




## Profile of a Reader by the end of EYFS

Skills 	How? 	School	How?  Home
<p><b>Children will be confident to:</b></p> <ul style="list-style-type: none"> <li><i><b>ENJOY reading and will choose to read for pleasure from a range of fiction and non-fiction</b></i></li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate, where appropriate, such as key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p><b>Moorlands Primary School will:</b></p> <ul style="list-style-type: none"> <li>offer a range of fiction and non-fiction texts for the children to choose from</li> <li>offer a range of opportunities to be read to, read with, and to read independently across the curriculum</li> <li>teach phonics on a daily basis with an emphasis on applying these sounds when reading</li> <li>teach the reading of common exception words by sight and provide opportunities for over-learning</li> <li>teach the reading of common exception words in context i.e. story book/reading book</li> <li>teach reading on a daily basis using a book matched to their phonic phase and reading ability</li> <li>provide each child with a home reading book</li> <li>model reading for pleasure by having class story time</li> <li>provide opportunities for the children to visit the school library</li> <li>provide opportunities to allow children to show their understanding of books through role play (puppets/ discussion/ re-enactment)</li> <li>carry out half termly assessments on phonic knowledge, blending and common exception words</li> <li>use assessments to inform next steps in learning</li> <li>provide opportunities, during child-initiated learning, to apply their developing reading skills</li> </ul>		<p><b>Parents/carers will:</b></p> <ul style="list-style-type: none"> <li><b>read with your child every day and record in their reading diaries – this can take the form of children reading to you, you reading to them and shared reading.</b></li> <li>support your child in reading books and e-books linked to their phonics learning</li> <li>support your child in regularly practising letters and sounds of the week in isolation, within words and within books</li> <li>support your child with regularly practising his/her word sets and inform your child’s class teacher when you feel they are ready to move on</li> <li>support your child in any catch-up work that is sent home</li> <li>motivate your child to gain his/her ‘Reading Rocket Rewards’ and celebrate his/her achievements throughout this booklet</li> </ul>