

# Learning in EYFS

## Reading



### Reading: Word Reading

#### Phonics and Decoding

<b>Three and Four-Year-Olds</b>	<b>Literacy</b>		<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>◦ Spot and suggest rhymes</li> <li>◦ count or clap syllables in words</li> </ul> </li> <li>• Recognise words with the same initial sound, such as money and mother</li> </ul>
<b>Reception</b>	<b>Literacy</b>		<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>
<b>ELG</b>	Literacy	Word Reading	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>Common Exception Words</b>			
<b>Reception</b>	<b>Literacy</b>		<ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school's phonic programme.</li> </ul>

Fluency			
<b>Three and Four-Year-Olds</b>	Literacy	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>○ print has meaning</li> <li>○ the names of different parts of a book</li> <li>○ print can have different purposes</li> <li>○ page sequencing</li> <li>○ we read English text from left to right and from top to bottom</li> </ul> </li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>○ spot and suggest rhymes</li> <li>○ count or clap syllables in words</li> </ul> </li> <li>• Recognise words with the same initial sound, such as money and mother</li> </ul>	
<b>Reception</b>	Literacy	<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	
<b>ELG</b>	Literacy	Reading	<ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>

Reading: Comprehension		
Understanding and Correcting Inaccuracies		
<b>Three and Four-Year-Olds</b>	Communication and Language	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• 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.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
<b>Reception</b>	Communication and Language	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>

<b>ELG</b>	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<b>Comparing, Contrasting and Commenting</b>			
<b>Three and Four-Year-Olds</b>	Communication and Language		<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Reception</b>	Understanding the World		<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
<b>ELG</b>	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
<b>Words in Context and Authorial Choice</b>			
<b>Three and Four-Year-Olds</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<b>ELG</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<b>Inference and Prediction</b>			
<b>Three and Four-Year-Olds</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so big?"</li> </ul>

<b>ELG</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Anticipate (where appropriate) key events in stories.</li> </ul>

Poetry and Performance			
<b>Three and Four-Year-Olds</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>
<b>ELG</b>	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>
Non-Fiction			
<b>Reception</b>	Communication and Language		<ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<b>ELG</b>	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

