

Reading

The stages in which our children typically learn to read:

- Be able to talk about the pictures in a story, retelling the story in their own words
- Be able to blend a simple word, with an adult verbally sharing 'onset and rhyme' e.g. b-at = bat
- Begin to recognise individual letter sounds as per phonics teaching sequence
- Be able to orally blend a simple word if an adult segments e.g. 'c-a-t = cat
- Be able to blend and segment vc and cvc words e.g. 'in' and 'tin'
- Be able to read common exception words as taught by the phonics teaching sequence e.g. 'no' and 'the'
- Begin to recognise and digraphs being taught e.g. 'er' and 'ai'
- Be able to blend and segment cvcc and ccvc words e.g. 'with' and 'star'
- Be able to read apply phonic knowledge to words containing more than one digraph and/or trigraph and multisyllabic words e.g. 'church', 'bushes' and 'thinking'
- Begin to add expression and intonation when reading, noticing punctuation e.g. adding emphasis on a question and pausing with elipsis.

Preschool (3-4 yr olds)	Reading <ul style="list-style-type: none">• Children enjoy rhyming and rhythmic activities e.g. 'joining in with Incy Wincy Spider orally and with actions.'• Children show awareness of rhyme and alliteration e.g. continuing a rhyming string 'mat, bat, fat, pat, lat, gat (not all words may be 'real' words)'• Children recognise rhythm in spoken words e.g. 'you just said 'pie in the sky- pie and sky rhyme'!• Children listen to and begin to join in with stories and poems, one-to-one and also in small groups• Children join in with repeated refrains and anticipates key events and phrases in rhymes and stories. e.g. joining in with 'I'll huff and I'll puff and I'll blow your house down' and knowing that the wolf is coming again.• Children begin to offer suggestions as to how the story might end e.g. I think the Gingerbread man will get eaten by the fox.• Children describe main story settings, events and principal characters e.g. The giant lives in a huge castle in the clouds. He is scary and mean. He chases Jack and wants to eat him!• Children show interest in illustrations and print in books and print in the environment e.g. wanting to look carefully at the characters in Superworm, to find Earwig Aunt and Uncle Ant.• Children recognise familiar words and signs such as own name and advertising logos.
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	<ul style="list-style-type: none"> • Children look at books independently. • Children handle books carefully. • Children know information can be relayed in the form of print e.g. they know that a recipe gives you ingredients how to make something to eat. • Children hold books the correct way up and turn pages. • Children know that print carries meaning and, in English, is read from left to right and top to bottom.
Reception 4-5 yr. olds	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Children can segment the sounds in simple words and blend them together to read e.g. 'cart' and 'perch' • Children link sounds to letters, naming and sounding the letters of the alphabet. • Children read letter groups (digraphs and trigraphs) e.g. 'er' and 'igh' • Children can read common exception words as per our phonics programme e.g. 'they' and 'we' • Children begin to read words and simple sentences. • Children use vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. the sun has sun spots and is a star' • Children reread books to build on fluency. <p>Early Learning Goal- word reading Children at the expected level of development will:</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>Comprehension</p> <ul style="list-style-type: none"> • Children are able to recall key events from stories and are able to put these in order to retell e.g. knowing that the mouse met the fox, then the snake and then the owl' • Children relate what they have been reading to their own experiences and those of others e.g. when reading the Snail and the Whale, remembering when they had been to the beach. • Children know that information can be retrieved from books and computers e.g. asking to find a picture of an arctic fox on the ipads to see how this looks different to a red fox' • Children enjoy an increasing range of books • Children can answer direct retrieval questions using pictures or words e.g. what creatures live in the Gobi Desert?

- Ask questions about the book e.g. 'how do jellyfish actually move?'
- Anticipate key events and what might happen next e.g. I think the Little Red Hen will make the bread herself as she has done everything else herself'.
- Use and talk about new vocabulary introduced in the book e.g. the worm has a 'saddle' on it like a horse does.
- Re-read sentences automatically to check they make sense although this may not always be accurate.

Early Learning Goal Comprehension

Children at the expected level of development will:

- 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

Preschool Writing

Preschool (3-4 yr. olds)	<ul style="list-style-type: none">• Give meanings to the marks that they scribe (including painting and drawing) e.g. this says that 'mummy went to the supermarket'.• Ascribes meanings to marks that they see in different places using their knowledge of the context and past experience e.g. 'that says Tommy' (pointing at Tommy's name label).• Writes with purpose and intent during independent play e.g. writing a shopping list for the builders merchant• Is able to hold a pencil correctly, having a strong and comfortable hold.• Is able to follow dots to draw a line or form a shape• Is able to begin to write some sounds at the beginning of words e.g. 'm' for 'mummy'• Is able to write their own name• Can write some letters accurately
Reception 4-5 yr. olds	<ul style="list-style-type: none">• Links sounds to letters, naming and sounding the letters of the alphabet in order to write recognisable letters.• Spell words by using the sounds they have learned through phonics teaching sequence.• Spells common exception words using their knowledge of the letter names and how they are arranged in these non phonological words e.g. writing 'was' instead of the phonetically plausible 'wos'.• Writes with a clear purpose to communicate- child knows that there is 'a point' to writing• Writes labels, captions and lists with purpose to communicate e.g. I am writing a shopping list so we can make 'Rainbow Stew' in school.• Attempts to write short sentences in meaningful contexts e.g. sentence writing to retell the story of the Owl Babies.• Knows that a basic sentence needs a capital letter at the beginning and a full stop at the end.

- Are able to re-read what they have written to check that it makes sense.
- Can write sentences that can be read by an adult.

Writing Early Learning Goal

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.