



Area of Provision: Reading

Early Learning Goals

<p>Communication and language</p>
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<p>ELG: Listening, Attention and Understanding</p>

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| <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. • Make comments about what they have heard and ask questions to clarify their understanding. |
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<p>ELG: Speaking</p>

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| <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • 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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<p>PSED</p>

<p>ELG: Building relationships</p>

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| <ul style="list-style-type: none"> • Work and play cooperatively with others. |
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<p>EAD</p>

<p>ELG: Being imaginative and expressive</p>

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| <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |
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<p>Literacy</p>

<p>ELG: Comprehension</p>

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| <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. |
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<p>ELG: Word Reading</p>

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| <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. |
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Characteristics of effective learning
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<p>Playing and exploring - children investigate and experience things, and 'have a go'</p>

<p>Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</p>
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<p>Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>

EYFS Development Matters



<p>Communication and Language</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas and thoughts in well-formed sentences • Describe events in some detail. • Engage in story times. • 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. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>PSED</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. <p>Literacy</p> <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 known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	
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Resources	Organisation
<ul style="list-style-type: none"> • Core/familiar texts clearly displayed • Wide range of books - Fiction and non-fiction, rhyme, lift the flap books, multicultural/different needs, sensory books linked to themes/topics/areas of interest • Bean bags, sofas, cushions • Puppets, soft toys, masks • Magnifying glasses 	<ul style="list-style-type: none"> • Children understand that they can add resources from other areas if they wish. • Non-fiction books stored separately to fiction. • Traditional tales grouped together.

<p>Vocabulary</p>



• Book Based – front cover, back cover, contents, blurb, title, book, index, glossary, spine, author, illustrator, fiction, non-fiction, rhyme, page, phonics, story, information, true, facts, pictures, text, photographs, left to right, front to back, illustrations, comic, magazine, report, poster, character, traditional tale, setting.

Some vocabulary will change depending on the theme and the core texts in use.

Examples of enhancements

- Selection of books linked to current topic.
- Books with same author as our core text.
- Magazines, comics, newspapers

Look, listen and note

- Enjoying and sharing books.
- Developing a love of reading.
- Discussing stories with peers/adults.
- Learning about authors, discussing favourite authors and titles.
- Developing an understanding of different book genres, authors etc.
- Spotting rhyming words.
- Asking and answering questions about what they have read.
- Segmenting and blending words.