

# EYFS – Becoming an ‘exceeding’ reader

We have put together the following guide to help our parents and carers support their children in reading together at home and becoming an ‘exceeding’ reader! An ‘exceeding reader’ is a reader that has mastered the word reading (decoding) aspect of reading, as well as mastering the comprehension content of their year group beyond that of the ‘expected’ standard. When assessing children in school, we have found that there is sometimes inconsistency between a child’s ability to read words and their understanding of the text; a fluent reader may need further support in their comprehension skills which can occasionally be masked by their fluency. Comprehension and fluency should be seen as equal in value in helping a child to become a confident reader. If a child is working at an ‘exceeding’ level in reading they need to be able to complete most of the following objectives in this list across a wide range of books and text types. Some books will lend themselves better to statements than others depending on whether they are fiction or non-fiction texts. Please note that these statements are for an ‘exceeding’ reader, rather than an ‘expected’ reader and do not correlate with the levels in our school reading scheme. The school reading scheme is designed to support children in becoming confident readers by allowing them to develop their reading stamina, comprehension, word recognition and decoding skills at a developmentally appropriate pace. If you have any concerns about your child’s reading please book an appointment with their class teacher to discuss their reading level further.

***To be ‘exceeding’ in reading by the end of the Reception year: Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic (relating the word to its meaning) and syntactic knowledge (rules and patterns in words) to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.***

How I can help:

- Use a range of strategies to read unfamiliar vocabulary – use sounding out, reading by sight, use the context of the sentence to guess unfamiliar words, use the pictures to guess.
- Practise reading irregular words by sight – these are the tricky words that cannot be sounded out. E.g. the, me, all, they, be, my, she, we, was etc. E.g. hide these words around the house to find, use magnetic letters to spell the words, write the words in chalk on the path and write the words on banana skins to read while you are unpeeling!
- Retell stories through dressing up, playing with toys and drawing pictures of story scenes.
- Read everything! Take your children to the library, read road signs, packaging, labels etc. to help encourage a love of reading. Modelling reading for pleasure by reading in front of your children and set aside story time to read together.