

What does Reading look like in the Early Years
Foundation Stage?



Reading: Word Reading (Phonics and Decoding)

Three and Four-Year-Olds

- Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother

Reception Age

- Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of 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.

Early Learning Goal

- 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.

Reading: Comprehension

Three and Four-Year-Olds

- 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 debate when they disagree with an adult or a friend, using words as well as actions. Literacy • Engage in extended conversations about stories, learning new vocabulary.

Reception Age

- 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.

Early Learning Goal

- 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.

Reading: Inference and Prediction

Three and Four-Year-Olds

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Reception Age/Early Learning Goal

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

What does Reading look like at Marsh Green?

Autumn

Nursery:

To participate in stories (explore images and discuss these)

To look at parts of a book – understanding that print has meaning/environmental print.

Reception:

Recapping Early Concepts of Print

Left to Right/Top to Bottom

Shared reading

1:1 focus with print

Spring

Nursery:

Directionality of print

Extended talk about stories

Reception:

Reading strategies

Guided Reading

Summer

Nursery:

Page sequencing

Extended talk about stories

Reverse sweep

Reception:

Reading strategies

Guided Reading