

EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Decoding & Word Reading (80- 120 words)	<p><u>Early Learning Goal (Reading):</u> Say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <p><u>Early Learning Goal (Reading):</u> Read words consistent with their phonic knowledge by sound-blending.</p> <p><u>Early Learning Goal (Reading):</u> Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</p>					
	<p>Know Phase 2 phonemes and graphemes: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l.</p> <p>Recognise tricky words: is, I, the.</p>	<p>Know Phase 2 phonemes and graphemes: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk.</p> <p>Read some words ending in -s e.g. hats/ sits.</p> <p>Introduce some words ending in -s /z/ e.g. his.</p> <p>Recognise tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.</p>	<p>Introduce Phase 3 phonemes and graphemes: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er.</p> <p>Introduce words with double letters: dd, mm, tt, bb, rr, gg, pp, ff.</p> <p>Begin to read two syllable words linked to their phonic knowledge, e.g. sunset, laptop, picnic, lemon, rocket, chicken, market, velvet, rooftop.</p> <p>Recognise tricky words: was, you,</p>	<p>Review Phase 3 phonemes and graphemes: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er.</p> <p>Read words with double letters: dd, mm, tt, bb, rr, gg, pp, ff.</p> <p>Begin to read words with two or more diagraphs, e.g. sharp, harsh, cheep, torch, corner, shower.</p> <p>Introduce words ending in -ing, e.g. looking, marching, waiting, winking.</p>	<p>Read CVCC words with a short vowel sound, e.g. went, help, tent, hump, lift.</p> <p>Read CCVC words with a short vowel sound, e.g. frog, plug, drum.</p> <p>Read CCVCC words with a short vowel sound, e.g. stamp, twist, crisp, squelch.</p> <p>Read CCCVC words with a short vowel sound, e.g. strap, scrub, string.</p> <p>Read CCCVCC words with a short</p>	<p>Read CVCC words with a long vowel sound, e.g. toast, joint, paint.</p> <p>Read CCVC words with a long vowel sound, e.g. bleed, growl, bright.</p> <p>Read CCVCC words with a long vowel sound, e.g. spoilt.</p> <p>Read CCCVC words with a long vowel sound, e.g. street, sprain, screen.</p> <p>Read CCV words with a long vowel sound, e.g. stair,</p>

			<p>they, my, by, all, are, sure, pure.</p>	<p>Begin to recognise compound words, e.g. farmyard, rooftop, popcorn.</p> <p>Read some words ending in -es /z/ e.g. torches, fishes, foxes, wishes.</p> <p>Confidently read tricky words previously introduced.</p>	<p>vowel sound, e.g. scrunch, script, strand, strict.</p> <p>Read Phase 4 longer words with up to three syllables, e.g. tantrum, blossom, children, chimpanzee.</p> <p>Begin to read root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -est e.g. snapping, blinked, grunted, plumpest.</p> <p>Recognise tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.</p>	<p>smear, tree.</p> <p>Increase confidence in Phase 4 words ending in: -s /s/, -s /z/, -es.</p> <p>Increase confidence in Phase 4 words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/.</p> <p>Begin to read words ending in -er e.g. sleeper, booster, painter, trainer.</p> <p>Review all tricky words taught so far.</p>
<p>An Early Years reader will engage in reading by:</p> <ul style="list-style-type: none"> • Using phonic knowledge to decode regular words and read them aloud accurately; • Hearing and saying the initial sound in words; • Segmenting sounds in simple words and blending them together; • Knowing which letters represent some of the sounds; 						

	<ul style="list-style-type: none"> • Linking sounds to letters, naming and sounding the letters of the alphabet; • Reading some common irregular words; • Beginning to read words and simple sentences; • Reading their name; • Reading labels in the environment; • Recognising and reading some common exception words.
<p>Fluency & Phrasing (25 wpm)*</p> <p>*Reading speeds are approximate guides to average words per minute and pace of reading is only one indicator of fluency.</p>	<p><u>Early Learning Goal (Being Imaginative and Expressive):</u> Sing a range of well-known nursery rhymes and songs.</p> <p><u>Early Learning Goal (Being Imaginative and Expressive):</u> Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p> <p>An Early Years reader will develop their fluency skills by:</p> <ul style="list-style-type: none"> • Recognising and reading their name automatically; • Singing the alphabet with support; • Joining in with a refrain during group recitation; • Reciting some familiar rhymes and songs by heart; • Reciting rhymes to a given rhythm, perhaps marching or clapping to the beat; • Beginning to read words and simple sentences, showing understanding by the way they say it; • Sight-reading familiar labels and words in the environment e.g. Ruby Class, crayons, toilets; • Recognising and independently reading some common exception words with automaticity.
<p>Literal Understanding & Retrieval*</p> <p>*See Appendix One 'Understanding Retrieval' for further guidance on how to teach skills to support successful retrieval.</p>	<p><u>Early Learning Goal (Listening, Attention and Understanding):</u> Listen attentively and respond of what they hear with relevant questions, comments and actions when being read to and during whole-class discussion and small group interactions.</p> <p><u>Early Learning Goal (Listening, Attention and Understanding):</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>Early Learning Goal (Listening, Attention and Understanding):</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Early Learning Goal (Speaking):</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><u>Early Learning Goal (Speaking):</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>

	<p>Find information from a picture</p> <p>Begin to notice similarities with other texts, e.g. fairy tales.</p> <p>Begin to demonstrate understanding when talking with others about what they have read.</p> <p>Listen to oral models (from adults) of short response answers to retrieval questions.</p>	<p>Begin to identify beginning, middle and ending in stories.</p> <p>Recognise and join in with predictable phrases, e.g. 'They all lived happily ever after.'</p> <p>Begin to ask questions to clarify understanding of new vocabulary.</p> <p>Begin to ask questions to clarify understanding of a text, e.g. "What is she doing?"</p>	<p>Notice similarities with other texts, e.g. fairy tales.</p> <p>Verbalise a response to a simple retrieval question.</p>	<p>Identify beginning, middle and ending in stories.</p> <p>Identify repetitive structures in texts, e.g. Once upon a time.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>Participate in matching activities and cloze procedure tasks to show understanding.</p> <p>Offer explanations for why things might happen in a text.</p>	<p>Some pupils begin to construct written responses to reading comprehension questions.</p> <p>With growing awareness, ask questions to clarify understanding of new vocabulary.</p> <p>With growing awareness, ask questions to clarify understanding of a text, e.g. "What is she doing?"</p>
<p>Whilst using visual literacy, an Early Years reader will learn to:</p> <ul style="list-style-type: none"> Recall key facts from a story which has been read to them; Point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Recognise and read their name; Recognise, point to, or find and read aloud words and phrases they have learned. 						

<p>Response To Text*</p> <p>*Response to text is an important element in the pupil's repertoire of reading skills. It is less about comprehension of the words on the page, and more about the pupil's reactions and responses to the text and author. This involves the more discursive aspects of reading, when we join together with others and discuss texts. We are asking the reader to have a viewpoint and express and opinion.</p>	<p><u>Early Learning Goal (Comprehension):</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>Early Learning Goal (Comprehension):</u> Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Early Learning Goal (Speaking):</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><u>Early Learning Goal (Being Imaginative and Expressive):</u> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><u>Early Learning Goal (Being Imaginative and Expressive):</u> Sing a range of well-known nursery rhymes and songs.</p> <p><u>Early Learning Goal (Being Imaginative and Expressive):</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		
	<p>An Early Years reader will develop pleasure in reading by:</p> <ul style="list-style-type: none"> • Demonstrating understanding when talking to others about what they have read; • Showing pleasure in stories being read to them; • Enjoying sharing poems and rhymes together; • Sometimes looking at a book out of choice, rather than something else; • Beginning to have favourite texts which they ask for repeatedly; • Picking a favourite character or a favourite story and may be able to say why; • Sometimes reading a familiar text aloud to themselves, remembering the words they have heard; • Knowing how the pictures relate to the story; • Pointing to parts of the text in answer to questions. 		
<p>Inferential Reading Skills</p> <p>*See Appendix Two 'Progression Of Inferential Reading' for further guidance.</p>	<p><u>Early Learning Goal (Comprehension):</u> Anticipate – where appropriate – key events in stories.</p> <p><u>Early Learning Goal (Speaking):</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Begin to understand the feelings of characters in texts they listen to.</p> <p>Use pictures in texts, which give clues.</p>	<p>Begin to understand the feelings of characters in texts they listen to when the text does not explicitly say so e.g. Why Little Bear might want his Mummy at bedtime.</p> <p>Feel the mood of a setting, such as a</p>	<p>Guess what could happen next.</p>

			scary forest or a funny event.			
<p style="text-align: center;">Stimuli</p> <p><i>*See Appendix Three: Text Map for other linked texts.</i></p>	<p style="text-align: center;"><u>Let's Explore</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> We're Going On A Bear Hunt In Every House, On Every Street Mr Grumpy's Outing 	<p style="text-align: center;"><u>Marvellous Machines</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> What Do Machines Do All Day? Car, Car, Truck, Jeep No-Bot, The Robot With No Bottom! 	<p style="text-align: center;"><u>Long Ago</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> Rosie's Hat Coming To England Major Glad, Major Dizzy 	<p style="text-align: center;"><u>Ready Steady Grow</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> Jack And The Beanstalk Handa's Surprise Rosie's Walk 	<p style="text-align: center;"><u>Animal Safari</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> A First Book Of Animals Little Red and The Hungry Lion Hello, Hello Greedy Zebra 	<p style="text-align: center;"><u>On The Beach</u></p> <p><u>Key texts:</u></p> <ul style="list-style-type: none"> Who's Hiding At The Seaside? Somebody Swallowed Stanley Come Away From The Water, Shirley
	<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> letter word sentence phoneme grapheme diagraph trigraph rhyme name song track scan character setting fiction non-fiction 				

- *syllable*