

## Reading in the Early Years Foundation Stage

In Early years we know that reading ignites creativity, sparks curiosity and stimulates the imagination and as such, we want it to feature significantly across our EYFS provision.

We provide the opportunity for pupils to be exposed to a range of high quality and captivating books with accompanying symbols and props.

Prior to a new story, we will key vocabulary with props, in a fun and engaging manner.

We encourage children to develop the concepts of reading by asking them to help turn the pages and find pictures in the story.

There are always books and other reading materials accessible to our children and these are appropriate to their needs and interests. This is accessible in both our inside and outside environment, and will include letters and word building activities within different sensory media, keys words and rhymes and songs. Reading is imbedded in our learning environment for both inside and outside areas through our environment plan.

It is important to ensure our parents support us in embedding early reading skills and to encourage them, we provide open afternoons where we model a range of activities and encourage them to get stuck in. We have also provided a training session to parents, on PECS, and used this to model how to use this total communication system to support their children responding to questions and making observations of what they are exposed to.

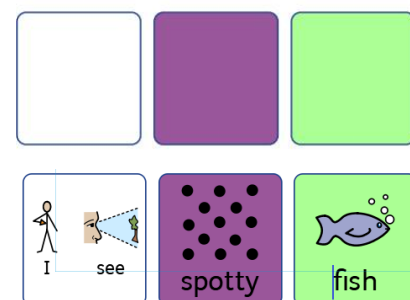
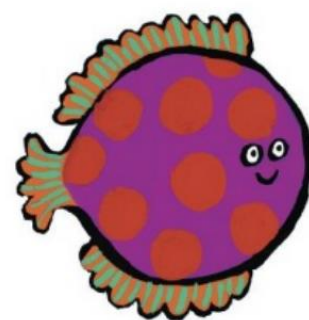
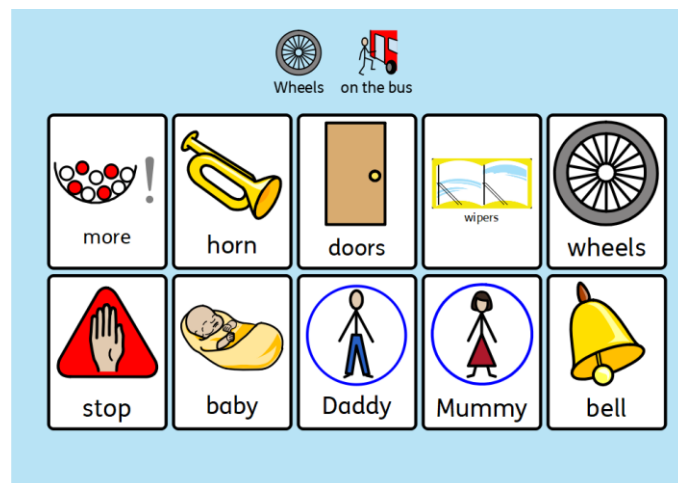
In term 1, the children in reception make links with the charity 'booksmart', who provide a free book for every pupil with accompanying reading tips and website links.

Alongside encouraging a love for books, songs and rhymes, we take a very holistic approach to the teaching of phonics. Much of our focus is on phase 1, where we familiarise pupils with both environmental and instrumental sounds by exposing them to these sounds. We provide opportunities for children to create sounds with their body, such as clapping and stamping feet, and making patterns.

We ensure that we place emphasis on listening to the sounds when reading stories and provide opportunities to hear a range of rhymes and alliteration.

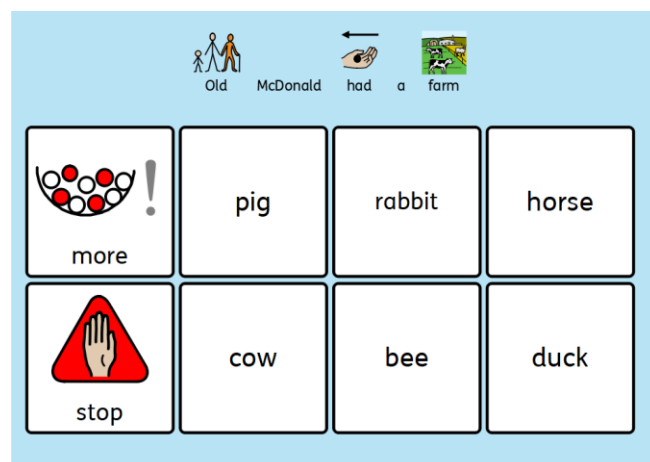


We have set up an imagining autism pod, which we use during some of our literacy lessons. During this time, we engage in an immersive environment where the children can get full absorbed in the story.



We use attention Autism during a lot of teacher directed sessions. One of the main aims of attention autism is to enhance and develop out children's attention and listening skills, which is a key factor for early reading.

In both our inside and outside environment, we have a range of communication boards for nursery rhymes, songs, and stories which are accessible and part of our everyday routine. Some of these are accompanied by physical resources as well as the communication boards eg 5 little ducks. The children are encouraged to pick a verse they would like next eg pig on the farm. We also differentiate this depending on reading stage. Some may select a picture, others may have an initial sound and the child has to think of an animal beginning with that sound, and a few may have the word to read.



We are also in the process of developing a link with Sittingbourne library, where we wish for our pupils next year to attend on a termly basis. The librarian will read the children a story in the library and the children will have the freedom to explore a new range of books during the session.