



Kingsland CE Primary School

Let your light shine



“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Exploring reading in the Early Years Foundation Stage

How does the curriculum provide a foundation of reading and literacy skills and knowledge in the EYFS?

Development Matters (linked to reading)	Early Learning Goals (linked to reading)	Bridge to KS1 (Y1) Curriculum	How might this look in our EYFS provision?
<p>Three- and Four-Year Olds</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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Reception</p> <p>Read individual letters by saying the sounds for them.</p>	<p>Literacy</p> <p>Comprehension:</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, nonfiction, rhymes and poems and during role play. <p>Word reading:</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 soundblending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Expressive Arts & Design</p> <p>Creating with Materials:</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. 	<p>Reading – word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Daily ‘RWI’ phonic sessions. • Decodable reading books that match the children’s phonic knowledge. • Speech and Language intervention to support children with language catch-up. • Wow experience days to excite and motivate the children’s interests e.g. Jack delivering magic beans • Phonic sound working walls for children to access resources. • HF words visually in classroom • Children receive HF words games to practise at home. • Teach through carefully selected stories and guided reading sessions • 1:1 reading • HF word daily reading • Weekly library sessions • Children accessing the reading area • Children playing with story bags to recreate familiar texts • Children using story bags to make up their own stories • Drama – acting out and retelling stories • Role play areas to encourage storytelling and imagination • Labels in areas – including on boxes of equipment • Displays on the walls include labels and writing for children to read

<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <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>Being Imaginative & Expressive:</p> <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. 	<p>Reading – comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing 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 • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • 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"> • Daily songs and rhymes • Story mapping and story sequencing • Boo Bear and Freddie Frog to assist with sounding out • Wordless books and picture books to develop comprehension and inference
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