

Reading

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

Reading is taught cross curricular every day during both adult directed and child initiated learning. E.g. reading scheme books, 10 favourite books, phonics, games.

We record Reading through observations which can be seen on Tapestry in Nursery and Reception. Tapestry is an online learning journal which consists of pictures of children's work, children's voice, moments from home e.g. reading books at home, phonics games, adult led activities, independent activities as well as child initiated learning (this is where children can choose where to work and we scaffold their learning). In Reception we also have a theme and maths folder. In the theme folder you can see work on our weekly stories, sequencing of stories, retelling stories, creating own story books. Also work is displayed around the classroom and in the reading corner across EYFS.

Examples of some activities that can be seen across the year in EYFS are:

- Reading stories daily
- 10 favourite stories
- Acting out stories on the stage
- Phonics games and puzzles
- Reading with children with reading scheme book
- Selection non fiction and fiction relating to the theme of the week
- Reading books created by the children displayed in the classroom
- Daily phonics

Below is the EYFS statements taken from Birth to 5 that children need to meet during Nursery and Reception. You can see the progression from Range 5 to Early Learning Goals (ELG). ELG is where children should be at the end of Reception. Reading is mostly seen in Literacy (L).

	Literacy
Range 5	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently <ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> -Shows awareness of rhyme and alliteration -Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words
Range 6	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of

	<p>reading</p> <ul style="list-style-type: none"> • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves <ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i> • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.
ELG	<p style="text-align: center;"><u>Reading</u></p> <p>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 soundblending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.