

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.