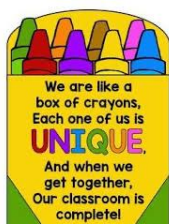




Baslow St. Anne's C of E Primary School

Life in all its fullness .. growing healthy minds and hearts together

Kindness - Respect - Diversity



Reading in Early Years Foundation Stage at Baslow St Anne's CofE Primary School



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

The EYFS Statutory Framework says for Communication and Language:

'The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. 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. '

The EYFS Statutory Framework says for Literacy:-

'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). '

The EYFS Statutory Framework says for Expressive Arts and Design:-

'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. '

The EYFS Statutory Framework says for Understanding the World:

‘Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Enriching and widening children’s vocabulary will support later reading comprehension. ‘

This document outlines which statements from the Birth to 5 matters age ranges three to four year olds and Reception and the Early Learning Goals in the EYFS statutory framework are prerequisite skills for Reading within the national curriculum.

The most relevant statements for Reading are taken from the following area of learning:

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

Age Range	Reading : Word Reading
	Phonics and Decoding
3 – 4 Year olds	Literacy Develop their phonological awareness, so that they can : - spot and suggest rhymes / count or clap syllables in words / recognise words with the same initial sound, such as money and mother
Reception (4 – 5 year olds)	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 simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
End of Reception Early Learning Goals (ELG)	Literacy – word reading 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.
Age Range	Common Exception Words
Reception (4 – 5 year olds)	Literacy Read a few common exception words matched to the school’s phonic programme.(Little Wandle)
Age Range	Fluency
3 – 4 Year olds	Literacy Understand the five key concepts about print: - print has meaning - print can have different purposes - we can read English text from left to right and from top to bottom - the names of different parts of a book - page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in words - recognise words with the same initial sound, such as money and mother
Reception (4 – 5 year olds)	Literacy 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.
End of Reception Early Learning Goals (ELG)	Literacy – reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Age Range	Reading : Comprehension
	Understanding and correcting inaccuracies
3 – 4 Year olds	<u>Communication and language</u> 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. <u>Literacy</u> Engage in extended conversations about stories, learning new vocabulary.
Reception (4 – 5 year olds)	<u>Communication and language</u> 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.
End of Reception Early Learning Goals (ELG)	<u>Literacy – comprehension</u> 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.
	Comparing, contrasting and commenting
3 – 4 Year olds	<u>Communication and language</u> 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.
Reception (4 – 5 year olds)	<u>Understanding the World</u> Compare and contrast characters from stories, including figures from the past.
End of Reception Early Learning Goals (ELG)	<u>Communication and language – listening, attention and understanding</u> 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. <u>Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Words in context and authorial choice
3 – 4 Year olds	<u>Communication and language</u> Use a wider range of vocabulary <u>Literacy</u> Engage in extended conversations about stories , learning new vocab
Reception (4 – 5 year olds)	<u>Communication and Language</u> 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.
End of Reception Early Learning Goals (ELG)	<u>Communication and language –speaking</u> offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <u>Comprehension</u> 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.
	Inference and predicion
3 – 4 Year olds	<u>Communication and language</u> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
End of Reception Early Learning Goals (ELG)	<u>Communication and language –speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <u>Comprehension</u>

	Anticipate (where appropriate) key events in stories.
	Poetry and performance
3 – 4 Year olds	Communication and language Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Expressive Arts and Design 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 pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
Reception (4 – 5 year olds)	Communication and Language 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. Expressive Arts and Design Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.
End of Reception Early Learning Goals (ELG)	Literacy – comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Expressive Arts and Design – creating with materials Make use of props and materials when role playing characters in narratives and stories. Being imaginative and expressive 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.
	Non fiction
Reception (4 – 5 year olds)	Communication and Language Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
End of Reception Early Learning Goals (ELG)	Communication and Language – speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Literacy – comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

EYFS (Reception) Literacy yearly curriculum overview (subject to change with differing intake and interests)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible texts	Transition texts Dinosaur themed stories Colour monster Little red hen	Autumn non fiction Diwali – fiction and non fiction Nativity story Christmas stories Stick man	Animal fiction and non fiction Kind Stories from around the world	Mr Wolf's pancakes Jack and the beanstalk Traditional tales Plant based stories and non fiction – eg The tiny seed	Superhero stories eg Superworm, Nat Fantastic Non fiction people who help us Traditional tales	Under the sea and seaside stories and non fiction texts Pirates love underpants and other pirate stories Transition texts

Possible enrichment opportunities (Other festivals and celebrations are used but may vary on dates each year eg Diwali, Ramadan/Eid Al Fitr)	Black History Month National poetry day Harvest festival World mental health day	Bonfire Night Remembrance Day St Andrews Day Hanukkah Advent Christmas	New Year's Day Shrove Tuesday Big Schools Birdwatch RSPB World religion day Safer internet day National storytelling week	Lunar New Year British science week St Davids day St Patricks day Holi Mothers day Palm Sunday Easter	St Georges day May day Earth day World Ocean day	Fathers day Sports day School trip
Comprehension	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme Understand the five key concepts about print: - print has meaning – print can have different purposes we read English text from left to right and from top to bottom learn the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities Engage in extended conversations about	Beginning to retell stories. Retell stories related to events through acting/ role play. Retelling stories using images / apps. Retelling of stories. And orally retelling new stories Sequence story – use vocabulary of beginning, middle and end (use story mountain) Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Actions to retell the story.	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few tricky words linked to LW Ensure home reading books match their phonic knowledge. Use recently introduced vocab during discussions about stories and discussions about stories and during role play	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books They develop their own narratives and explanations by connecting ideas and events. World Book Day Activities.	Explaining the stories they have listened to or read themselves Retell a story with actions and /or picture prompts as part of a group Use story language when acting out a narrative. Rhyming words Can explain the main events of a story. Can draw pictures of characters/ events/ setting in a story May include labels, sentences of captions Information file about superhero	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary Can draw pictures of characters/ event/ setting in a story. Listen to stories, anticipating key events & respond to what they hear with relevant comments, questions and reactions. Makes predictions Fiction and Non-Fiction: Beginning to understand that a non fiction is a non story – gives information.Fiction means story Can point to front cover, back cover, spine, blurb, illustration , illustrator , author and title.

	stories, learning new vocabulary.					
Word reading	Little Wandle (phase 2) S a t p l n m d g o c k c k e u r h b f l is I the	Little Wandle (phase 2) Ff ll ss j v w x y z zz qu ch sh th ng nk Words with - s /s/ added at the end Words with - s /z/ (his) and -s /z/ added at the end (bags) put* pull* full* as and has his her go no to into she push* he of we me be	Little Wandle (phase 3) ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words was you they my by all are sure pure	Little Wandle (phase 3) Review Phase 3 (Spring 1) longer words, including those with double letters words with - s /z/ in the middle words with - es /z/ at the end words with - s /s/ and /z/ at the end review all tricky words so far	Little Wandle (phase 4) Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words and compound words said so have like some come love do were here little says there when what one out today	Little Wandle (phase 4) Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words and compound words review all tricky words taught so far
Writing	Name tracing, copying and writing Writing random letters Scribble writing Drawing pictures Writing initial sounds for words	Name copying and writing Drawing pictures Initial sounds for words Cvc words	Beginning to form recognisable letters Writing cvc words Writing phonetically decodable words Writing short phrases and captions	Continue to form recognisable letters Write phonetically decodable words Writing short phrases and captions	Continue to form recognisable letters Writing short phrases and captions	Writing phonetically decodable words Simple sentences Simple short narratives Simple lists and instructions

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Reception Ongoing Provision	Squiggle whilst you wriggle: Develop gross and fine motor control, skills progression for writing, develop pencil control Mark making: Use variety of stimuli to encourage writing with symbols/sounds/words/phrases/sentences, variety of purposes to stimulate writing . Story time/Love of Reading: Engage in and talk about books, retell stories and act out parts of a story, story sacks, story mountain, class puppet - Grandad Writing in provision areas: Create their own phonological awareness, orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds Song time Learn new vocabulary, engage in and talk about rhyme, anticipate repetitive language, learn rhymes, poems and songs
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Key vocabulary used for the teaching and learning of Literacy in the Early Years:-

fiction, non-fiction, information, facts, write, sequence, sentence, question, sounds, letters, words, caption, full stop, capital letter, lower case, character, villain, setting, traditional tale.

B Whitfield
June 2026