

<b>WRENBURY PRIMARY SCHOOL</b> <b>EYFS – Reading (Word Reading and Comprehension)</b>			
	<b>3-4 Years</b>	<b>Reception</b>	<b>ELG Checkpoint</b>
<b>Word Reading</b>	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <p>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</p>	<p>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.</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><b>Say a sound for each letter in the alphabet and at least 10 digraphs</b></p> <p><b>Read words consistent with their phonic knowledge by sound-blending.</b></p> <p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p> <p><b>Readiness for Y1</b></p> <p>Developing knowledge of the Little Wandle programme and applying the skills to decode familiar and unfamiliar words.</p> <p>Starting to read simple common exception words.</p> <p>Recognises some graphemes speedily.</p> <p>Reading simple CVC words quickly and confidently, and starting to read more complex words and sentences.</p> <p>Realising that books and stories may transport them to fantastical settings filled with excitement and adventure, reading is for pleasure.</p> <p>Learning new vocabulary in stories that they can use in their own communication/writing.</p>
	<p>Developing phonological awareness so I can hear rhymes.</p> <p>I can then suggest rhymes.</p> <p>I can count or clap syllables in a word e.g. but/ter/fly cat/er/pill/ar.</p> <p>I can recognise words with the same initial sound e.g. mum and monkey</p> <p>In conversation I demonstrate that I understand print has meaning and can have different purposes.</p> <p>I understand text is read left to right and top to bottom and can follow my finger along text, even if I do not know the words.</p> <p>I am developing some phonological awareness – for example spotting words with the same initial sound. I am blending sounds to create words.</p>	<p>I can read aloud simple rhyming sentences and rhyming books consistent with my phonics knowledge.</p> <p>I know the names of the different parts of a book.</p> <p>I can read simple sentences and books that include common exception words</p> <p>I can read simple phrases and sentences in my books with some fluency.</p> <p>I can re-read these books to develop my confidence in reading and my fluency.</p> <p>I can identify all the sounds in my books and 10 or more digraphs.</p> <p>I can sound blend all the words in my books that match to my phonetic ability.</p> <p>I can read aloud sentences with good fluency that are matched to my phonetic ability.</p>	
	<b>3-4 Years</b>	<b>Reception</b>	<b>ELG Checkpoint</b>
<b>Comprehension</b>	<p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></p> <p><b>Anticipate (where appropriate) key events in stories.</b></p> <p><b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</b></p> <p><b>Readiness for Y1</b></p> <p>Discussing stories read, what they like/don't like, how they make them feel what do they think will happen.</p>
	<p>Engages in conversation about stories then asks questions. Discusses word meanings and links new words to known words. Uses new vocabulary introduced by the teacher when read in a book.</p> <p>Makes basic inferences on characters feelings by using pictures and looking what they are saying and doing</p>	<p>Asks more in-depth questions showing a good understanding of the text.</p> <p>Asks questions about key events in the story.</p> <p>Answers more complex questions during discussions about a wide range of texts and answers with confidence and good logic.</p>	

<p>when guided by the teacher. Beginning to understand that when answering questions about the text we have to look in the book when guided by the teacher.</p> <p>Beginning to predict what might happen next when prompted.</p> <p>Predicting what will happen next on the basis of what has happened so far e.g. to the characters or in the stories plot. Shares opinions of stories – likes and dislikes.</p> <p>Link what has been read to them to their own real-life experiences.</p> <p>Beginning to look more in detail at the pictures and talk about what is happening.</p> <p>Answers simple questions about events that have just happened in a story.</p> <p>Understands that pictures offer many clues as to what has happened or will happen in a text.</p> <p>Recognises characters, events, titles, images and key information in a text.</p> <p>Knows we read from left to right, top to bottom.</p> <p>Can retell a story through images – such as a story map.</p> <p>Can orally re-tell a story in their own words.</p> <p>Can sequence a simple story- remembering key events.</p>	<p>Uses and understands vocabulary that has been introduced through a book correctly and showing a good understanding of events.</p> <p>Makes rational anticipations of key events in the story through inferences.</p> <p>Answers questions about the text that requires them to ‘read beyond the text’ e.g. why do you think...</p> <p>Make simple predictions from the story based on the story, previously read stories and own life experiences.</p> <p>Predicts key events in the story either before the story is read or during reading the story.</p> <p>Explains predictions and justifies why they may happen.</p> <p>Explain what has been read to them in their own words.</p> <p>Expresses their ideas and views about the characters and events in the story.</p> <p>Recognises the difference between non-fiction and fiction texts.</p> <p>Retrieves information by finding key words in the text.</p> <p>Can sequence a class story remembering some details and key events including story specific vocabulary too.</p>	<p>Retelling familiar stories confidently and discussing them in detail and joining in with predictable/familiar phrases.</p> <p>Developing comprehension skills, answering questions about what we have read and linking it to our own experiences.</p>
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