



## What does Reading look like in Early Years at St Michael's Nursery and Infant School?

The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests to the children. The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for reading within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges to match the programme of study for Design and Technology.

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

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

Reading		
Birth to Three	Communication and Language	Enjoy singing, music and toys that make sounds. Recognise and point to objects if asked about them. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Listen to simple stories and understand what is happening, with the help of the pictures.
	Literacy	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
	Expressive Art and Design	Show attention to sounds and music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Join in with songs and rhymes, making some sounds. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her

		ear and pretends it's a phone.
Three and Four-Year-Olds	Communication and Language	Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story
	Literacy	<p>Understand the five key concepts about print:</p> <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> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• Spot and suggest rhymes.</li> <li>• Count or clap syllables in words.</li> <li>• Recognise words with the same initial sound, such as money and mother.</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary</p>
	Expressive Art and Design	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Listen with increased attention to sounds. Remember and sing entire songs.
Reception	Communication and Language	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Engage in story times. 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. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Literacy	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 a few common exception words matched to the school's phonic programme. 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. Blend sounds into words, so

			that they can read short words made up of letter-sound correspondences.
	Understanding the World		Compare and contrast characters from stories, including figures from the past.
	Expressive Arts and Design		Develop storylines in their pretend play.
ELG	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>
	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> <li>• Anticipate (where appropriate) key events in stories</li> </ul>