

Specific Area: Literacy - READING

| 0-2 years | 2-3 years | 3-4 years | Reception | ELG |
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| <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>-Begin to read individual letters by saying the sounds for them.</p> | <p>-Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing -Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes -count/clap syllables in word - recognise words with the same initial sound -Engage in extended conversations about stories, learning new vocabulary -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter–sound correspondences -Read some letter groups that each represent one sound and say sounds for them. | <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 ELG: Comprehension Children at the expected level of development will:</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. <p>ELG: Word Reading Children at the expected level of development will:</p> <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. |

| <p style="text-align: center;">Reception meeting statements</p> | |
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| <p>Book level 7 and beyond</p> <ul style="list-style-type: none"> • Ask questions about books • Read many of the taught irregular/high frequency words. (Up to Phase 4) of phonically regular words of more than one syllable. • Read many irregular/high frequency words. • Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. • Describe main events from any simple stories they have read. | <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>If children are advancing, they should demonstrate:</p> <ul style="list-style-type: none"> • Reading beyond level 8 • Demonstrating a deeper understanding • More independent in the above areas for Reception meeting. • Elements of Year 1 Emerging will be demonstrated. | <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> |