



Pensans EYFS Individualised Teaching of Reading

INTRODUCTION

Aims & Objectives

This program has been written to ensure that every child within the school becomes a reader.

Reading in school should be an enjoyable experience which allows children to develop both their imagination and their vocabulary. Independent readers should be encouraged to read for a sustained length of time allowing them to become 'lost in a book'. Children must also read in order to access the curriculum both in Key Stages 1 and 2. **Reading is vital for future learning and the cornerstone of education.**

How the program works

This programme is based on 1:1 tuition of reading in EYFS. In a 1:1 situation, children have to interact, thereby taking part in the learning process. However, this is an expensive model, heavily dependent on trained adult resources, and therefore has implications for both cost and the timetable.

Individualised reading is based on continuous assessment of need, and teaching the strategy required AT THAT TIME. It is crucial that the text is matched to the child's needs.

Expectations

For pupils to attain at National Standard at the end of KS1, the following must happen:

The majority of pupils will leave Foundation Stage on the LIGHT BLUE reading target card (RWI Set 2)

Teaching strategies

There are three aspects of reading;

- Whole word
- Prediction
 - picture
 - grammar story
- Phonics

Note: Beginner readers will be practising one or more of these aspects until all three are used.

Children cannot be expected to 'pick up' reading through being given books. They have to be taught. This is particularly true for children who have poor language skills, EAL children and those with SEN.

Independence

Children have to become independent in their use of reading strategies as early as possible. Encourage independence in general by expecting children to arrive at the reading session with their book bags ready having collected it for themselves. They should get their own book, target card and reading diary out and hand them to the teacher with a sense of urgency.

Organisation of reading within the curriculum

Reading is the cornerstone of all learning. Consequently, the curriculum must be organised to take account of this.

Time must be identified for children to be taught. The following are examples of how the curriculum should be organised:

Afternoon sessions can be used to teach 1-1 reading. Reading must take the priority during these sessions over and above any other activity.

Parent helpers can teach 1-1 reading sessions providing they have had the relevant training.

During any carpet time (non Phonics/maths inputs) T/TA/helpers can withdraw children to teach 1-1 reading eg circle time, relaxing time, singing, French.

Organise the class into groups of children, those who need reading teaching every day, and those who need it less frequently.

Then identify adults for each reader on each day (teacher, TA, volunteers).

Make sure readers are targeted by the correct adult; some will need intense intervention by the teacher. All readers must be heard by the teacher at some point during the week, especially those that are attaining at a high level. Colour coding is helpful. Highlight the reader as they are taught. Each adult is accountable for teaching their group of children on any given day, and must organise their time to ensure this happens. Readers and the matrix will be monitored through SLT.

To ensure the correct mix of adult to child, it may be necessary to have a two week rolling timetable.

Grouping children

Some pupils will be in need of similar skills. Group them so that they can be taught together. Sight vocabulary can be taught to groups of 2 - 3 children.

Planning

Detailed plans are not required for 1:1 reading sessions since the reading target card provides the focus for the lesson. However, teachers must ensure that children have opportunities to read a variety of text types and genre.

Monitoring & Tracking

Records for each child must be kept in the reading file. This must include phonics check sheets. There should also be a record of the pupil's reading history. Next steps should always be identified and written by all adults teaching reading. Reading files will be monitored by SLT regularly.

Pupil progress will be tracked on the tracking system. In addition to this, pupil reading colours will be tracked half termly on the reading monitoring sheet. This data will be used to identify readers who are not making good progress and discussed as part of Pupil Progress meetings.

Pointing

Beginner readers often point to words with their fingers. As soon as children have one to one correspondence, this should be discouraged as it can lead to words being obscured and does not encourage the later skill of reading ahead. Ask the reader to 'point with their eyes' instead. Children who lose their place frequently can be guided along by the adult using a pen just above the words. Always point to the letter/ blend at the beginning of each word; this encourages the reader to look at the right place.

Reading slopes

Slopes should be used to support the book during the reading session. The use of the slope encourages the head to be at a comfortable angle and directs the eyes to the text. It also enables the teacher to see where the eyes are looking especially if the reader needs to be directed to the initial sound/ blend.

Sight Vocabulary

Red words will be specifically taught and are included on the Target cards alongside phrase cards – generic and book based. The generic cards have frequently occurring phrases on (not single words, as children will need a context in order for sense to be made). Generic phrase cards can be used to teach individual children or to very small groups. The teaching session should be short and well paced. You must explicitly teach how the reader should look at these words, and how to remember them.

Book based phrase cards should be used when introducing the book. Again these must be explicitly taught, and the reader should know that they will occur in the book and that they will be expected to read them. If readers find a particular word tricky to remember, write it on a word card, ask the parents to practise it at home, and incorporate it into subsequent reading tuition sessions.

See appendix 2 for key generic phrases

Children with SEN

Low attainment on entry often means that children will need to have IEPs for language and communication. Teachers in the Foundation Stage should be vigilant when assessing children's language development and should refer to S&L in consultation with the SENCO.

Children with SEN are expected to make 4 steps progress across one year.

Children with EAL

Children with EAL often rely heavily on phonic strategies. It is important that language skills are developed through the curriculum and with the support of outside agencies if required, so that comprehension skills are developed alongside decoding skills.

READING BOOKS, TARGET CARDS & READING DIARIES

Reading books

Children are assigned books by their teacher as their 'school reading book'. These books are chosen because they are suitable for the skills the teacher wants the child to learn. Children will read these books more than once and explore them deeply because they are being explicitly used to teach reading. Consequently, children (and parents) may need reminding that they will have these books for a little while and won't change them as often as the ones they would choose for pleasure. Children need to know that it is the acquisition of skills that is important, not the speed at which they read the books.

Target cards

See appendix 3 for reading target card guidelines

The target cards are stored in the cloakrooms. Children should get their next target card themselves fostering independence and a sense of achievement. Children keep their old target card.

Each reading session must begin with the adult and reader referring to the target card. The reader must be able to articulate their target. It may be necessary for the adult to read the target to the reader, particularly beginner readers, and then the reader should repeat it back. End the session by referring back to the target card.

Early readers should generally have one target identified. At some of the higher levels, two may be given as they 'sit' together. For example at Green level, the following targets should be used in conjunction with one another:

If I'm stuck I can use the other words in the sentence to help me.
If I'm stuck I can miss out the word and go back to it.

Green stickers indicate the target the child is working on and yellow

stickers indicate achieved targets. Children must securely demonstrate a skill at least 3 times at different times before they achieve a target.

The reading diary

Reading diaries should be kept in the pupil's book bag, and should be in good condition. Replace tatty or lost diaries. Adults only should write in these books, and older siblings should be discouraged from doing so without prior agreement (e.g. in the case of non English speaking parents). Not only is the reading diary a record of the child's reading history and progress, it is a guide for parents. The target cards should provide a clear direction for the parent, and this should be backed up by your comments in the reading diary. You should identify the strategy the reader is currently using, say what the child can do and state next steps.

READING FOR ENJOYMENT / USING & APPLYING SKILLS

Reading Stories

To develop imagination, vocabulary and a love of literature children should have a rich curriculum of high quality stories. In FS stories should be read at least daily with other opportunities used across the curriculum.

When reading stories, ensure that children are grouped together in front of you 'find a space, fill a space'. Children should sit still and must listen allowing others to listen too.

Hold the book as if you are reading to yourself rather than facing the children. Tell the children to listen to the story and they should paint a picture in their head of what is happening. They become the 'illustrators'. It is not necessary to show them every picture, but rather the most appropriate.

Longer books should be read to the older children. Stopping at a 'cliff hanger' will develop their curiosity and build up anticipation for the next

episode. Children can understand books at a higher level than their own reading ability.

Use the weekly library session to foster a love of books and also take the opportunity to end the session with a story.

Library time

Children should have regular opportunities to visit and encouraged to borrow books from the class, school and local public libraries. Teachers may guide a child's choice, but these books, unlike their 'reading book' are mainly for pleasure.

READING IN EYFS

On entry to the Reception class, children should be immediately assessed and placed on the appropriate level and book. For those children who enter Reception the term after they are 4 years old should continue the Nursery Programme of phonological awareness, and have a rich curriculum of stories and opportunities for speaking. By their second term in Reception they should be assessed and but on the appropriate level and book.

It is expected that children who have received Nursery education at Pensans School will be at least ready for Red target card. Only children with severe SEN or non English speakers may need a lower level.

Introducing the book

This can be seen as shared reading between the adult and reader.

By introducing the book, readers will become familiar with the title, the characters and the events in the story. Depending on the stage and reading needs of the child, some or all of the following should be done. Look at the pictures with the reader. The reader can then start to predict the events. Key words should be pointed out, and can be written on separate cards to draw attention to them. New vocabulary should also be introduced and explained at this point.

In some books, the first page can be read by an adult. This is an effective introduction. In other series of books, there is often guidance for introducing the book.

Phonics

Phonological awareness is a pre-requisite for reading. Children in Reception should be introduced to sounds in words through 'puppet speak', eg 's - i - t sit down' etc. Older Reception children should start to be formally taught the sounds of the letters of the alphabet, and how to blend and segment. Children should be grouped by ability, and there should be as many groups as there are adults in the year group. These groups should be dynamic; taking into account progress made, and should be based on continuous assessment. The sessions should be based on 'RWI', and each daily session should last for 15 - 20 minutes. They should follow the 'hear it, say it, read it, write it' model.

To be a reader, children must be able to apply their phonic knowledge **independently**. Children will begin to use initial letter sounds at RED and will be blending by YELLOW and BLUE. Whilst on these levels, children should have sound sheets, and should begin each tuition session with a sound sheet check.

DO NOT allow a reader to become over reliant on phonics - whole words cannot be 'sounded out'. Other strategies must be used in conjunction with phonics.

Bridging the gap between Red / Yellow and Yellow / Blue

For some readers, the gap between red / yellow and yellow / blue reading stages may be too great. They may have all the skills needed for the previous stage, but may be intimidated by the number of words on each page, or the size of print. For these readers, the resulting lack of confidence means that they are too daunted to have a go, using the skills they so far have. For these readers, it is important that the gap between the two stages is bridged.

Read the book with the child so that the context is set. Read aloud sentences with the last word missing; the readers complete the sentence. Introduce new vocabulary. Introduce key words. Then ask the child to read. This can be seen as 1:1 guided reading.

The 1:1 session

This session is about teaching, assessment, deciding on the next learning steps, and choosing the right text to support these. It must be focussed and delivered with pace.

- The reader must get out own book, target card, home school book, and sound check sheets
- Warm up – phrase cards, sound check sheets or comprehension

Child to say target

Introduce book or recap as appropriate

Read to or with if required

Child reads, adult makes notes (quick miscue analysis)

If necessary adult models the prompt when pupil comes to an unknown word (until prompt used independently)

Praise given – specific to cue / target

Re negotiate target if appropriate

End the session by choosing new book (if appropriate) and child to finish by repeating their target

Each session should also include an opportunity for the child to talk about their book or what they have read in the session. This may be their specific target anyway, but if not, it is important to give the child a chance to respond to the text so they understand that reading is more than just decoding.

Inference and deduction

Readers should be taught these skills right from the very beginning by:

using pictures to tell a story

talking about the story (remember the target on all target cards "At the end of a book I can tell you what has happened")

sequencing the story

explaining why things have happened (eg Why is Frisky laughing in the picture?)

making up speech and thought bubbles for characters (in writing as well)

predicting what might happen next

Gifted and talented readers in EYFS

There are many younger children in this school who are very able readers. Much care should be taken when choosing a suitable text for them as whilst their reading ability may be high, their maturity and comprehension level may not be. Many of the higher level books may have unsuitable content for their age.

Appendix 1 - Guide to reading stages

Stage 0 - Lilac

For children with SEN (language devt)
For children with EAL (language devt)
story language
recall of events
pattern of story development

Stage 1 - Pink

Story language
Story development
Using picture cues
Introduce book, read to, read with
Patterned language
Prediction
Picture cues
1:1 correspondence

Stage 2 - Red

Use phrase cards
Introduce book, read to, read with

Sight vocabulary
Patterned language
Picture cues
Beginning to apply initial sounds
Application of initial sounds

Stage 3 – Yellow

Bridge the gap by introducing book and using phrase cards if required
Sight vocabulary
Initial sounds
Cvc words
Use of blending

Stage 4 – Light Blue

Using several cueing systems
Sight vocabulary extension
Consolidation of blends
Comprehension
Basic split digraphs

Stage 5 / 6 – Green

Fluent, expressive and using a range of strategies
Sight vocabulary extension
Split digraphs
Contextual and grammatical prediction
Comprehension
Word endings
Letter patterns
Split digraphs

Appendix 2 - Phrase cards

Please note capital letters and full stops.

These should be computer generated and laminated. Use Chalkboard SE and should have three spaces between the words.

Generic phrase cards

I went	I saw
I was	I want
I like	I am
I met	
I can see	

Specific phrase cards

I am a	I met a	I ran
I went to	I went up	I went down
We can see	I want a	I want to
You can	You will	You
the	mum and dad	they saw

These can be hand written on flash cards or slips of paper during 1:1 sessions and then kept with the book.

Specific phrases will usually be identified in the planning associated with the text. However, teachers may have to identify them themselves. Phrases are usually 2-3 words long and repeated frequently throughout the text.

Appendix 3 - Reading Target Card Guidelines

Purpose

These target cards have been designed so that each learner knows exactly which reading strategy they are practising. The target cards will identify

further steps of learning to be taught before the reader can progress to the next reading card colour.

These cards, therefore, can be used as a guide, by parents, when listening to their children read.

Protocol

Every child has a target card that matches the colour of the book that they are reading, e.g. Bug Club green band = green target card. Bug Club uses the National Book Banding system, so a Green RWI in the same as a Bug Club Yellow (Yellow target card) Non Bug Club books have a coloured sticker corresponding to Bug Club colours.

The target cards are to be kept with the reading book, and reading diary in the learner's book bag. The learner is expected to treat the card with respect and keep it in good condition.

When the reader is asked to read, they need to get their target card out and verbalise the strategy they are practising. Learners on the lower target cards should have the targets read to them at the beginning of a reading session. They should repeat the strategy to the adult.

Identifying targets

Each learner should have their immediate targets identified with a green spot which should be stuck on the left hand side of the card, next to the picture of the bookworm. For most learners, two targets will be sufficient, for learners on the lower target cards consider only using one. In exceptional cases, and only for more advanced readers, three may be identified.

When the target has been achieved, then the green spot should be covered by a yellow spot.

Ensure that the learner can use the strategy independently before awarding a green spot. A green spot should not be awarded if the strategy being used is not yet secure.

When all targets are 'yellow' then the reader should be ready to move on to the next stage.