

Reading - Word reading and comprehension(to be used with Speaking and Listening documents)

ELG: Comprehension

Children at the expected level of development at the end of reception 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

Nursery	Reception
<p>Building blocks</p> <ul style="list-style-type: none">• Develop phonological awareness (see Phase 1 of Letters and Sounds)• To understand print has meaning• To understand we read English text from left to right and from top to bottom• To be made aware of the different parts of a book• To identify signs and symbols in the environment and recall what mean• Recognise own name• To be able to recall the character in a story or an event in a fiction book read by an adult• To be able to recall a fact from a non-fiction book read by an adult• To know and join in 10 rhymes/songs• To be able to say what happened at the beginning, middle and end of a story with prompts• Say what might happen next in a story	<p>Building blocks to</p> <ul style="list-style-type: none">• Children continue to build phonic knowledge and skills by following Letters and Sounds programme• To have grapheme phoneme correspondence at phase 2 and 3• Blend cvc words• Blend ccvc and cvcc words• Read tricky words at phonic stages 2, 3 and 4 correctly• Read simple phrases or sentences at appropriate phase• To be able to say what happened at the beginning, middle and end of a story• To retell the story, once developed a deep familiarity with the text; some as exact repetition and some in own words.• To be able to answer how and why questions about a fiction and non-fiction text• To know and understand key vocabulary identified from both talk for write and topics.

<p>Continuous provision:</p> <ul style="list-style-type: none"> • Range of everyday print displayed eg ASDA, symbol for a bus stop • Range of high-quality reading material available in both reading areas and to enhance other areas • Small world opportunities for children to retell stories and create own • Role play opportunities for children to retell stories and create own 	<p>Continuous provision:</p> <ul style="list-style-type: none"> • Planned opportunities for children to apply phonic knowledge and skills • Range of high-quality reading material available in both reading areas and to enhance other areas • Small world opportunities for children to retell stories and create own • Role play opportunities for children to retell stories and create own
<p>Role of adult:</p> <ul style="list-style-type: none"> • Timetable a book to be read aloud at least once a day • Encourage children to join in with rhyming refrain (see nursery rhyme spine) • Sharing books regularly with children in continuous provision • When reading, model how to handle a book, tracking text and draw attention to different parts of the book • Using high quality texts from school writing/ reading long term plan practice retelling the story to develop a deep familiarity with the text • Playing with the children in small world and role play to support understanding of focus story • Encourage children to talk about books asking simple questions(who, what, where) • Identify Tier 2 vocabulary in books to explain and use the vocabulary repeatedly through the week. • Using story maps regularly and emphasising story language (Once upon a time, After that, suddenly etc) 	<p>Role of adult:</p> <ul style="list-style-type: none"> • Timetable a book to be read aloud at least once a day • Sharing books regularly with children in continuous provision • Timetable daily direct teaching of phonic, tricky words, and shared reading sessions • When reading, model how to handle a book, tracking text and draw attention to different parts of the book • Planned guided reading sessions with books that are consistent with child's developing phonic knowledge • Ensure children have at least one book at correct phonic phase to take home to develop confidence and fluency. • Engage with parents to support learning to read process. • Timetable daily opportunities for children to apply phonic knowledge and skills • Using high quality texts from school writing/ reading long term plan practice retelling the story to develop a deep familiarity with the text • Playing with the children in small world and role play to support understanding of focus story and promoting use of specific vocabulary • Encourage children to talk about books asking questions(why, how) • Identify Tier 2 vocabulary in books to explain and use the vocabulary repeatedly through the week