

# Reading in the Early Years

**The EYFS framework for communication and language and literacy sets the foundations for reading in key stage 1 and 2.**

‘The development of children’s spoken language underpins all seven areas of learning and development..... Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.’

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## This is what you might see



Key texts within the provision. Children joining in with repeated phrases.



Parents in school every Monday sharing a book with us.



Parents joining us on visits so that we can model and share key vocabulary



Key vocabulary within the provision for children to explore the meaning of new words.



Retelling stories through role play  
‘They pulled and pulled.....’



Daily Little Wandle phonics and guided reading sessions in Reception



Daily Little Wandle Foundations for Phonics in Nursery.

All adults are aware of the Key vocabulary we are promoting linked to story



Playing with graphemes within the provision



## Progression into Year 1

### Reading – word reading

- apply phonic knowledge and skills as the route to decode words •
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes •
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught •
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs •
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) •
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words •
- reread these books to build up their fluency and confidence in word reading

### Reading – comprehension

#### **Develop pleasure in reading, motivation to read, vocabulary and understanding by:** •

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •
- being encouraged to link what they read or hear to their own experiences •
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics •
- recognising and joining in with predictable phrases •
- learning to appreciate rhymes and poems, and to recite some by heart •
- discussing word meanings, linking new meanings to those already known

#### **understand both the books they can already read accurately and fluently and those they listen to by:**

- drawing on what they already know or on background information and vocabulary provided by the teacher •
- checking that the text makes sense to them as they read, and correcting inaccurate reading •
- discussing the significance of the title and events •
- making inferences on the basis of what is being said and done •
- predicting what might happen on the basis of what has been read so far

#### **Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them**