

| WRENBURY PRIMARY SCHOOL EYFS – Reading (Word Reading and Comprehension) | | | |
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| | 3-4 Years | Reception | ELG Checkpoint |
| Word Reading | <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>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Readiness for Y1</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.</p> <p>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> | |
| Comprehension | 3-4 Years | Reception | ELG Checkpoint |
| | <p>Engage in extended conversations about stories, learning new vocabulary</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>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <p>Readiness for Y1</p> <p>Discussing stories read, what they like/don't like, how they make them feel what do they think will happen.</p> |

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| <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... 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. 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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