

Penwortham Primary School

Reading in EYFS



Learning in EYFS

Our children learn through active play which may be adult led or child led. Pupils have access to indoor and outdoor activity areas of continuous provision.

The EYFS framework is structured differently to the National Curriculum and is organised across seven areas of learning rather than subjects. However, these areas of learning prepare children for National Curriculum subject learning as they move into Year 1.

This document demonstrates the statements from 2020 Development Matters which are pre requisite skills for **reading** in the National Curriculum. It shows the relevant statements taken from the Early Learning Goals.

The most relevant statements for science are taken from the following areas of learning:

- Communication and Language
- Literacy
- Expressive Arts and Design
- Understanding the World

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| Communication and language | <ul style="list-style-type: none">• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Listen carefully to rhymes and songs, paying attention to how they sound.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Anticipate (where appropriate) key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Learn new vocabulary.• Use new vocabulary throughout the day. |
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| | | <ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <ul style="list-style-type: none"> Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs. | |
| Literacy | | <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Read a few common exception words matched to the school's phonic programme.</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | |
| Expressive Arts and Design | | <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. | |
| Understanding the world | | <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. | |
| | | <ul style="list-style-type: none"> | |
| Early Learning Goals | literacy | Word reading | <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 sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| | | Reading | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |

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| | | comprehension | <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Anticipate (where appropriate) key events in stories. |
| | Communication and Language | Listening and attention | <ul style="list-style-type: none"> • 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. |
| | | speaking | <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate |
| | Expressive arts and design | Creating with materials | <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories |
| | | Being imaginative and expressive | <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. • |