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Children in Nursery (from the Summer Term) and children in Reception (from the Autumn Term) will learn to read using the RWI Phonics Programme. After an initial baseline assessment, the children are streamed into coloured groups according to his/her reading ability. The children are taught daily in these smaller groups and they will follow a three day reading cycle. The children will learn to: read letters by their ‘sounds’; blend these sounds into words and then read the words in a story or non-fiction text. Storytime also plays a big role in the EYFS English lesson and the teacher or Learning Support Assistant will read to each group on a daily basis. Children will vote for their ‘favourite’ books and these texts will be re-visited until they become familiar stories.

Assessment

Assessment is used to inform the planning and teaching of reading. Termly **RWI** assessments are completed by the reading leads to monitor the progress of the children and the effectiveness of the different reading groups.

**Tapestry** is also used as formative assessment tool to observe daily reading progress.

There is one main library area in YN and another in YR and both promote a love of reading with a choice of age-appropriate fiction and non-fiction texts. There are also ‘Reading to Learn’ boxes throughout continuous provision. These books will be re-freshed frequently to correspond with the various areas of the setting. The school library will also celebrate the school’s love of reading and will be accessible to children from all year groups.

At Plantation we will ensure that every child will learn to read and that no child will get left behind. The following reading interventions are used by both teachers and Learning Support Assistants on a daily basis: **RWI** **afternoon catch-up; pre-reading activities, and Drawing Club.**

Reading Environments

Interventions

At Plantation Primary School we believe in nurturing a genuine lifelong interest in reading in all of our pupils. The following initiatives are used to promote Reading for Pleasure:

* Story time in class
* The Book Shack
* Reading incentives (Reader of the term etc.)
* Whole school reading events (World Book Day, author visits etc.)
* Drawing Club – a programme designed for EYFS to open up a magic world of stories whilst simultaneously enriching language and developing fine motor skills.

School planners are to be taken home and returned to school daily. Children are expected to read at home at least four times a week and planners must be signed off by a parent/guardian.

**Ebook** Each child will be assigned an electric copy of the book they have been reading in school on Oxfordowl.co.uk alongside a short quiz to complete at home. Children should be able to read this book fluently and independently.

**Book Bag Book** This book builds upon the ideas, sounds and words explored in the book studied in school that cycle. Children may need more support when reading this book as it is a new text for home reading.

**Reading for Pleasure Book** Children are also welcome to take home a reading for pleasure book twice a week. This book may be outside the child’s book band.

**English** All Read, Write, Inc. Phonics teaching cycles are centred on a selection of fiction and non-fiction books.

**Foundation Subjects** Reading is at the heart of our EYFS curriculum. We use ‘Reading to Learn’ boxes within continuous provision and these books will be frequently re-freshed to correspond with the various areas within the setting.

Reading for Pleasure

Read, Write, Inc. Phonics

Home Reading

Plantation Primary School

Reading at EYFS

DT

Reading across the Curriculum

Computing