

EYFS

Reading





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S C H O O L S
SETIA ECO PARK

At Tenby Schools Setia Eco Park, we believe that reading is a fundamental skill that underpins all aspects of learning. We foster a love for reading while ensuring all students develop the skills necessary to become fluent, confident, and independent readers. Our approach aligns with the National Curriculum for England, using Read Write Inc. as our phonics programme to support early reading development.

01

Introduction

Intent

- To develop a love for reading and an appreciation of a wide range of texts, cultures, and perspectives.
- To ensure all children can read both for pleasure and for learning.
- To provide structured phonics instruction using the Read Write Inc. programme to develop strong decoding, blending, word reading and fluency from an early age.
- To develop confident, fluent readers and writers through both a structured reading programme, and through embedding reading across the curriculum
- To ensure children have strong comprehension skills, including understanding, inference, retrieval, prediction and summarising.
- To ensure every child achieves success in reading by providing high-quality, differentiated instruction.
- To promote inclusive practices by providing differentiated reading instruction, targeted interventions, and language-rich environments to support all children.

02

Implementation

EYFS

In Nursery and Reception, a combined approach is used to develop early reading, writing, and language skills. Read Write Inc. (RWI) provides a systematic phonics programme, while The Power of Reading offers high-quality texts to enrich vocabulary, comprehension, and a love of stories. Continuous provision supports the application of these skills through meaningful play and exploration.

Nursery

In Nursery, we lay the foundations for reading through a language-rich environment that provides meaningful opportunities for speaking and listening throughout the day. Visual supports such as props, pictures, and repeated language are used to support understanding and develop children's vocabulary.

Daily pre-phonics and phonemic awareness activities, including listening games, rhymes, rhythm, and sound discrimination, help build the early literacy skills needed for future reading success. Inclusive and supportive practice ensures that all learners, including those with English as an Additional Language (EAL), are encouraged to communicate, participate, and build confidence.

Strong parent partnerships are fostered by sharing key vocabulary, story themes, and strategies to support language learning at home. Daily story times provide regular opportunities for children to enjoy, discuss, and engage with a wide range of stories.

Continuous provision and role-play areas are thoughtfully linked to stories, allowing children to act out and explore texts through imaginative play. The Power of Reading programme provides a thematic focus each half term, creating a rich and engaging learning environment that fosters curiosity, language development, and a love of stories.

Reception

In Reception, the Read Write Inc. (RWI) phonics programme provides a systematic and consistent approach to early reading and writing. Phonics is taught daily, building on children's phonemic awareness and laying the foundation for fluent reading and accurate spelling.

Additional support is provided for children who need extra practice, including those learning English as an Additional Language (EAL) and those at risk of falling behind, ensuring every child makes good progress. Phonics learning is reinforced through carefully matched reading books, tailored to each child's phonic knowledge, which helps develop confidence and fluency.

Guided reading lessons using RWI storybooks take place three times a week, focusing on fluency, word reading, and comprehension skills. Children also have one-to-one reading sessions with an adult at least twice a week, ensuring regular individual support and attention.

A wide range of high-quality fiction and non-fiction books is shared during daily story times to foster a love of reading. The Reception and Early Years learning environment is enriched with a well-stocked selection of books that promote independent exploration and enjoyment of reading.

Continuous provision and role play linked to stories allow children to act out and explore stories through imaginative play. Inclusive and supportive practices promote communication, participation, and confidence for all learners, including EAL learners.

Parental engagement is encouraged through the sharing of key vocabulary, story themes, and practical strategies to support language and reading development at home. The Power of Reading programme provides a thematic focus each half term, creating a rich and engaging learning environment that nurtures curiosity and a love of stories.

End of EYFS Expectations

- Children can read simple sentences and books that are consistent with their phonics knowledge, including some common exception words.
- Children demonstrate good decoding skills, blending sounds to read unfamiliar words.
- Children can confidently recognise and read taught tricky words and high-frequency words.
- Children can demonstrate understanding by retelling key events or ideas from stories they have read or listened to.
- Children use their knowledge of phonics to attempt to read unfamiliar words independently.
- Children show an enjoyment of reading and are developing preferences for particular stories, authors, or genres.
- Children can talk about stories and books they have heard, sharing their thoughts, opinions, and understanding.
- Children listen attentively to a range of texts, including fiction, non-fiction, rhymes, and poems.
- Children begin to make predictions about what might happen next in stories or suggest possible endings.
- Children join in with familiar phrases, repeated refrains, and rhymes.
- Children engage with books independently, showing an interest in both print and pictures.
- Children understand how to handle books carefully and know that print carries meaning and is read left to right, top to bottom.

02

Assessment

Baseline Assessments

- Reception children complete a baseline RWI assessment at the start of the year to determine initial reading ability and inform early planning.
- Children joining during the school year, will complete a RWI baseline assessment.

Every Half Term

- Half-termly RWI phonics assessments are carried out to track progress in phonics and early reading skills.
- Children's comprehension and fluency are monitored by teachers, including vocabulary, inference, prediction, explanation, retrieval, summarising, and fluency.
- Individual tracking sheets are updated to identify gaps in learning and inform planning and interventions.

Every Term

- Reading and phonics data is entered into the gradebook on ISAMS, enabling the Senior Leadership Team (SLT) and English Team to monitor individual, group, and cohort progress.
- Teachers use assessment outcomes to adjust instruction, groupings, and targeted support.
- Reports are shared with parents through Tapestry, sharing children's progress across the EYFS, including reading.

End of Reception Year

- The English Team and Leadership Team will conduct regular learning visits to observe reading lessons and ensure consistency in teaching practices.
- Summative data will be used to identify students who require additional support or interventions.

Interventions

- Accelerated learning lessons are provided daily for students who need additional practice to master reading skills. These sessions follow the structure of class teaching but are broken into smaller steps with more repetition.
- Small group interventions focus on fluency and comprehension, using high-quality resources aligned with the RWI Programme.

Home Reading & Parent Support

- Students take home at least two decodable books a week, matched to their secure phonics or reading level to reinforce classroom learning.
- Additional books are sent home weekly to encourage reading for pleasure, with guidance for parents on how to support their children.
- Workshops and online resources are provided to help parents understand our RWI phonics programme, and on ways to support their child's reading fluency and comprehension at home.

EYFS

Writing





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At Tenby Schools Setia Eco Park, we believe that early writing is a vital foundation for lifelong literacy. In the Early Years Foundation Stage (EYFS), we provide a language-rich environment where communication, storytelling, and mark-making are celebrated as essential steps in becoming a writer. Through carefully planned, play-based learning and high-quality adult interactions, we support children to build the physical, cognitive, and imaginative skills necessary for writing.

Intent

Our approach focuses on the prime areas of Communication and Language and Physical Development, as well as the specific area of Literacy. Children are encouraged to write for real purposes through meaningful and engaging contexts, often inspired by books, role play, or child-led interests.

This early writing journey is designed to ensure a smooth transition into Year 1, where pupils will continue to build upon these skills through the structured teaching of writing as outlined in the National Curriculum for England (2014).

Implementation: How writing is taught in EY?

In Nursery, we begin with mark making to build fine motor skills and develop early writing confidence. Children are introduced to forming familiar letters, particularly those in their own names, followed by letters they are learning through phonics. We focus on Phase 1 phonics, gradually extending and challenging students as they are ready.

In Reception, writing is taught progressively across the terms:

Term 1: Focus on correct letter formation, developing pencil grip and handwriting fluency.

Term 2: Children begin to write CVC (consonant-vowel-consonant) words using their phonics knowledge and short phrases.

Term 3: Children progress to writing simple sentences and are then challenged to extend their writing into longer sentences, and short paragraphs, using a variety of vocabulary and sentence structures.

By the end of Reception, our goal is for all children to:

- Use their phonic knowledge to write words and simple sentences;
- Develop an understanding of how writing can communicate meaning;
- Build fine motor strength and control to support correct letter formation;
- Begin to write independently and with growing confidence.

Frameworks

Read Write Inc. (RWI): This is our core phonics and early reading programme. It provides a systematic approach to teaching phonics, blending, segmenting, and early writing. It helps children build the foundations for spelling and writing through consistent structure and progression.

Power of Reading: Alongside RWI, we use Power of Reading to develop a love of books and deeper comprehension skills. This framework supports language-rich environments, promotes reading for pleasure, and enhances children's speaking, listening, and writing skills through high-quality texts.

In a slight difference to Year 1 onwards, whilst we do not currently use Talk for Writing as a main framework, elements such as oral storytelling, modelled writing, and shared writing are embedded in our practice to support writing fluency and confidence.

Home Learning & Parent Support

In **Nursery**:

- We provide **weekly homework** to build early skills and reinforce classroom learning.
- In **Terms 1 and 2**, this focuses on **fine motor development** through activities such as **cutting, tracing**, and other **hands-on challenges**.
- In **Term 3**, we introduce **name writing** and **letter sound tracing** to support early literacy.
- We also use **BusyThings**, an educational website, to offer interactive games and activities that consolidate skills in **literacy, maths, and fine motor development**.

In **Reception**:

- We continue using **BusyThings** to extend learning at home across core subjects.
- From **Term 2 onwards**, we introduce the **Weekend Teddy Bear** activity, where children take a teddy home and are encouraged to **write about their weekend** using their **phonics knowledge**. This supports writing in a meaningful, fun context and encourages parent involvement.

We host regular **Parent Mornings** and **Workshops** that focus on helping parents understand the **EY curriculum, writing progression**, and how we assess children's learning. These sessions are designed to equip parents with the knowledge and tools they need to effectively **support learning at home**.

We also hold **Parent-Teacher Mornings** and **Stay and Play sessions**, which offer valuable opportunities for parents to see their child in the setting, discuss progress with staff, and explore ways to work together in supporting their child's development.

Impact: Assessment

In Nursery and Reception, we carry out **termly** writing progression assessments. These help teachers and key persons track each child's writing development and plan next steps effectively. The assessments focus on key milestones such as mark making, letter formation, word writing, and sentence construction, depending on the child's stage.

In Reception, we also conduct **half-termly** phonics assessments using the Read Write Inc. programme. These assessments ensure that children are making expected progress and enable staff to identify those who need additional support or greater challenge in their phonics learning.

Monitoring

- The English Team and Leadership Team will conduct regular learning visits to observe writing lessons and ensure consistency in teaching practices.
- Summative data will be used to identify students who require additional support or interventions.

Interventions

- Accelerated learning lessons are provided daily for students who need additional practice to master writing skills. These sessions follow the structure of class teaching but are broken into smaller steps with more repetition.
- Small group interventions focus on phonics & sentence construction, using high-quality resources aligned with the Read Write Inc. Phonics and Power of Reading practices.