**Early Years Foundation Stage**

**Reading from Development Matters**

Literacy

Literacy is a prime area and consists of:

- Reading
- Writing

This document will focus on Reading.

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The specific areas are Literacy, Maths, Understanding the World and Expressive Arts and Design, and include essential skills and knowledge. The areas grow out of the prime areas and provide important context for learning.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

• Playing and exploring

• Active learning

• Creating and thinking critically

**Curriculum 2014 – Reading**

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**Spelling, vocabulary, grammar, punctuation and glossary**
The two statutory appendices – on spelling and on grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory glossary is provided for teachers.
Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

**School curriculum**
The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. 16
All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

**Attainment targets**
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains.

**Year 1**

**Subject Statutory requirements**
**Reading**
**Word Reading**

Pupils should be taught to:

Pupils should be taught to:

- 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, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence of word reading

**Notes and guidance (non-statutory)**
**Reading**
**Word Reading- These statements apply to all years.**

The content should be taught at a level appropriate to the age of the pupils.

Pupils should revise and consolidate the grapheme-phoneme correspondences (GPCs) and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.

The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

**Subject Statutory requirements**
**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 read 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
- 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.

**Notes and guidance (non-statutory)**
**Reading**
**Comprehension –**

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.
Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.
However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured, such as how to build surprise in narratives, and the characteristic features of non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.
Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.
Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.
Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

**Year 2**

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far, such as *shout*, *hand*, *stop*, or *dream*, without needing to blend the sounds out loud first. Pupils' reading of common exception words, such as *you*, *could*, *many*, or *people*, should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.
In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see Appendix 1). They should also be able to make phonically-plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.
It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in *table*. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

**Year 2 programme of study (statutory requirements)**
**READING**
**Word reading**
Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same GPCs as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

**Notes and guidance (non-statutory)**
**READING**
**Word reading**
Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.

When teaching pupils how to read longer words, pupils should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.

Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.

Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

**Year 2 programme of study (statutory requirements)**
**READING**
**Comprehension**
Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that 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
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can 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.

**Notes and guidance (non-statutory)**
**READING**
**Comprehension**
Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, e.g. by reading 'place' instead of 'palace'.

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

Explain the meaning of new words within the context of what pupils are reading, and encourage them to use morphology (such as prefixes) to work out unknown words.

Pupils should learn about cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.
Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

**Lower key stage 2 – years 3-4**

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves increasing their competence as well as teaching them to enhance the effectiveness of what they write. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including exception words and other words that they have learnt (see Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, they should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these. 34 Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

**Reading– Steps**

| Development matters in the Early Years Foundation Stage (EYFS) | |
|---|---|
| **Prime area: *Literacy*** | |
| | **Aspect Reading** |
| Birth – 11 months | Enjoys looking at books and other printed material with familiar people. |
| 8-20 months | Handles books and printed material with interest. |
| 16-26 months | Interested in books and rhymes and may have favourites. |
| 22-36 months | *Has some favourite stories, rhymes, songs, poems or jingles.<br>* Repeats words or phrases from familiar stories.<br>* Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'. |
| 30-50 months | Enjoys rhyming and rhythmic activities.<br>• Shows awareness of rhyme and alliteration.<br>• Recognises rhythm in spoken words.<br>• Listens to and joins in with stories and poems, one-to-one and also in small groups.<br>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.<br>• Beginning to be aware of the way stories are structured.<br>• Suggests how the story might end.<br>• Listens to stories with increasing attention and recall.<br>• Describes main story settings, events and principal characters.<br>• Shows interest in illustrations and print in books and print in the environment.<br>• Recognises familiar words and signs such as own name and advertising logos.<br>• Looks at books independently.<br>• Handles books carefully.<br>• Knows information can be relayed in the form of print.<br>• Holds books the correct way up and turns pages.<br>• Knows that print carries meaning and, in English, is read from left to right and top to bottom. |

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|---|---|
| 40–60+ months | Continues a rhyming string.<br>• Hears and says the initial sound in words.<br>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.<br>• Links sounds to letters, naming and sounding the letters of the alphabet.<br>• Begins to read words and simple sentences.<br>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.<br>• Enjoys an increasing range of books.<br>• Knows that information can be retrieved from books and computers.<br><br>**Early Learning Goal**<br>**Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.** |

| National Curriculum 2014 – Target Tracker Statements or Web links | | |
|---|---|---|
| Reading | | |
| | **Aspect<br>Word Reading** | **Aspect<br>Comprehension** |
| Band 1<br><br>Beginning<br>Beginning+<br>Within<br>Within+<br>Secure<br>Secure+ | 1) Apply phonic knowledge and skills as the route to decode words.<br>**2) Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.**<br>***3)* Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.**<br>**4) Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.**<br>5) Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.<br>6) Read other words of more than one syllable that contain taught GPCs.<br>7) Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).<br>**8) Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.**<br>9) Re-read phonically decodable books to build up fluency and confidence in word reading. | **1) 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 he/she can read independently.**<br>2) Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.<br>**3) Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.**<br>4) Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.<br>5) Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.<br>*6)* Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.<br>**7) Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.**<br>**8) Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.**<br>9) Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.<br>**10) Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.**<br>11) Participate in discussion about what is read to him/her, taking turns and listening to what others say. Explain clearly his/her understanding of what is read to him/her. |

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| Band 2<br><br>Beginning<br>Beginning+<br>Within<br>Within+<br>Secure<br>Secure+ | 10) Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.<br>**11) Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.**<br>**12) Read accurately words of two or more syllables that contain graphemes taught so far.**<br>13) Read words containing common suffixes.<br>14) Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.<br>**15) Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.**<br>**16) Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.**<br>**17) Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.** | **12) Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.**<br>**13) Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.**<br>**14) Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.**<br>**15)** Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.<br>**16)** Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.<br>**17)** Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.<br>**18)** Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.<br>**19)** Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.<br>**20) Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.**<br>**21)** Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done.<br>**22) Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions.**<br>**23) Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.**<br>**24) Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.**<br>**25)** Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself. |

Brewster Avenue School