

EYFS Reading Workshop

Wednesday 21st October 2020 (4pm
via Zoom)

Marie Coughtrey's Zoom Meeting

<https://deltatrust-org>

[-uk.zoom.us/j/87270105899?pwd=WnBRN2dRdDJZUEdJLlI15dGV4bnZ3Zz09](https://us.zoom.us/j/87270105899?pwd=WnBRN2dRdDJZUEdJLlI15dGV4bnZ3Zz09)

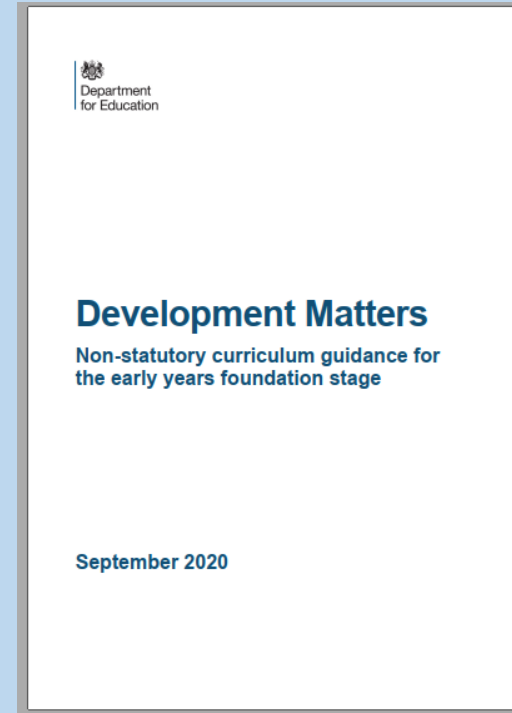
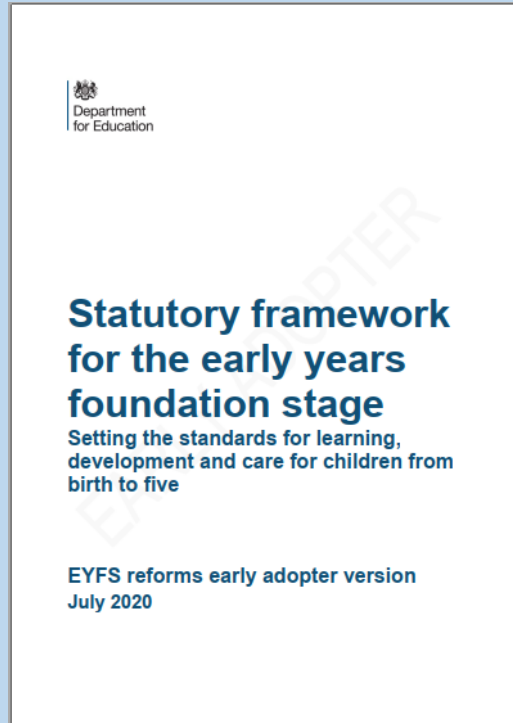
Meeting ID: 872 7010 5899

Passcode: 109209

Workshop Content

- Welcome and introduction
- New profile statements
- Expectations in reading (Nursery, Reception and end of EYFS)
- Teaching phonics
- Phonics in Nursery
- Phonics in Reception (Phase 2-5)
- Developing sight vocabulary
- Word lists phase 2-5
- In school- shared reading
- In school- guided reading
- At home- Bug Club Books (independent reading)
- At home- shared banded books
- Recommended reads

EYFS Profile Statements Reading Expectations



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS Early Adopter Framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914443/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage_1.pdf

Nursery Expectations

*Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

*Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

*Engage in extended conversations about stories, learning new vocabulary.

Reception Expectations

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

End of EYFS Expectations

The Early Learning Goal (ELG)

ELG: Comprehension

Children at the expected level of development will:

- *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- *Anticipate - where appropriate - key events in stories;
- *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

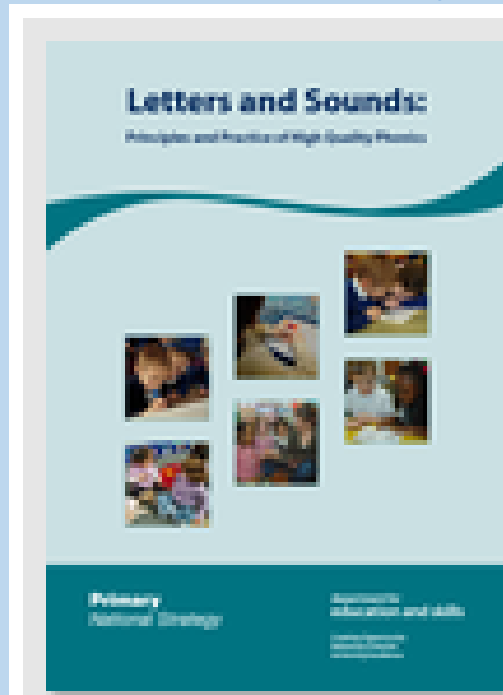
Children at the expected level of development will:

- *Say a sound for each letter in the alphabet and at least 10 digraphs;
- *Read words consistent with their phonic knowledge by sound-blending;
- *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Teaching Phonics

- Letters and sounds

(<https://www.gov.uk/government/publications/letters-and-sounds>)



<https://www.youtube.com/watch?v=-ksblMiliA8>

Phonics in Nursery

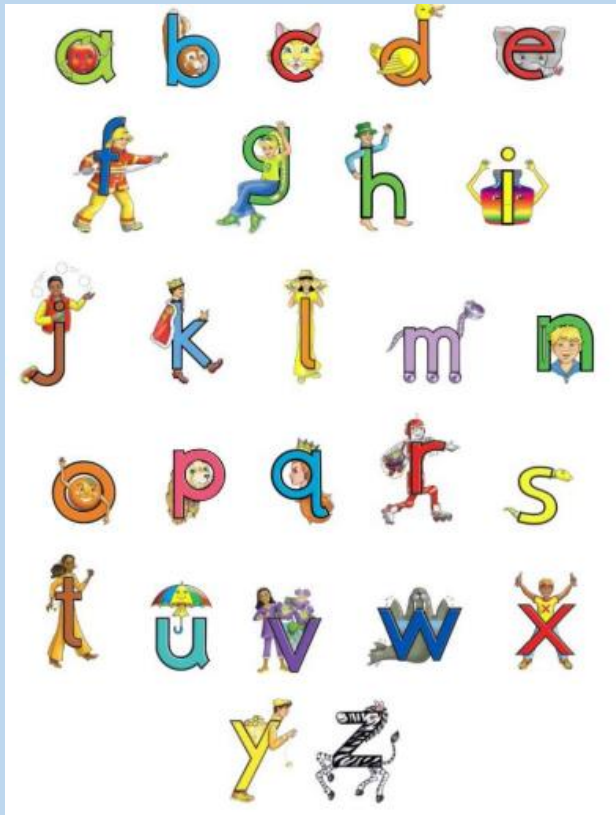
Phase One

- Aspect 1: Environmental sounds
- Aspect 2: Instrumental sounds
- Aspect 3: Body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

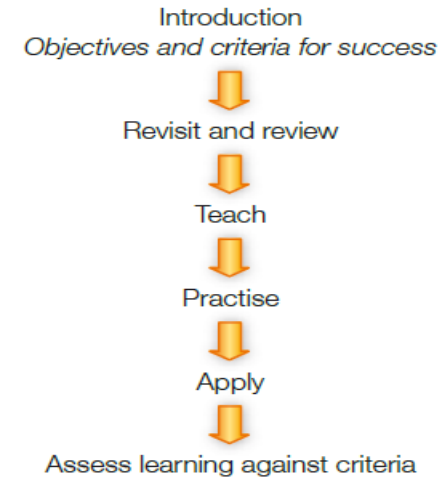
Phonics in Reception

Phase 2: Letterland

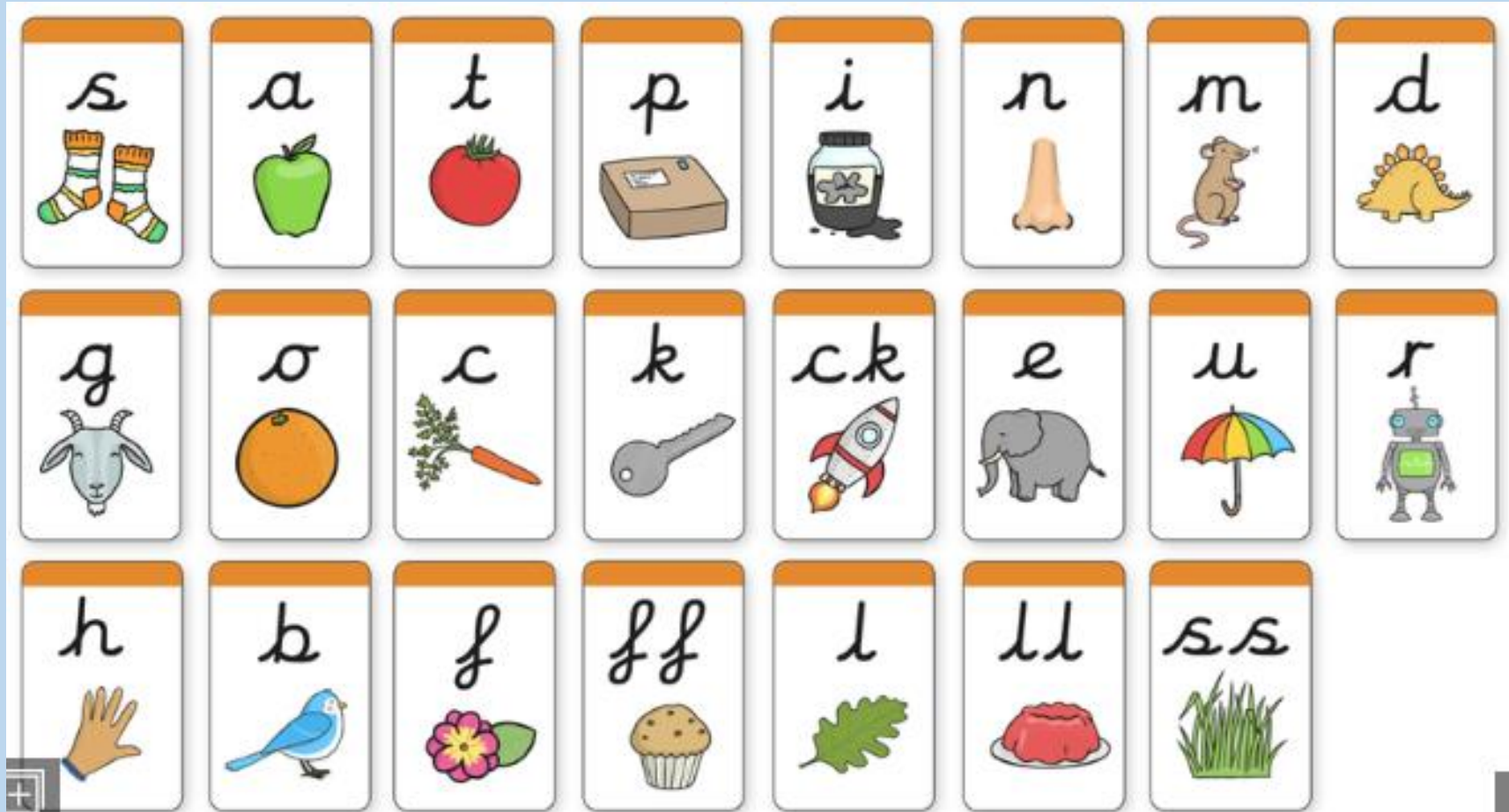
www.letterland.com










Sequence of teaching in a discrete phonics session



Phase 2 Phonics



Phase 3 Phonics

j 	v 	w 	x 	y 	z 	zz 	qu 	
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 	
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 	
air 	ure 	er 	<h2>My Phase 3 Sound Mat</h2>					























Phase 4 Phonics

The School Run.com

Phase 4 Phonics sound mat

st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  skull	lt  belt		
lp  lorry	lf  half	lk  milk	pt  receipt	xt  text	tr  tree	dr  dragon	gr  grass	cr  crown	br  brush
fr  fridge	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown	sl  slug	sp  spoon	st  starfish	tw  twins
sm  smile	pr  pram	sc  scarf	sk  skunk	sn  snail	nch  bench	scr  screw	shr  shrew	thr  thread	str  straw

Phase 5 Phonics

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

My Phase 5 sound mat

Developing Sight Vocabulary

- Children remember these words on sight and learn to read and spell
- Phase 2- 5 word sets taught, practised and stuck in the back of reading records
- Strategies for learning: take a photo, learn the shape, post-it challenge (stick around the home), sing!



<https://www.youtube.com/watch?v=TrMyssfAUx0>

<https://www.youtube.com/watch?v=ri4u0TjAZ38>

Word Lists - Phase 2

100 high-frequency words in phases

Phase Two

Decodable words

a
an
as
at
if
in
is
it
of
off
on
can
dad

had
back
and
get
big
him
his
not
got
up
mum
but
put (*north*)

Tricky words

the
to
I
no
go
into

Word Lists - Phase 3

100 high-frequency words in phases

Phase Three

Decodable words

will
that
this
then
them
with

see
for
now
down
look
too

Tricky words

he
she
we
me
be
was

you
they
all
are
my
her

Word Lists- Phase 4

100 high-frequency words in phases

Phase Four

Decodable words

went

it's

from

children

just

help

Tricky words

said

have

like

so

do

some

come

were

there

little

one

when

out

what

Word Lists - Phase 5

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

don't

old

I'm

by

time

house

about

your

day

made

came

make

here

saw

very

put (*south*)

Tricky words

oh

their

people

Mr

Mrs

looked

called

asked

could

Shared Reading

*Big books, small books under the visualiser or a PowerPoint used

*Whole class share together- all gathered on the carpet



Guided Reading

- * Small groups of children around a table
- * All have a copy of the book



Bug Club Books Independent Reading

Set/ Unit	Focus	L&S Phase	Year	No. of books	Fiction
1-2	satpinmd	Phase 2	Reception / P1	24	
3	gock				
4	ckeur				
5	h b f f l l s s				
6	j v w x	Phase 3		54	
7	y z z z qu				
8	ch sh th ng				
9	ai ee igh oa oo				
10	ar or ur ow oi				
11	ear air ure er				

Children are assessed regularly and given books based on the set of sounds they are working on/need next.

Home Shared Banded Books

Book Band/ Colour	Words	Phonics Phase	EXPECTATIONS FOR YEAR GROUP
0 Lilac	0		
1 Pink	Under 25	Phase 2	
2 Red	25-45/ 45-80	Phase 3	
3 Yellow	80-120	Phase 3/4	End of EYFS
4 Blue	100-200	Phase 4/5	
5 Green	200-300	Phase 5	End of Y1
6 Orange	300-450	Phase 5/6	
7 Turquoise	450-600	Phase 5/6	
8 Purple	600-850	Phase 6	End of Y2
9 Gold	850-1100	Phase 6	
10 White	1100-1500		
11 Lime	1500-2000		
12 Brown	Over 2000	Year 3	End of Y3
13 Grey		Year 4	End of Y4
14 Dark Blue		Year 5	End of Y5
15 Dark Red		Year 6	End of Y6
16 Black		Year 6 +	End of Y6

