Our Vision for Reception



At St Mary's we want our reception children to be confident individuals who feel happy, safe and secure in our setting. Through wide and varied experiences that stimulate and engage, we will strive to ensure that our children develop a pure love of learning whilst developing learning skills and behaviours through play-based activities and our curriculum that will foster within them, fascination, exploration and enthusiasm.

With engagement and stimulation all children will make progress. At St. Mary's, we will ensure that each child will make consistently good progress throughout their learning journey from their individual starting points so that they have the best foundation for their next stage of learning and beyond.

Excellent relationships will be forged with each and every child. The knowledgeable facilitators of learning who make up our team, will confidently support, question, challenge and extend children's learning whilst ensuring that they are nurtured and cared for with love and attention. Our team are passionate about early reading and phonics and are keen advocates of the development and extension of vocabulary. The environment is inspiring and we cater for the needs of each unique learner.



Early Reading

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'
Dr Seuss

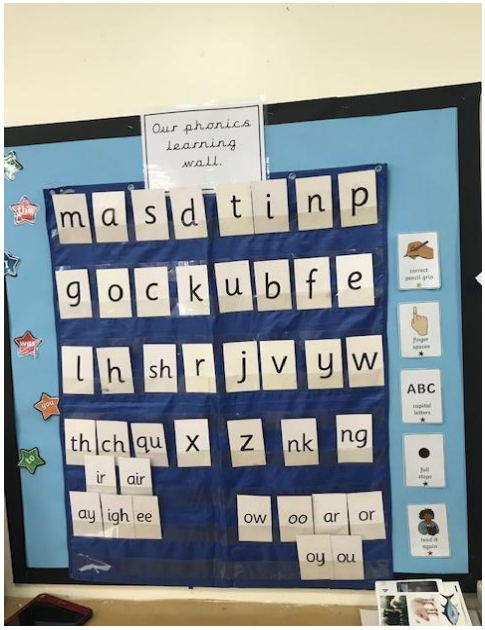
Intent:

- **Sufficient support for children in Foundation and Key Stage 1 to become fluent readers.**
- **A structured, systematic approach for most children to meet or exceed the expected standard in the year one phonics screening check**
- **All national curriculum expectations to be taught for word reading through decoding by the end of KS1**
- **A rigorous curriculum that recognises if a child is not progressing through the phonics program, alternative provision is made to suit the specific needs of the individual.**
- **To create fluent readers within a culture of reading for pleasure**
- **Provide children with necessary life-long skills to ensure that they can read confidently with a secure understanding**
- **Build a community of engaged readers**
- **Foster a love of reading by listening to and interacting with a variety of literature; non-fiction, fiction and poetry**

WHAT DO WE INTEND OUR CHILREN TO LEARN?

At St. Mary's the teaching of reading is highly valued in the early years to ensure our children can foster a love of books at an early age. We use Read Write Inc (RWInc) which is a phonics complete literacy programme which helps our children to 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. However, at St Mary's we continue teaching RWInc to children beyond the age of 7 if they still need support in their reading.





The children access phonics on a Monday to Thursday morning from 9:05am to 9:45am in needs-based groups to allow for complete participation in the lessons in an allocated area that provides the appropriate teaching and learning support.

SEND

At St. Mary's if we some children require further support with their phonics and or reading a meeting with the SENCO and or Curriculum Lead is made.
ASSESS
PLAN
DO
REVIEW
Current practice reviewed and period of time set for implementation of new tasks/targets. After this period of time a Specialist teacher may be required for a more formal assessment and a Pupil Profile created and shared with parents.

Children classified as more able in their phonics/reading are included within the KS1 phonic groups to accelerate their reading knowledge.

IMPLEMENT:

- **A clear teaching sequence ensures that there is a consistent approach to teaching and learning in phonics throughout KS1**
- **Monitoring and review of the delivery of the synthetic systematic phonic program. Cued articulation to support children with their understanding how sounds are formed, a clear teaching sequence ensures that there is a consistent approach to teaching and learning in phonics throughout EYFS.**
- **There is a clear progression of learning phonemes and common exception words**
- **A clear program of continuous professional development ensures high levels of expertise in the quality first teaching of phonics and early reading**
- **Equality of opportunity for all and EAL children learning to read**

THIS IS WHAT WE DO!

Assessment:

The Early Years Foundation Stage (EYFS) statutory framework was updated for September 2021. The EYFS profile is a statutory assessment of children's development at the end of the early years, foundation stage (known as a summative assessment) and is made up of an assessment of the child's outcomes in relation to the 17 early learning goals (ELGs). The EYFS profile must be completed for each child and submitted to the local authority by a designated annual date. Day-to-day informal checking of what children have learnt inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This includes identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support. The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children. The EYFS profile is also used to inform parents about their child's development. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. For each ELG, teachers

must judge whether a child is: • meeting the level of development expected at the end of the EYFS (expected); or • not yet reaching this level (emerging) The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development. The best-fit model requires practitioners to consider the whole of each ELG description when making these judgements. 'Best fit' does not mean that the child has equal mastery of all aspects of the ELG. Each ELG descriptor is written in bullet point form, but this is for presentational purposes only to aid clarity; teachers should not 'tick off' these bullet points one by one but should use their professional judgement to determine whether each ELG in its totality best fits the child's learning and development. The most accurate picture of the child's overall embedded learning will come from a holistic view of the descriptor.

All children in EYFS and Key Stage 1 are assessed regularly by the Deputy headteacher (DHT). RWINC assessments are administered along with Fisher Family Trust reading assessments for children in years one and two. A record of their phonic and reading knowledge and next steps are shared with the Leaders of Learning by the DHT. At the end of the academic year 2021.22, 43% (10/23) of the children who left EYFS had achieved their Early Learning Goals. Of these 10 children, two left before entering KS1. Alongside, a low on entry assessment outcome for Literacy in the autumn term of 2022, only 21% (5/24) of the children were working within 40-60 entering for their word recognition. It was necessary to amend previous practice to support teaching and learning. Staff changes and necessary CPD was also required to support the teaching of early reading. Expectations were shared with all Leaders of Learning so pace of learning and daily learning made explicit (***See RWINC Progression of Learning – Appendix 1***). We extended our EYFS curriculum into Year 1 in September 2022 and allocated an additional member of staff to support teaching and learning in both EYFS and Yr.1.

The knowledge of print is taught when modelling reading in whole-class session, guided reading, sharing a book for pleasure and within a print rich environment.

Half termly Pupil Progress Meetings:

Half termly Pupil Progress meetings are organised between class teachers and the Senior Leadership Team. This provides opportunity for discussion around children's progress, barriers to learning and necessary next steps.

Budget Allocation:

We develop children's love of reading through reading aloud and telling stories and rhymes. An annual budget is allocated to creating a rich reading environment that includes a range of books that are regularly updated to support changing topics and children's interests.

Early reading within our Enrichment and Enhancement opportunities:

Our termly Enrichment and Enhancement Planner creates additional approaches to develop children's love of reading,

1. Multicultural weeks Education
2. World Book Day parade
3. The Creepy Crawly Man
4. Welcoming our school therapy dog Mylo to EYFS
5. Learning all about me from Steve and Life
6. Trips out!









Explorer Day – Learning about maps!



Diwali celebrations



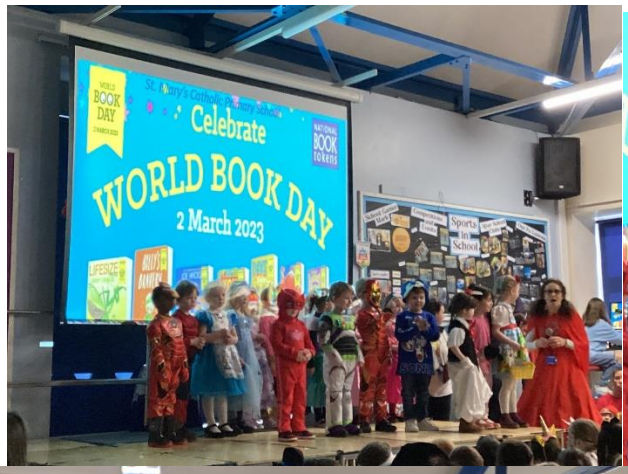
Linking up and communication with children in Abadi





Sharing our feelings with Steve from Life Education

Annual celebrations for World Book Day:
The children are encouraged to talk about their favourite book character







We aim to strengthen Literacy and vocabulary by creating environments that activate our children's natural desire to learn, have a look at some of our reading corners





Communicating and Language in our outside learning environments:

When planting with the children, we talked about how to plant, what they would need to grow, and discussed what we could see, roots, leaves, buds etc.





Following instructions from Rob, during a Healthy Heads session

SEND

NELI

All children in EYFS are assessed using NELI

(The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.)

This assessment scores children's understanding of picture cues, a story which the children listen too, then vocab match and listening skills. The children are then scored using a traffic light system. Those identified as "green" are where they should be developmentally – children highlighted as "amber" are selected to access the programme. Children on "red" are then referred for S&L external support. We have a timetable of 3 sessions per week for 30 mins per session x 20 weeks.

Communication & Language

The Leaders of Learning develop children's communication and language through singing songs, nursery rhymes and playing games. Language comprehension is necessary to read, and the skills to communicate; gives the children the foundations for future learning. Books shared with the children are carefully selected so the children understand why that particular book is being shared with them. There is a weekly Show & Tell session that encourage the children to talk about the "important object," that they have brought into school to share with their peers. Story Sacks are provided for the parents starting in the Autumn II term with activities provided for the parents to support their child's reading at home. In order to support parents, they are invited regularly into school to meet the adults who work with their child/ren and in doing so they have the opportunity to learn more about effective reading and communication.

Enjoying social time altogether!






Team work -

During Science day, the children worked together to build boats, sharing ideas and asking each other questions

Parental Engagement:

It is crucial that staff and parents understand the early stages of reading development so they can make story time a priority. When children are given regular opportunities to share their stories with adults at school and home, their language, communication and comprehension skills can naturally develop and bolster their phonics learning. At St. Mary's parents are invited into school to experience glimpse of daily learning and to know how to support their children with phonics and reading. Phonic and Reading Workshops are planned across the year to enable parents to ask questions and develop their knowledge and understanding of phonics. This has been particularly important for our EAL families who have responded positivity and the impact evident in the children's home reading records.




More Able

Children identified as working beyond expectation by the end of the Autumn I term on-entry are immersed into our daily RWINC Phonics programme. These children work alongside older children to develop their phonic knowledge and access a range of phonic reading material.

IMPACT:

- **Children continue to make progress from Reception baseline to the Y1 phonics screening check**
- **Children to become fluent readers by the end of Y2 – (The number of children who reach GDS at the end of KS1 in 2022 was 19% (5 children) which was just above National at 18%. Three children in 2018/19 achieved Exceeding in their reading at the end of EYFS)**
- **Automatic and effortless reading of all words - decodable and tricky - is our ultimate goal**
- **Children who do not pass the Y1 Phonics screening by the end of Y1 continue to receive targeted support with their phonic teaching and reading**
- **For our children to confidently be able to read aloud with fluency**