non Fiction** **Multi-Cultural** **Rhyming** **Inclusive**

	Under 3	Nursery	Reception			
Autumn 1 Who am I and who's in my family?	<p>My body My mum by Anthony Browne  ✓ My dad by Anthony Browne  ✓</p> <p>Who's in my Family? By Robie Harris (Inclusive)  ✓</p>	<p>Owl Babies by Martin Waddell  ✓ The owl who was afraid of the dark. By Jill Tomlinson  ✓</p>	<p>My family My funny family by Mike Byrne  ✓</p> <p>Family by Rebecca Rissman  ✓</p> <p>A family is a family is a family by Sara O'Leary  ✓</p>	<p>Living with my mum and living with my dad: my 2 homes by Melanie Walsh (Inclusive)  ✓</p> <p>My Brother, my sister and me by Pat Thomas  ✓</p>	<p>My emotions Elmer by David McKee  ✓✓ The Rainbow Fish by Marcus Pfister  ✓✓ The Very Hungry Worry Monster by Rosie Greening  ✓✓ Colour monster by Anna Llenas  ✓✓</p>	<p>All are welcome by Alexandra Penfold  ✓✓ It's ok to be different by Sharon Durrill  ✓✓ Feelings by Monica Hughes  ✓✓ Colour monster goes to school by Anna Llenas  ✓✓</p>
	<p>Nursery Rhyme Focus Heads shoulders knees and toes</p>	<p>Nursery Rhyme Focus Tommy Thumb</p>	<p>Nursery Rhyme Focus 5 cheeky monkeys bouncing on the bed</p>			

Reading Areas - Under 3s



Reading Areas - Nursery



Reading Areas - Nursery



Reading Areas - Reception



Reading Areas - Reception



Using books through the curriculum

- ▶ Our texts are planned carefully to link to all areas of our curriculum.
- ▶ We use the stories during our guided sessions for example, in English lessons in Reception or during circle time sessions in Nursery.
- ▶ The story often leads the discussion and topic. We stop and pause and talk about the key knowledge from the story. This promotes conversation and new vocabulary.
- ▶ We teach vocabulary specifically using Word Aware strategies.
- ▶ These stories often inspire and motivate children to play.
- ▶ This promotes child initiated activities, for example this week we read The Great Race to link with Chinese New Year. This prompted children to build rafts in the water area to help the animals to cross the river.
- ▶ The children learnt words such as “raft” “float” “sink” “soggy” and “absorb”

Learning to Read

- ▶ We also recognise that to enjoy reading, children need to learn to read.
- ▶ We know that children love being read to, but giving children the skills they need to decode words means they can enjoy books themselves. This helps to close the reading gap.
- ▶ At Red Lane, we use Read Write Inc to teach children from 3 years old to read. This begins by developing vocabulary linked to pictures from the scheme e.g. “mmmm mountain.”
- ▶ We quickly teach single letter sounds in Autumn term in Reception and begin to orally blend words using Fred Talk.
- ▶ By Spring, the children are able to read CVC words and short phrases independently.
- ▶ Those who struggle with this are given 1-1 tutoring to ensure all children catch up and keep up!