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| Reading in the EYFS | 1. Lots of access to stories both with staff and independently in key areas of the classroom | 1. From week 3, phonics is taught whole-class using Read Write Inc - 1 sound per day. After week 6, assessments take place and the children will be placed in groups. |
| 1. The class has an Author of the Term - this is a key author who is talked about and shared regularly with the children. There will be more books from this author in the reading/cosy corner | 1. Support staff will deliver phonics daily catch-up to children who need this. Focus: CVC words, blending and revising initial sounds as needed. | 1. Children read picture books and those with single letter correspondences initially. When children can blend, they will be given books with words.   Children read at least 3 x a week at home which is noted in their diary and recognised with a Friday celebration. This can be their school book or home favourites |
| 1. All children are heard reading on a 1:1 weekly basis by an adult in school.  PPG, catch-up, SEND children listened to daily/more frequently   Books will only be changed when children are proficient with that text  *N.B. Books are chosen carefully and closely match learnt sounds, e.g. if children could only read* ***satpin*** *they won’t be given a cvc book that has words with* ***jvwz*** *for example.* | 1. Regular story-time sessions in school where younger siblings and family members are invited to join to promote a love or reading and reading for pleasure | 1. Children access a range of thematic stories each day to provide them with ideas to base their stories/writing on and in provision writing is linked to the overarching theme from the stories each week. |
| 1. EYFS section of whole-school questioning document used to develop high standards in early comprehension. | 1. High-quality text (weekly) in continuous provision for reading and writing activities. | Barton St Peter's Relationship and Sex Education Case Study |