

## Specific Area: Literacy - READING

0-2 years	2-3 years	3-4 years	Reception	ELG
<p>-Enjoy songs and rhymes, tuning in and paying attention.</p> <p>-Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>-Say some of the words in songs and rhymes.</p> <p>-Copy finger movements and other gestures.</p> <p>-Enjoy sharing books with an adult.</p> <p>-Pay attention and respond to the pictures or the words. -Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>-Repeat words and phrases from familiar stories.</p>	<p>-Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>-Ask questions about the book.</p> <p>-Make comments and shares their own ideas.</p> <p>-Develop play around favourite stories using props</p> <p><b>-Begin to read individual letters by saying the sounds for them.</b></p>	<p>-Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>-print can have different purposes</li> <li>-we read English text from left to right and from top to bottom</li> <li>-the names of the different parts of a book</li> <li>-page sequencing</li> <li>-Develop their phonological awareness, so that they can: - spot and suggest rhymes</li> <li>-count/clap syllables in word</li> <li>- recognise words with the same initial sound</li> <li>-Engage in extended conversations about stories, learning new vocabulary</li> <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 and say sounds for them.</li> </ul>	<p>-Read a few common exception words matched to the school’s phonic programme</p> <p>-Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>-Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Literacy</p> <p><b>ELG: Comprehension</b></p> <p>Children at the expected level of development will:</p> <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> <p><b>ELG: Word Reading</b></p> <p>Children at the expected level of development will:</p> <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> </ul>

Reception meeting statements	
<p><b>Book level 7 and beyond</b></p> <ul style="list-style-type: none"> <li>• Ask questions about books</li> <li>• Read many of the taught irregular/high frequency words. (Up to Phase 4) of phonically regular words of more than one syllable.</li> <li>• Read many irregular/high frequency words.</li> <li>• Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> <li>• Describe main events from any simple stories they have read.</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; width: 30%; text-align: center;"> <p>Children are decoding confidently using simple texts.</p> </div> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; width: 30%; text-align: center;"> <p>Children are using who, what, why, when questions during discussions about texts.</p> </div> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; width: 30%; text-align: center;"> <p>Identifying key features of texts and linking to own experiences.</p> </div> </div>
<p><b>If children are advancing, they should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Reading beyond level 8</li> <li>• Demonstrating a deeper understanding</li> <li>• More independent in the above areas for Reception meeting.</li> <li>• Elements of Year 1 Emerging will be demonstrated.</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; width: 30%; text-align: center;"> <p>Children have a specific interest and can select books related to this.</p> </div> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; width: 30%; text-align: center;"> <p>Children uses the context of a text to understand an unfamiliar word.</p> </div> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; width: 30%; text-align: center;"> <p>Children demonstrate a comprehension beyond simple recall</p> </div> </div>