

# Reading in Early Years and Foundation Stage



Reading: Word Reading		
Phonics and Decoding		
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</li> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words.</li> <li>• recognise words with the same initial sound, such as money and mother.</li> </ul> </li> </ul>
Reception	Literacy	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>

ELG	Literacy	Word Reading	<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> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>• Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</li> <li>• Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>• Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>• Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> </ul>
Common Exception Words/ Tricky words			
Reception	Literacy		<ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• the, I, go, no, to, into, you, was, are, be, she, her, all, they, me, we, my.</li> </ul>

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

Reading: Comprehension		
Understanding and Correcting Inaccuracies		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• 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.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>

ELG	Literacy	Comprehension	<ul style="list-style-type: none"><li>• Demonstrate 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) 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>
Comparing, Contrasting and Commenting			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"><li>• 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.</li></ul>
Reception	Understanding the World		<ul style="list-style-type: none"><li>• Compare and contrast characters from stories, including figures from the past.</li></ul>
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"><li>• 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.</li></ul>
		Speaking	<ul style="list-style-type: none"><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li></ul>
Words in Context and Authorial Choice			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"><li>• Use a wider range of vocabulary.</li></ul>
	Literacy		<ul style="list-style-type: none"><li>• Engage in extended conversations about stories, learning new vocabulary.</li></ul>
Reception	Communication and Language		<ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary throughout the day.</li><li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>• Use new vocabulary in different contexts.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li></ul>
	Literacy	Comprehension	<ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>
Inference and Prediction			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"><li>• Understand 'why' questions, like: "Why do you think the caterpillar got sofat?"</li></ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li></ul>
	Literacy	Comprehension	<ul style="list-style-type: none"><li>• Anticipate (where appropriate) key events in stories.</li></ul>

Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"><li>• Sing a large repertoire of songs.</li><li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li></ul>
	Expressive Arts and Design		<ul style="list-style-type: none"><li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li><li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li></ul>
Reception	Communication and Language		<ul style="list-style-type: none"><li>• Engage in storytimes.</li><li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>• Learn rhymes, poems and songs.</li></ul>
	Expressive Arts and Design		<ul style="list-style-type: none"><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Develop storylines in their pretend play.</li></ul>
ELG	Literacy	Comprehension	<ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li></ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li><li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li></ul>
Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none"><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li></ul>
	Literacy	Comprehension	<ul style="list-style-type: none"><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>

