

EYFS Reading								
Playing & Exploring - Engagement			Active Learning - Motivation			Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"> <li>Finding out &amp; exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>			<ul style="list-style-type: none"> <li>Being involved &amp; concentrating</li> <li>Keep on trying</li> <li>Enjoying achieving what they set out to do</li> </ul>			<ul style="list-style-type: none"> <li>Having their own ideas (creative thinking)</li> <li>Making links (building theories)</li> <li>Working with ideas (critical thinking)</li> </ul>		
EYFS Literacy Educational Programme (Statutory)								
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>								
ELG (Statutory)								
<u>Comprehension</u>								
<ul style="list-style-type: none"> <li>-Demonstrate understanding of what has been read to them by retelling stories &amp; narratives using their own words &amp; recently introduced vocabulary</li> <li>-Anticipate, where appropriate, key events in stories</li> <li>-Use &amp; understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes &amp; poems &amp; during role-play</li> </ul>								
<u>Word Reading</u>								
<ul style="list-style-type: none"> <li>-Say a sound of each letter in the alphabet &amp; at least 10 digraphs</li> <li>-Read words consistent with their phonic knowledge by sound-blending</li> <li>-Read aloud simple sentences &amp; books that are consistent with their phonic knowledge including some common exception words</li> </ul>								
Little Saints (Birth to three)	<ul style="list-style-type: none"> <li>Enjoy songs and rhymes, tuning in and paying attention.</li> <li>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>Say some of the words in songs and rhymes.</li> <li>Sing songs and say rhymes independently.</li> <li>Enjoy sharing books with an adult</li> <li>Ask questions about the book. Make comments and shares their own ideas.</li> </ul>				<ul style="list-style-type: none"> <li>Listen to simple stories and understand what is happening, with the help of the pictures</li> <li>Pay attention and respond to the pictures or the words</li> <li>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone</li> <li>Repeat words or phrases from familiar stories.</li> <li>Develop play around favourite stories using props</li> </ul>			
Focus	Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading
Nursery	<ul style="list-style-type: none"> <li>Understand print has meaning, can have different purposes, we read English text from left to right &amp; from top to bottom, the names of the different parts of books &amp; page sequencing</li> <li>Count or clap syllables in a word</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>Looks at and enjoys print</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <li>Spot &amp; suggest rhymes</li> <li>Sings to self and makes up simple songs</li> <li>Creates sounds, movements, drawings to accompany stories</li> <li>Sing a large repertoire of songs</li> </ul>	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>Builds up vocabulary that reflects the breadth of their experiences</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to understand why and how questions</li> <li>Uses talk to explain what is happening</li> </ul>	<ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Talks about events and principal characters in</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others in one-to-one or small groups, when conversation interests them</li> <li>Listens to familiar stories with increasing attention and recall</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise words with the same initial sound</li> <li>Recognises familiar words and signs such as own name, advertising logos and screen icons</li> </ul>	and digital books independently	<ul style="list-style-type: none"> <li>to tell own stories</li> <li>Be able to talk about familiar stories &amp; tell a long story</li> </ul>				stories and suggests how the story might end	<ul style="list-style-type: none"> <li>Be able to express a point of view &amp; to debate when they disagree</li> </ul>
Reception	<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 known letter-sound correspondences</li> <li>Read some letter groups that each represent one sound &amp; say sounds for them</li> <li>Read simple phrases &amp; sentences made up of words with known letter-sound correspondences &amp; a few exception words</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys an increasing range of print &amp; digital books, both fiction and non-fiction</li> <li>Knows that information can be retrieved from books, computers &amp; mobile digital devices</li> </ul>	<ul style="list-style-type: none"> <li>Describes main story settings, events &amp; principal characters in increasing detail</li> </ul>	<ul style="list-style-type: none"> <li>Re-enacts and reinvents stories / poems they have heard in their play</li> <li>Beginning to understand humour, e.g. nonsense rhymes</li> <li>Uses combinations of art forms, e.g. moving and singing, making and dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> </ul>	<ul style="list-style-type: none"> <li>Engages with books &amp; other reading materials at an increasingly deeper level, &amp; their knowledge of language structure, subject knowledge &amp; illustrations to interpret the text</li> <li>Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings and events</li> <li>Give explanation of why events happened in a story</li> </ul>	<ul style="list-style-type: none"> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>	<ul style="list-style-type: none"> <li>Is able to recall &amp; discuss stories or information that has been read to them, or they have read themselves</li> <li>Listens &amp; responds to ideas expressed by others in conversation or discussion</li> <li>Understands questions such as who; why; when; where and how</li> <li>Links statements &amp; sticks to a main theme or intention</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words</li> <li>Speedily read all 40+ letters /groups for 40+ phonemes</li> <li>Read accurately by blending taught GPC</li> <li>Read common exception words</li> <li>Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>Read multi-syllable words containing taught GPCs</li> <li>Read contractions and understanding use of apostrophe</li> <li>Read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Being encouraged to link what they read or hear to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>Recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>Discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Discussing the significance of the title and events</li> <li>Making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>Explain clearly their understanding of what is read to them</li> </ul>

