



Colne Engaine C of E Primary School

EYFS

EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Reading

Children in reception will be learning to:

Read individual letters by saying the sounds for them.	<ul style="list-style-type: none"> • Help children to read the sounds speedily. This will make sound-blending easier.
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	<ul style="list-style-type: none"> • Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. • Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.
Read some letter groups that each represent one sound and say sounds for them.	<ul style="list-style-type: none"> • Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. • Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. • Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.
Read a few common exception words matched to the school’s phonic programme.	<ul style="list-style-type: none"> • Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<ul style="list-style-type: none"> • Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. • Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. • Children should not be required to use other strategies to work out words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<ul style="list-style-type: none"> • Make the books available for children to share at school and at home. • Avoid asking children to read books at home they cannot yet read.