

Welcome Parents
to our EYFS
Reading
Workshop

Thursday 12th October

Workshop Content

- Welcome and introduction
- Expectations at the end of EYFS in Reading
- Phonic aspect of reading
- Developing sight vocabulary
- Reading searchlights
- Shared reading
- Guided reading
- Home (independent) reading
- Children's Profiles (2simple)

Teaching Staff



- Nursery- Miss Franks (teacher), Mrs Wilson (nursery nurse) and Miss Robinson (teaching assistant)



- Pear Class- Miss Daniels (teacher) and Mrs Dickinson (Higher level teaching assistant)



- Cherry Class- Miss Reveley (teacher and team leader) and Mrs Gray (teaching assistant)

EYFS Profile Statements

Early Education
The British Association for Early Childhood Education
www.early-education.org.uk

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications



Nursery start on 30-50 months, Reception 40-60 months
<https://foundationyears.org.uk/files/2012/03/Development-Matters>

Nursery

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Reception

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

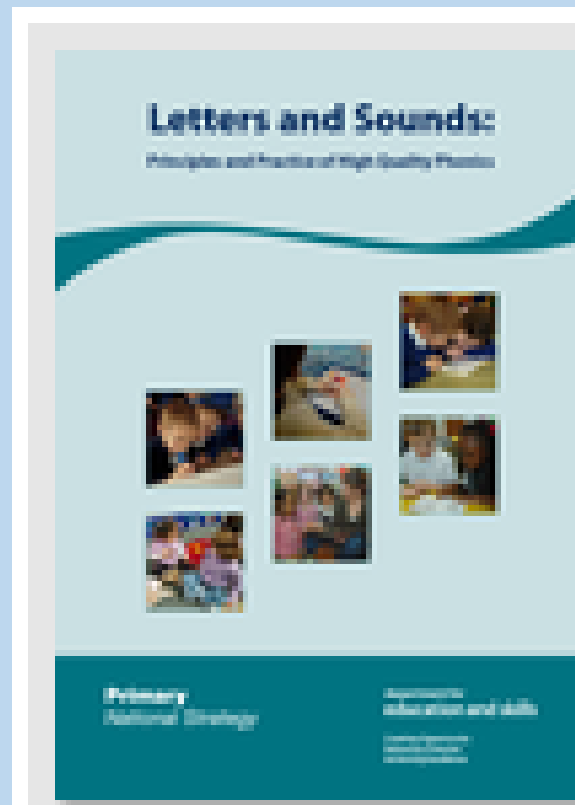
Exceeding

Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

Phonics

- Letters and sounds

(<https://www.gov.uk/government/publications/letters-and-sounds>)



Nursery

Phase One

- Aspect : Environmental sounds
- Aspect : Instrumental sounds
- Aspect : Body percussion
- Aspect : Rhythm and rhyme
- Aspect : Alliteration
- Aspect : Voice sounds
- Aspect : Oral blending and segmenting

Reception

Phase 2: Letterland (44 phonemes)

www.letterland.com

Sequence of teaching in a discrete phonics session

Introduction
Objectives and criteria for success



Revisit and review



Teach



Practise



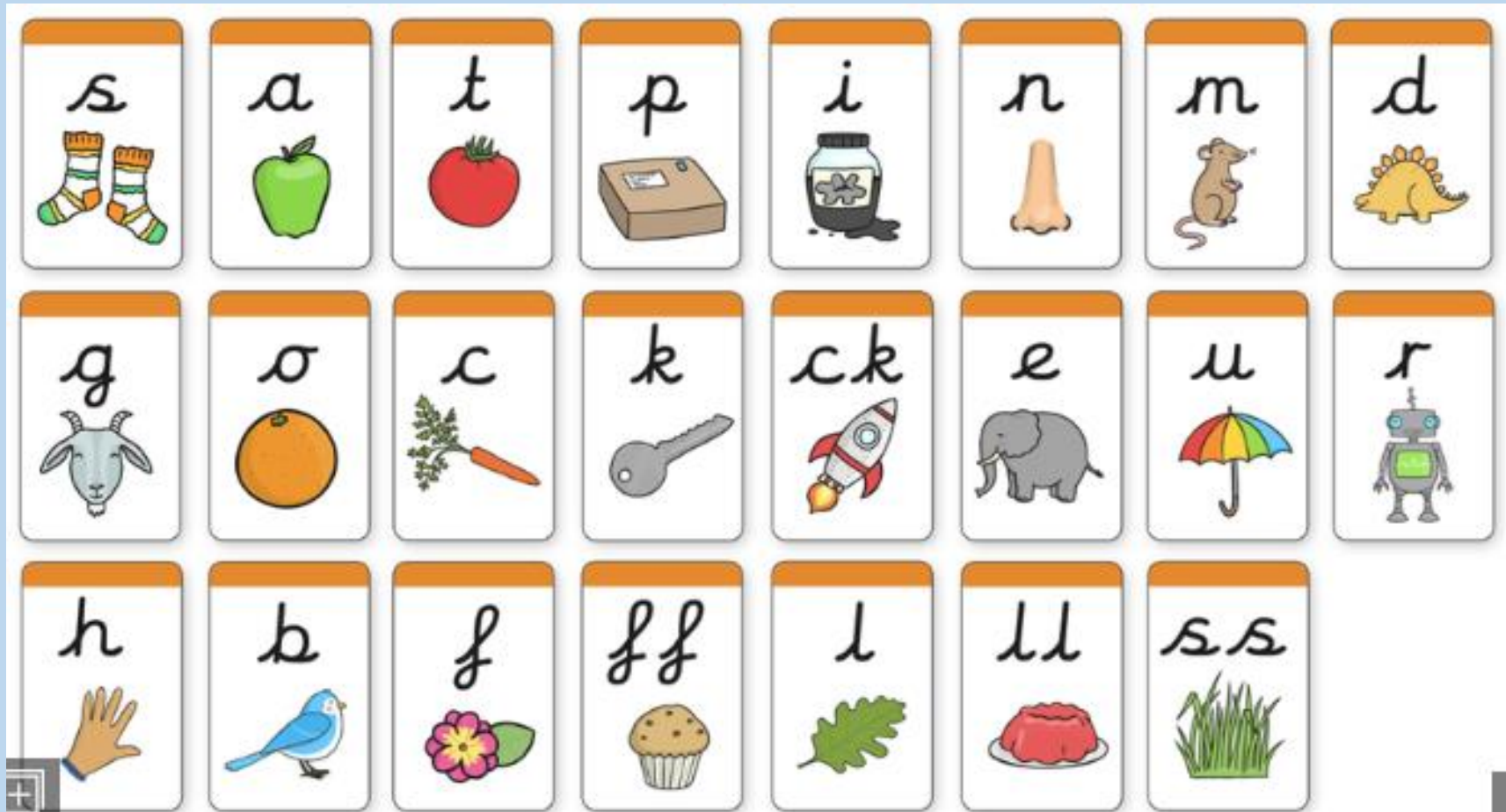
Apply














Assess learning against criteria

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ai/	/ee/	/igh/	/oa/
/oo/	/oo/	/ar/	/ur/	/or/	/er/	/ow/	/oi/	/air/	/ear/	/ure/

Phase 2 Phonics



Phase 3 Phonics

j 	v 	w 	x 	y 	z 	zz 	qu 	
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 	
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 	
air 	ure 	er 	<h2>My Phase 3 Sound Mat</h2>					























Phase 4 Phonics

The School Run.com

Phase 4 Phonics sound mat

st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  skull	lt  belt		
lp  lorry	lf  half	lk  milk	pt  receipt	xt  text	tr  tree	dr  dragon	gr  grass	cr  crown	br  brush
fr  fridge	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown	sl  slug	sp  spoon	st  starfish	tw  twins
sm  smile	pr  pram	sc  scarf	sk  skunk	sn  snail	nch  bench	scr  screw	shr  shrew	thr  thread	str  straw

Phase 5 Phonics

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

My Phase 5 sound mat

Developing Sight Vocabulary

- Children remember these words on sight and can read and spell
- From phase 2 weekly word sets taught and given to children and put in the back of reading records
- Strategies for learning: take a photo, learn the shape, post-it challenge (stick around the home)

Phase 2

100 high-frequency words in phases

Phase Two

Decodable words

a
an
as
at
if
in
is
it
of
off
on
can
dad

had
back
and
get
big
him
his
not
got
up
mum
but
put (*north*)

Tricky words

the
to
I
no
go
into

Phase 3

100 high-frequency words in phases

Phase Three

Decodable words

will

that

this

then

them

with

see

for

now

down

look

too

Tricky words

he

she

we

me

be

was

you

they

all

are

my

her

Phase 4

100 high-frequency words in phases

Phase Four

Decodable words

went

it's

from

children

just

help

Tricky words

said

have

like

so

do

some

come

were

there

little

one

when

out

what

Phase 5

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

don't

old

I'm

by

time

house

about

your

day

made

came

make

here

saw

very

put (*south*)

Tricky words

oh

their

people

Mr

Mrs

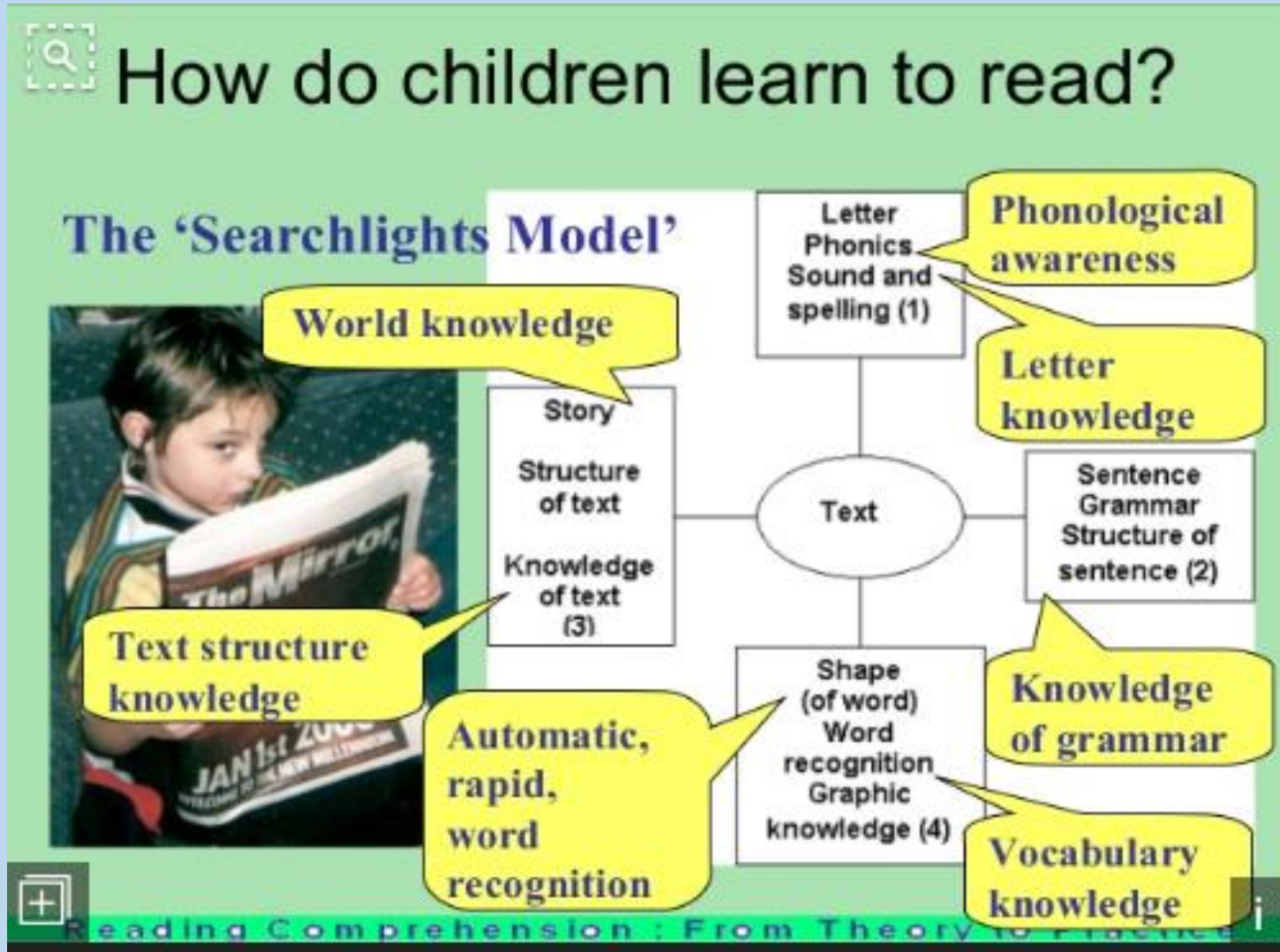
looked

called

asked

could

Reading Searchlights



Shared Reading

- Big books, visualizers, power points, videos



Guided Reading



Independent Reading

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac	Phase 1						
Pink	Phase 2						
Red	Phase 3						
Yellow	Phase 4						
Blue		Phase 5					
Green		Phase 5					
Orange		Phase 5					
Turquoise			Phase 6				
Purple			Phase 6				
Gold			Phase 6				
White							
Lime							
Brown							
Grey							
Dark Blue							
Dark Red							

Children's Profiles

- 2simple

