

Danson Primary School - Reading EYFS & KS1

	EYFS	Year 1 Review EYFS	Year 2 Review Year 1
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Decoding	<p>Three- and four-year-olds Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> ◆ spot and suggest rhymes ◆ count or clap syllables in words ◆ recognise words with the same initial sound, such as money and mother <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> ◆ print has meaning ◆ the names of different parts of a book ◆ print can have different purposes ◆ page sequencing ◆ we read English text from left to right and from top to bottom <p>Reception</p> <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. ◆ Read a few common exception words matched to the school's phonic programme. <p>Early Learning Goals</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 sound blending. ◆ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ◆ To read some common irregular words. 	<ul style="list-style-type: none"> ◆ Apply phonic knowledge to decode words. ◆ Read aloud phonetically-decodable texts that are consistent with their developing phonic knowledge. ◆ Re-read books to build fluency and confidence. ◆ Speedily read aloud all 40+ letters/phonemes including alternative sounds for graphemes. ◆ Read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ◆ Read other words of more than one syllable that contain taught GPCs. ◆ Read common suffixes (-s, -es, -ing, -ed, -er and -est). ◆ Read contractions and understand that the apostrophe represents the omitted letter(s). ◆ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, especially recognising alternative sounds for graphemes. ◆ Develop some fluency and expression, pausing at full stops. 	<ul style="list-style-type: none"> ◆ Apply phonic decoding until automatic and reading is fluent. ◆ Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically. ◆ Re-read books to build up fluency and confidence in word reading. ◆ Read accurately by blending, including alternative sounds or graphemes. ◆ Read accurately words of two or more syllables that contain the same graphemes as above. ◆ Read Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ◆ Read common suffixes (-ed, -ing, -er, -est, --y, -er, -ment, -ful, -ness, -less, -ly) ◆ Read most words quickly and accurately without overt sounding and blending. ◆ Note punctuation to read with appropriate expression.
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Range of Reading	<ul style="list-style-type: none"> ◆ Listen to stories with increasing attention and recall and enjoy an increasing range of books. 	<ul style="list-style-type: none"> ◆ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. ◆ Be encouraged to link what they read or hear read to their own experiences. 	<ul style="list-style-type: none"> ◆ Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
Familiarity with texts	<p>Reception</p> <ul style="list-style-type: none"> ◆ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> ◆ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. ◆ Recognise and join in with predictable phrases. 	<ul style="list-style-type: none"> ◆ Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. ◆ Recognise simple recurring literary language in stories and poetry.
Poetry and Performance	<p>Three- and Four-Year Olds</p> <ul style="list-style-type: none"> ◆ Sing a large repertoire of songs. ◆ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ◆ Take part in simple pretend play, using an object to represent something else even though they are not similar. ◆ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. ◆ Remember and sing entire songs. ◆ Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. ◆ To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). ◆ Create their own songs, or improvise a song around one they know. <p>Reception</p> <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. Sing in a group or on their own, increasingly matching the pitch and following the melody. ◆ Develop storylines in their pretend play. <p>Early Learning Goals</p> <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. ◆ Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. 	<ul style="list-style-type: none"> ◆ Learn to appreciate rhymes and poems, and to recite some by heart. 	<ul style="list-style-type: none"> ◆ Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.

	<ul style="list-style-type: none"> ◆ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 		
Word Meaning	<p>Three- and Four-Year Olds</p> <ul style="list-style-type: none"> ◆ Use a wider range of vocabulary. ◆ Engage in extended conversations about stories, learning new vocabulary. <p>Reception</p> <ul style="list-style-type: none"> ◆ Learn new vocabulary. ◆ Use new vocabulary throughout the day. ◆ 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. ◆ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Early Learning Goals</p> <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. 	<ul style="list-style-type: none"> ◆ Discuss word meanings and link new meanings to words already known. 	<ul style="list-style-type: none"> ◆ Discuss and clarify the meanings of words and link new meanings to known vocabulary. ◆ Discuss their favourite words and phrases.
Understanding	<p>Three- and Four-Year Olds</p> <ul style="list-style-type: none"> ◆ Enjoy listening to longer stories and can remember much of what happens. ◆ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" ◆ 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 <p>Reception</p> <ul style="list-style-type: none"> ◆ Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> ◆ Draw on what they already know or on background information and vocabulary provided by the teacher. ◆ Check that the text makes sense to them as they read and correct inaccurate reading. ◆ Answer simple retrieval questions about a text and find evidence to support answers. 	<ul style="list-style-type: none"> ◆ Discuss the sequence of events in books and how items of information are related. ◆ Draw on what they already know or on background information and vocabulary provided by the teacher. ◆ Check that the text makes sense to them as they read and correct inaccurate reading. ◆ Make links between a current book and those already read.

	<ul style="list-style-type: none"> ◆ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Early Learning Goals</p> <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. 		
Inference	<p>Three- and Four-Year Olds</p> <ul style="list-style-type: none"> ◆ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> ◆ Discuss the significance of the title and events. ◆ Make inferences on the basis of what is being said and done and through detail in pictures. 	<ul style="list-style-type: none"> ◆ Make inferences on the basis of what is being said and done. ◆ Ask and answer questions.
Prediction	<p>Early Learning Goals</p> <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. ◆ Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> ◆ Predict what might happen on the basis of what has been read so far. ◆ Make simple predictions about what might happen next in stories based on knowledge of other stories and their own experience. 	<ul style="list-style-type: none"> ◆ Predict what might happen on the basis of what has been read so far. ◆ Make predictions based on knowledge of typical settings and what is likely to happen in them and typical characters and how they are likely to behave. ◆ Make predictions using experience of reading books by the same author.
Non-Fiction	<p>Three- and Four-Year Olds</p> <ul style="list-style-type: none"> ◆ Engage in non-fiction books. ◆ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Early Learning Goals</p> <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. ◆ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 	<ul style="list-style-type: none"> ◆ Be introduced to a variety of non-fiction texts. 	<ul style="list-style-type: none"> ◆ Be introduced to non-fiction texts that are structured in different ways.
Discussing Reading	<ul style="list-style-type: none"> ◆ Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ Participate in discussion about books, poems and other works that are read to them and those that they read for themselves, taking turns and listening to what others say. ◆ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.