



## Literacy (EYFS) – Reading: Intent, Implementation and Impact

### CONTEXT (Why reading is a priority)

At Rugeley John Taylor School, we recognise that early reading is central to children’s future success across the curriculum, because reading is both a subject and the medium for learning.

We recognise that children arrive with different early experiences of talk, books, stories, songs, rhyme and print, so a carefully sequenced early reading curriculum is essential to ensure all children keep up from the start.

Nationally (EYFSP 2024/25), the expected level was 80.4% for Comprehension and 76.5% for Word Reading, showing that both decoding and comprehension need systematic teaching and ongoing support.

### 1) INTENT (What we want children to know and be able to do)

Our intent is that every child develops a life-long love of reading and becomes increasingly able to:

- Understand language and texts (language comprehension)
- Read words accurately and increasingly fluently (word reading/decoding)
- Make meaning and talk about what they have read and heard (comprehension, vocabulary, inference and text awareness)

This is rooted in the Simple View of Reading: reading comprehension depends on the combination of word reading and language comprehension.

We deliberately prioritise Communication and Language as the foundation of reading. Oral language provides the foundation of thinking and learning and is strongly linked to early reading success.

Children learn that print carries meaning, that books have structure, and that reading is a way to find out, enjoy stories and share ideas. They build print knowledge and phonological awareness (hearing sounds in words) as key precursors to later decoding.

Our early reading intent reflects Rugeley John Taylor’s values:

- Respect: children listen attentively to stories and others’ ideas, take turns in discussion, and handle books responsibly.
- Resilient: children practise decoding, re-read to build fluency, and persevere with challenging words and texts.



- Ready: children develop the early knowledge, vocabulary and phonics foundations needed for Year 1 and beyond.

This is powered by knowledge and driven by ambition: we aim for all children—regardless of starting point—to leave Reception ready to access the wider curriculum through strong early reading foundations.

## **2) IMPLEMENTATION (How we teach early reading)**

Our implementation is built around the principle that multiple, complementary approaches work best: strong talk and vocabulary, systematic phonics, reading aloud, shared/interactive reading, and structured practice opportunities, with careful assessment and targeted support.

### **A. Nursery (foundations for reading)**

#### 1) Language comprehension through story, talk and play

- Daily story times with repeated favourites, rhymes, poems and songs to build language, narrative understanding, and enjoyment.
- Adults explicitly teach and extend vocabulary by naming, modelling, and explaining words in meaningful contexts.
- Structured and child-led talk opportunities (role play, small world storytelling, group talk) so children practise speaking and listening as part of reading readiness.

#### 2) Phonological awareness (hearing sounds)

- Phase 1 style experiences: environmental sounds, rhythm, rhyme, syllables and sound play to develop the sound structures needed for decoding later.

#### 3) Print knowledge (print carries meaning)

- Children see adults reading and writing for real purposes (lists, labels, notices) and explore books and print in the environment.

### **B. Reception (systematic early reading teaching)**

#### 1) Systematic Synthetic Phonics (Read Write Inc.) taught with fidelity

- Daily phonics using a validated SSP approach, including speed sounds, blending/segmenting, partner practice and matched decodable texts.
- Children learn in closely matched progress groups, with frequent assessment and regrouping, so no child is left behind.
- Re-reading decodables and short, purposeful practice to build fluency and automaticity.



## 2) Decodable reading plus reading for pleasure

- Decodable texts matched to taught phonics, so children practise the alphabetic code successfully.
- Daily reading aloud of high-quality storybooks and non-fiction so children access rich language and knowledge beyond their current decoding.

## 3) Comprehension is explicitly built

- Interactive/shared reading that models vocabulary, grammar, text structure, sequencing and inference.
- Explicit teaching of key building blocks (e.g., phonological awareness, print knowledge, vocabulary, grammar and syntax, inferencing, comprehension monitoring and text structure) as appropriate to development.
- Oracy routines that support comprehension: partner talk, talk stems, sentence building, and listening routines.

## 4) Talk for Writing and storytelling

- Storytelling and story structure work to strengthen narrative understanding, text structure, and language patterns that support comprehension and later writing.

### **C. Assessment, monitoring and parental engagement (Nursery + Reception)**

#### 1) Regular assessment and responsive teaching

- Regular phonics/word reading checks inform teaching, grouping and practice, so children keep up from the start.

#### 2) Targeted small-group and one-to-one support

- Where children need extra help, we provide swift, structured keep-up/one-to-one tutoring aligned to the SSP programme and additional interactive reading/vocabulary support where needed.

#### 3) Parental engagement

- Parents are supported with clear guidance on practising sounds and sharing books at home, recognising that home reading routines and book talk strengthen outcomes.

### **3) IMPACT (What difference this makes)**



By the end of Reception, children can:

- Decode and read familiar and unfamiliar words using taught phonics knowledge.
- Demonstrate understanding of what has been read to them and what they read themselves, using discussion, vocabulary and story knowledge.
- Show a positive relationship with books and reading, engaging with stories, non-fiction, rhymes and poems.

We evaluate impact through:

- EYFSP outcomes in Literacy ELGs: Comprehension and Word Reading.
- Ongoing phonics assessment and fluency development through re-reading and practice.

Impact is also seen in children entering Year 1 ready to access reading across the curriculum because phonics routines are secure, and language comprehension is strong.

Reading supports children to live the school values:

- Respect through listening and responding in group reading and book talk.
- Resilience through practising and persevering with decoding and comprehension.
- Readiness for the learning behaviours and academic expectations of Key Stage 1.