Reading in Foundation Stage

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning and development rather than subject areas. This document shows how the skills taught across EYFS feed into National Curriculum subjects. 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 for Three and Four Year-Olds and Foundation Stage to match the programme of study for Reading.

	Three and Four Year Olds	Foundation Stage	Early Learning Goals
Reading: Word Reading			
Phonics and Decoding			
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.	• 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.	**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.
Common Exception Words			

Areas of Learning and Development

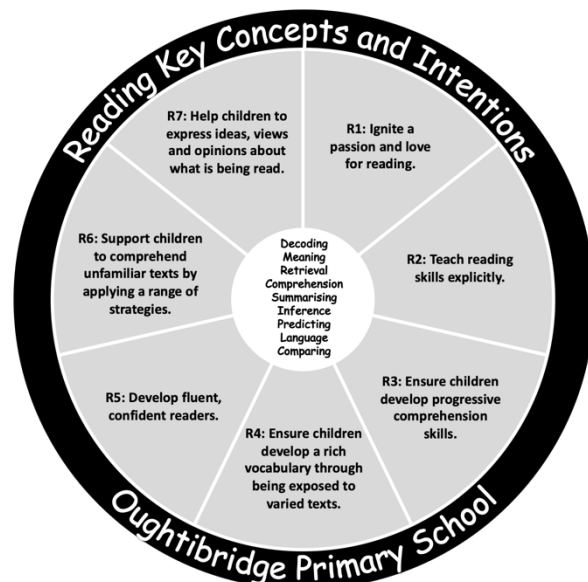|			
Literacy		• Read a few common exception words matched to the school's phonic programme.	
Fluency			
Literacy	• Understand the five key concepts about print: - print has meaning - print can have different purposes - we can read English text from left to right and from top to bottom - the names of 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.	• 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.	**<u>Reading</u>** • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	Reading: Comprehension		
	Understanding and Correcting Inaccuracies		
Communication and Language	• 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.	• 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.	
Literacy	• Engage in extended conversations about stories, learning new vocabulary		**Comprehension** • 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.

		Comparing, Contrasting and Commenting	
Communication and Language	• 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.		**Listen, Attention and Understanding** • 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** • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Understanding the World		• Compare and contrast characters from stories, including figures from the past.	
		Words in Context and Authorial Choice	
Communication and Language	• Use a wider range of vocabulary.	• 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.	**Speaking** • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

			Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
Literacy	• Engage in extended conversations about stories, learning new vocabulary.			**Comprehension** • 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 Prediction				
Communication and Language	• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"			**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** • Anticipate (where appropriate) key events in stories.
Poetry and Performance				
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.	• 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	• 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.	• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.	**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.
Literacy			**Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

		Non-Fiction		
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.	**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.

Decoding – How can we apply our knowledge of phonics to sound out unfamiliar words?

Meaning – What does a word mean and how does it affect a sentence or text as a whole?

Retrieval – How can we find information or key details from a text?

Comprehension – How can we understand, interpret and process what we have read in order to form conclusions?

Summarising – How can we identify the most important parts of the text and recall the main points and ideas?

Inference – How can we use the information we already know and clues within the text to help us understand the meaning of the text as a whole?

Predicting – How can we connect our existing knowledge to make informed predictions based around the text we have read?

Language – How is the meaning of a text enhanced through the choice of words and phrases?

Comparing – How can we make comparisons within a text and use our existing knowledge of texts to compare them with other texts?