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# EARLY READING – EARLY YEARS

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Reading within Early Years Foundation Stage at Whitkirk Primary School





# Reading in Early Years

## Read Write Inc. Phonics

At Whitkirk, we use the highly successful Read Write Inc. Phonics programme to teach our children to read, write and spell.

To visit the parent pages on the Ruth Miskin Training website go to:

<https://www.ruthmiskin.com/en/find-out-more/parents>

To visit Oxford Owl (more help for Read Write Inc)

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>



Our EYFS curriculum has been carefully planned to ensure exposure to a breath of different text types, language and linguistic styles. We have researched age appropriate, inspiring texts to read, study and retell throughout the year.

Each week the children have a new 'class text' which will be shared with parents. This text will be read daily and made available for the children in the reading area. Throughout the week children will study the language in the text, retell the story using story maps, describe characters feelings and emotions and make predictions and conclusions. Children will be encouraged to act out the stories using puppets and key phrases from the texts covered.

## Secret Reader



Parents are invited into school each week to share a story of their choice to the children! This is a surprise to the children in class each week, creating a sense of excitement and pleasure for reading.



At the end of each school day, children will enjoy 'Story time'. This is a special time that children eagerly anticipate each day. Teachers have planned texts to cover throughout the week to expose children to traditional tales, poetry and rhyme, on- diction texts and books promoting diversity.



# Reading in Early Years

At Whitkirk we strive to develop confident, fluent, and independent readers. Children start their reading journey as soon as they start school. Through whole class and group story times with carefully selected texts, inspired by Pie Corbett's 'Reading Spine' and 'The National Literacy Trust', children enjoy a range of texts including popular authors Michael Rosen and Julia Donaldson.

Our Reading areas within our areas of provision are designed to engage, inspire and clearly present the exciting, diverse and current texts we have on offer at Whitkirk.

Daily 'Story time' is planned to expose children to a range of texts including traditional tales, poetry and rhyme, texts which link to cultural and diversity links and non-fiction texts. Children also can also vote between two texts in the 'children choice' day each week.

Alongside this, the children visit the EYFS library and select a 'Reading for Pleasure' book to take home each week for their own enjoyment. This text is for the children to enjoy and develop their language, comprehension and inference skills.





# Reading in Early Years - Phonics

## What is Read Write Inc?

Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7.

RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>

Please see the 'RWI' page on the 'Curriculum section' of the school website for more information.



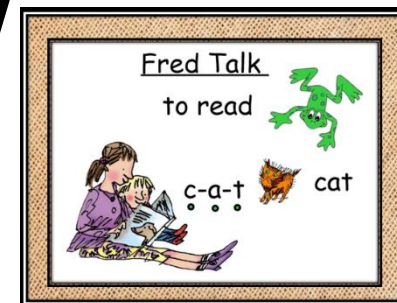
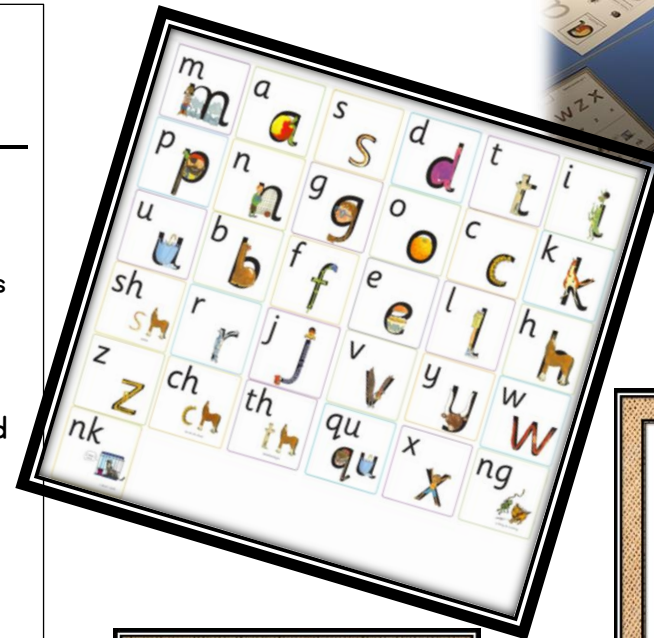
## How will RWI be taught?

In Reception, all children will learn how to 'read' and 'write' all the sounds in Set 1, (see image to the right) and then taught how to blend these into words. Fred the frog helps the children to blend the sounds together which is then used to help children read. The teachers will use the phrase 'Fred talk' to segment (sound out) words.

Children take part in phonics lessons every day progressing to reading books by the end of the Spring/Summer term.

All members of staff within the EYFS are trained RWI teachers and lead RWI groups daily. Children are set into groups of no larger than 18 pupils for their daily phonics sessions.

All children are assessed daily for 'gaps' in sound knowledge, this involves an adult in the EYFS unit using flash cards to support children in the quick recall of speed sounds. Children are then re grouped every three weeks, so they work with children at the same level. This allows complete participation in lessons.





# Reading in Early Years – Class Texts



Each week children have a 'class text' that they read as a whole class. Key texts have been carefully selected to ensure breath of the curriculum, language development and linguistic styles. Each text has been linked to a specific subject area throughout the year.

<p><u>Aut 1</u> <i>What makes me, me?</i></p>	<p><u>Aut 2</u> <i>PT1: Is there a Rumble in the Jungle?</i></p>	<p><u>Spr 1</u> <i>Who can help us?</i></p>	<p><u>Spr 2</u> <i>Was it a happily ever after?</i></p>	<p><u>Sum 1</u> <i>What is lurking at the bottom in the garden?</i></p>	<p><u>Sum 2</u> <i>Where can we travel?</i></p>
<p><b>Self Esteem</b> - Super Duper You - Sophie Henn, The Dot - Peter H, Reynolds (links to Art Damien Hirst coverage)</p> <p><b>Community</b> - Our Class Family - Shannon Olsdon, In Every House on Every Street - Jess Hitchman,</p> <p><b>Family</b> - Whiffy Wilson - Caryl Hart, The Colour Monster goes to school - Anna Llenas</p> <p><b>Feelings and emotions</b> - Owl Babies - Martin Waddell</p>	<p><b>Relationships</b>- Giraffes can't dance - Giles Andrea The selfish crocodile - Faustin Charles Elmer- David McKee</p> <p><b>Poetry</b> - Rumble in the Jungle - Giles Andrea</p> <hr/> <p><b>PT 2: How do we celebrate around the world?</b></p> <p><b>Cultural awareness</b> - Lighting a lamp: Diwali story- Jonny Zucker (Diwali 4th Nov)</p> <p><b>Celebrations</b> - Mogs Christmas Calamity - Judith Kerr</p> <p><b>Links to past and present</b> - The Nativity Story - Juliet David</p>	<p><b>Understanding of rules</b> - Burglar Bill - Alan Ahlberg</p> <p><b>Community and respect</b> - Busy People (Police Officer, Fire fighter, Doctor) - Lucy M George</p> <p>Popcorn: people who help us: Police, Fire fighters, Doctors</p> <p><b>Self-care</b>- Why we go to the Dentists - Bumba Books</p> <p><b>Developing sensitivity and self-awareness</b> - The Hospital Dog - Julia Donaldson</p> <p><b>Cultural Awareness:</b> The Great Race: The story of the Chinese zodiac - Emily Hiles</p>	<p><b>Language development</b> - Jack and the Beanstalk - Anna Milbourne</p> <p>Three Billy Goats Gruff: Ladybird first favourite fairy tales</p> <p>Little Red Riding Hood: Ladybird first favourite fairy tales</p> <p><b>Self-care / physical development</b> Fairy tales gone wrong Keep running Gingerbread man: A story about Keeping active - Steve Smallman</p> <p><b>Feelings:</b> The Little Red Hen: Lady bird first fairy tales</p>	<p><b>Chronology/ sequencing</b> - The very Hungry Caterpillar - Eric Carle Super worm - Julia Donaldson</p> <p><b>Poetry</b> - Mad About Minibeasts - Giles Andrea</p> <p><b>The Natural World</b> - The Big Book of Bugs From Caterpillar to Butterfly</p> <p>Bugs - First facts DK</p> <p><b>Growth and Change</b>- Eddies Garden and how to make things grow - Sarah Garland</p>	<p><b>Cultural / sequencing</b> - Handa's surprise - Eileen Browne</p> <p><b>Links to past and present</b> - Mrs Armitage on Wheels - Quentin Blake</p> <p><b>Links to cities around the world</b> - Emma Jane's Aeroplane - Katie Howorth &amp; Daniel Reilly</p> <p><b>Children's interests</b> (space/ pirates) The Way back Home - Oliver Jeffers Pete the cat and the treasure map - James Dean Whatever Next! Jill Murphy</p> <p><b>References to own experiences of seaside</b> - What the ladybird Heard at the seaside - Julia Donaldson</p>