

EYFS Reading

Reading in EYFS is slightly different in that a lot of the children currently have a book with no words. At this point it is an opportunity for the children to get into the habit of reading and use their imagination to tell a story of their own. It is also an excellent way to teach the children new vocabulary and model to them using complex sentences, for example, your child might notice a character in the book is upset and you can say back 'I can see Kipper too. I think he is upset.' Then encourage your child to think why he may be upset and model that too.

Story books

A lot of the statements in EYFS also link to the children hearing stories and talking about what they have read. This is just as important at this stage as the children reading themselves. The stories that they read will give them a bank of ideas for the stories that they tell, as well as, the role play and small world play that they do with their toys.

Below are the statements that we consider when assessing the children. This is just a guide to help you to see exactly what your child should be doing/starting/learning to do throughout each year.

Reading

30 - 50 months - Nursery

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words
- Listens to and joins in with stories and poems one-to-one and in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Handles books carefully
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.

40 - 60 months - Reception

- Continues a rhyming string.
- Hears and says the initial sound in words.

- Can segment the sounds and blend them together and knows which letters represents some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasing influenced by their experiences of books.
- Enjoys an increasing range of books.
 - Knows information can be retrieved from books and computers.

Early learning Goals - End of Reception

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Listening and Attention

30-50 months -

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention - still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

40-60 months -

- Maintains attention, concentrates & sits quietly during appropriate activity.
- Two-channelled attention - can listen and do for short span.

ELG:

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

30-50 months -

- Understands use of objects (e.g. "What do we use to cut things?")
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

40-60 months -

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

ELG:

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences & in response to stories or events.

Speaking

30-50 months -

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'

40-60 months -

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine & recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence & clarify thinking, ideas, feelings & events.
- Introduces a storyline or narrative into their play.

ELG:

Children express

themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.