

READING

Early Years: Literacy , Communication & Language, Expressive Arts & Design & Understanding the World

<u>3 & 4-year-olds will be learning to:</u>	<u>Children in Reception will be learning to:</u>	<u>ELG:</u>
<p><u>Literacy:</u></p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom – the names of different parts of a book – page sequencing. Engage in extended conversations about stories, learning new vocabulary. <p><u>Communication & Language:</u></p> <ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary. Enjoy listening to longer stories and can remember much of what happens. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. <p><u>Expressive Arts & Design:</u></p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. 	<p><u>Literacy:</u></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 simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school’s phonic programme. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p><u>Communication & Language:</u></p> <ul style="list-style-type: none"> 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. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Learn new vocabulary. Use new vocabulary through the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in story times. Learn rhymes, poems and songs. Engage in non-fiction books. <p><u>Expressive Arts & Design:</u></p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. <p><u>Understanding the World:</u></p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. 	<p><u>Literacy:</u></p> <p><u>Word Reading</u></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><u>Comprehension</u></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><u>Communication & Language:</u></p> <p><u>Listening, Attention & Understanding</u></p> <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. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p><u>Expressive Art and Design:</u></p> <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <p><u>Creating with materials</u></p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories.

Greenvale Primary School Reading KS1 Progression

	Year 1	Year 2
Decoding	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Speedily read all 40+ letters / groups for 40+ phonemes • Read accurately by blending taught GPC • Read common exception words • Read common suffixes (s, es, ing, ed) • Read polysyllabic words containing taught GPCs • Read contractions and understand the use of an apostrophe • Read aloud phonetically decodable texts 	<ul style="list-style-type: none"> • Secure phonic decoding until reading is fluent • Read accurately by blending, including alternative sounds for graphemes • Read polysyllabic words containing these graphemes • Read common suffixes • Read exception words, noting unusual correspondences • Read most words quickly and accurately without overt sounding and blending
Range of Reading	<ul style="list-style-type: none"> • Listen to and discuss a wide range of poetry and non – fiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear to their own experiences 	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non – fiction at a level beyond that in which they can read independently
Familiarity with Texts	<ul style="list-style-type: none"> • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognise and join in with predictable phrases 	<ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Recognise simple recurring literacy language in stories and poetry
Poetry and Performance	<ul style="list-style-type: none"> • Learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word Meanings	<ul style="list-style-type: none"> • Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • Discuss and clarify the meanings of words, linking new meanings to known vocabulary • Discuss their favourite words and phrases



GREENVALE PRIMARY SCHOOL



Understanding	<ul style="list-style-type: none">• Draw on what they already know or on background information and vocabulary provided by the teacher• Checking that the text makes sense to them as they read and correcting inaccurate reading	<ul style="list-style-type: none">• Discuss the sequence of events in books and how items of information are related• Draw on what they already know or on background information and vocabulary provided by the teacher• Checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	<ul style="list-style-type: none">• Discuss the significance of the title and events• Make inferences on the basis of what is being said and done	<ul style="list-style-type: none">• Make inferences on the basis of what is being said and done• Answering and asking questions
Prediction	<ul style="list-style-type: none">• Predict what might happen on the basis of what has been read so far	<ul style="list-style-type: none">• Predict what might happen on the basis of what has been read so far
Authorial Intent	N/ A	N/ A
Non - Fiction	N/ A	<ul style="list-style-type: none">• Being introduced to non – fiction books that are structured in different ways
Discussing Reading	<ul style="list-style-type: none">• Participate in discussion about what is read to them, taking turns and listening to what others say• Explain clearly their understanding of what is read to them	<ul style="list-style-type: none">• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves