

## Medway Early Years Reading Overview



### ***Intent, Implementation, Impact***

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#### **Intent: why do we teach what we teach?**

At Medway, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. Our Medway curriculum is delivered through synthetic phonics, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

At Medway we understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

#### **Implementation: how do we teach what we teach?**

At Medway the early year's teachers work hard to make sure children develop a love of books as well as simply learning to read. This is implemented right from nursery, where we have stay and play sessions tailored to the needs of our children and parents. In both the nursery and reception we have a weekly school library where children choose a book that they would not be able to read, but a book that they like the look of and this is then sent home for parents to then read to their child. We encourage parents to send in pictures of this home learning interaction.

We start by teaching phonics in Nursery, from summer 1 and throughout the Foundation Stage and Key stage 1. We follow the RWI principles and practice of high quality phonics.

Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they bring home. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. The books that are shared in class help to support the children's habitus and their cultural capital, by exposing them to places, people and animals that they may not have come across.

All our children have access to reading books that match the sounds they are being taught in their phonic sessions. These books are shared at school and supported through books the child may bring home. We encourage as much reading as possible and books are always available in the inside and outside learning environment.

#### **Impact: how do we know what pupils have learnt and how well have they learnt it?**

At Medway we pride ourselves on the oracy of our children throughout the school.

In the early years we encourage lots of role play and storytelling, which in turn supports their oracy and new vocabulary.

The repetition of stories and language is a great way of building up our children's knowledge of words and their confidence. In reception class we repeat some of the key books that were taught in nursery, so that we can build on and increase the children's articulation of stories.

We hold regular internal moderation sessions and training is given to new staff from the early years reading lead, so that all members of staff feel confident with their judgments and are consistent throughout reception.

Children's progress in phonics is continually reviewed through periodic phonic assessments (every 2 weeks) this is to ensure that all children can make rapid progress and support is quickly put in place where needed, through Vocabulary Acquisition and Phonics (VAP).