



Reading in Early Years

Main links to the seven areas of learning: **Communication and Language**, **Literacy**, **Understanding the World** and **Expressive Arts and Design**

Reading: Word Reading: Phonics and Decoding	
Nursery: Literacy	<ul style="list-style-type: none">* Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception: Literacy	<ul style="list-style-type: none">* Read individual letters by saying the sounds for them.* Blend sounds into words, so that they can read short words made up of letter-sound correspondences.* Read some letter groups that each represent one sound and say sounds for them.* Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Literacy <u>ELG</u>	Word reading <ul style="list-style-type: none">* 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.

Reading: Word Reading: Common Exception Words	
Reception: Literacy	<ul style="list-style-type: none">* Read a few common exception words matched to the school's phonic programme.

Reading: Word Reading: Fluency

Nursery: Literacy	<ul style="list-style-type: none">* Understand the five key concepts about print: • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing* Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception: Literacy	<ul style="list-style-type: none">* Blend sounds into words, so that they can read short words made up of letter-sound correspondences.* Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.* Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Literacy <u>ELG</u>	Reading <ul style="list-style-type: none">* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Reading Comprehension: Understanding and Correcting Inaccuracies

Nursery: Communication and Language	<ul style="list-style-type: none">* Enjoy listening to longer stories and can remember much of what happens.* Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"* Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
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Nursery: Literacy	<ul style="list-style-type: none"> * Engage in extended conversations about stories, learning new vocabulary.
Reception: Communication and Language	<ul style="list-style-type: none"> * Listen to and talk about stories to build familiarity and understanding. * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. * Listen carefully to rhymes and songs, paying attention to how they sound. * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Literacy ELG	<p>Comprehension</p> <ul style="list-style-type: none"> * 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.

Reading Comprehension: Comparing, Contrasting and Commenting	
Nursery: Communication and Language	<ul style="list-style-type: none"> * Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
Reception: Understanding the World	<ul style="list-style-type: none"> * Compare and contrast characters from stories, including figures from the past
Communication and Language <u>ELG</u>	Listening Attention and Understanding

	<ul style="list-style-type: none"> * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Speaking</p> <ul style="list-style-type: none"> * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
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Reading Comprehension: Words in Context and Authorial Choice	
Nursery: Communication and Language	<ul style="list-style-type: none"> * Use a wider range of vocabulary.
Nursery: Literacy	<ul style="list-style-type: none"> * Engage in extended conversations about stories, learning new vocabulary.
Reception: Communication and Language	<ul style="list-style-type: none"> * Learn new vocabulary. * Use new vocabulary throughout the day. * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. * Use new vocabulary in different contexts. * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Communication and Language <u>ELG</u>	<p>Speaking</p> <ul style="list-style-type: none"> * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Literacy <u>ELG</u>	<p>Comprehension</p>

	<ul style="list-style-type: none"> * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
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Reading Comprehension: Inference and Prediction

Nursery: Communication and Language	<ul style="list-style-type: none"> * Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Communication and Language ELG	<p>Speaking</p> <ul style="list-style-type: none"> * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Literacy ELG	<p>Comprehension</p> <ul style="list-style-type: none"> * Anticipate (where appropriate) key events in stories.

Reading Comprehension: Poetry and Performance

Nursery: Communication and Language	<ul style="list-style-type: none"> * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Nursery: Expressive Arts and Design	<ul style="list-style-type: none"> * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person ('pitch match').

	<ul style="list-style-type: none"> * Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. * Create their own songs, or improvise a song around one they know
Reception: Communication and Language	<ul style="list-style-type: none"> * Engage in story times * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. * Learn rhymes, poems and songs.
Reception: Expressive Arts and Design	<ul style="list-style-type: none"> * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Develop storylines in their pretend play.
Literacy <u>ELG</u>	<p>Comprehension</p> <ul style="list-style-type: none"> * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Expressive Arts and Design <u>ELG</u>	<p>Creating With Materials</p> <ul style="list-style-type: none"> * Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> * Invent, adapt and recount narratives and stories with their peers and their teacher. * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Reading Comprehension: Non fiction

Reception: Communication and Language	<ul style="list-style-type: none"> * Engage in non-fiction books * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
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Communication and Language ELG	Speaking <ul style="list-style-type: none"> * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
Literacy ELG	Comprehension <ul style="list-style-type: none"> * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

English: Year One

Spoken language	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s)
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	<ul style="list-style-type: none"> * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication.
Reading – word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading.
Reading - comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * develop pleasure in reading, motivation to read, vocabulary and understanding by: § listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently § being encouraged to link what they read or hear read to their own experiences § becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics § recognising and joining in with predictable phrases § learning to appreciate rhymes and

	<p>poems, and to recite some by heart § discussing word meanings, linking new meanings to those already known</p> <ul style="list-style-type: none"> * understand both the books they can already read accurately and fluently and those they listen to by: § drawing on what they already know or on background information and vocabulary provided by the teacher § checking that the text makes sense to them as they read and correcting inaccurate reading § discussing the significance of the title and events § making inferences on the basis of what is being said and done § predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them.
Writing - transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * spell: § words containing each of the 40+ phonemes already taught § common exception words § the days of the week * name the letters of the alphabet: § naming the letters of the alphabet in order § using letter names to distinguish between alternative spellings of the same sound * add prefixes and suffixes: § using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs § using the prefix un– § using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] * apply simple spelling rules and guidance, as listed in English Appendix * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * sit correctly at a table, holding a pencil comfortably and correctly

	<ul style="list-style-type: none"> * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
Writing - composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * write sentences by: § saying out loud what they are going to write about § composing a sentence orally before writing it § sequencing sentences to form short narratives § re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher.
Writing – vocabulary, punctuation and grammar	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * develop their understanding of the concepts set out in English Appendix 2 by: § leaving spaces between words § joining words and joining clauses using and § beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark § using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' § learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing

How can EYFS children learn about Reading?

- * environmental print: letters and words
- * opportunities for children to read independently and for adults to read with children
- * books and literacy areas

- * books in a range of areas other than reading, including the garden
- * resources for phonics teaching
- * writing for a range of purposes
- * gather and build upon vocabulary
- * range of fiction and non fiction books, as well as books from other cultures
- * know about the purpose and organisation of print, the alphabetic code and words as units of meaning

Ideas to enhance the setting:

- * Magnetic, wooden and plastic letters
- * Tricky word cards
- * Letter cards (phonics)
- * Range of books: fiction, non-fiction, topic books
- * Menus, invitations, maps, recipes

Key Vocabulary: Nursery	Author, title, front/back cover, spine, page, sounds, word, sentence, story, characters, setting, information, real, question words: What? Where? How? Why? Who?
Key Vocabulary: Reception	Author, title, front/back cover, spine, problem, page, sounds, beginning with, rhyme, phoneme, digraph, word, sentence, story, fiction, characters, setting, problem, beginning, middle, end, non-fiction, information, instructions, contents page, rhyme, song, rhyming words, riddle, jokes, rhymes, Question words: What? Where? How? Why? Who? Question, answer, before, after, next, finally