



Nursteed Community Primary School:

# Teaching Reading in EYFS/KS1 - An Overview

This document should be read in conjunction with our Nursteed document 'Teaching Reading in KS2 – an Overview'.

Reading is a complex skill that underpins learning in the large majority of the curriculum at primary school and beyond. This document aims to set out the key strategies that we use to teach children in EYFS and KS1 to read effectively and with understanding. The balance of time spent on each aspect will shift with the age and stage of the child.

## Developing Fluency in EYFS and Key Stage 1:

In EYFS and Key Stage 1, our primary aim is to teach children to read with fluency. The teaching of fluency is made up of six key strategies.

### 1. Phonics:

Throughout the teaching of phonics children learn the key skills to enable them to read: blending, segmenting and sound manipulation. They practise these skills in regular repeated lesson formats, before rehearsing using these skills to develop fluency within sentence reading at the end of the lesson. Even lessons when the final focus is sentence writing, children rehearse reading fluently what they have written.

### 2. Group Reading:

The sole focus of group reading sessions is to encourage children to develop fluency. Children are split into groups of approximately 6 children and are supported in reading a text that is pitched below their individual reading text. On each occasion, before children read a text they rehearse the unit sounds, which are most recently taught, as well as any words they will be unable to decode with their current knowledge. Children read each text three times. Once to enable them to decode any words they cannot read automatically, again to rehearse word reading fluency, and a third time to read the text with a 'story teller voice'.

### 3. Individual Reading:

Children all begin reading their own individual book as soon as they have completed the learning of the first phonic unit. They should not move onto any further unit until they can say the sound for each spelling within that unit as they are shown it. Children should be able to read 80 - 90% of a new book without needing to decode words. Before children begin to read, EVERY time, they should...

- Say the sounds and read the title.
- Look at the 'pre-teach' label, say the sounds and practise reading the high frequency words.

As children read the text they should read each sentence. If they come across a word they do not know they should say the sounds and read the word, read the rest of the sentences, then read the

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sentence again, and again until they can read it with fluency. They may then move on to the next sentence. They should read each text three times, or more until reading fluently.

#### 4. Shared Reading and Story Time

At least one a day the class share a text together. During this time, an adult models what reading with fluency sounds and looks like. Children are encouraged to enjoy the results of fluency in reading.

#### 5. Reading to Inspire Writing:

Often writing lessons stem from the use of a story or other text that the children explore together. Children examine the features of different genres of text, have the reading of them modelled to them, and may practise reading sections of text with fluency.

#### 6. Reading Across the Curriculum:

Often as children explore all the subjects in the wider curriculum teachers use existing texts, and create their own to support the acquisition of all learning objectives and Early Learning Goals. Key vocabulary, stem sentences and facts are read and discussed until children can confidently and competently read them, and express a secure understanding of them.

#### The Reading Timetable:

EYFS/Year 1:

| Part | Monday                              | Tuesday | Wednesday | Thursday | Friday |
|------|-------------------------------------|---------|-----------|----------|--------|
| 1    | Shared Reading (read daily 20 mins) |         |           |          |        |
| 2    | Phonics<br>(30-45 minutes daily)    |         |           |          |        |

Year 2:

| Part | Monday                              | Tuesday                      | Wednesday                     | Thursday                     | Friday                     |
|------|-------------------------------------|------------------------------|-------------------------------|------------------------------|----------------------------|
| 1    | Shared Reading (read daily 20 mins) |                              |                               |                              |                            |
| 2    | Phonics<br>(30-45 minutes daily)    |                              |                               |                              |                            |
| 3    | Fluency practice<br>(30 mins)       | Extended reading<br>(30mins) | Fluency practice<br>(30 mins) | Extended reading<br>(30mins) | Close Reading<br>(30 mins) |

Point 3 will begin once 80% of the class can read the extended code.