



Reading

Educational Programme

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).

Nursery

	Intent	Implementation
Autumn Term	<ul style="list-style-type: none"> ● Have a favourite book. ● Hold a book the correct way and turn the pages. ● Enjoy sharing a book with an adult. ● Join in with actions and repetitive refrains / verses. 	<ul style="list-style-type: none"> ● Book Talk – Likes, dislikes, puzzles and patterns ● Book vote ● Highlight / discuss new vocabulary ● Word Aware – Concept Cat ● Sensory stories ● Story time ● Acting out familiar stories ● Phase 1 phonics
Spring Term	<ul style="list-style-type: none"> ● Sing songs / rhymes. ● Have favourite rhymes, songs and stories. ● Recognise familiar logos / signs. ● Enjoys rhythmic and musical activities with clapping and playing musical instruments with the beat. ● Begins to tell their own stories 	<ul style="list-style-type: none"> ● Book vote ● Rhyme / song time. ● Story time ● Puppets ● Story sacks ● Familiar stories freely available. ● Highlight new vocabulary ● Word Aware – Concept Cat ● Phase 1 phonics
Summer Term	<ul style="list-style-type: none"> ● Filling in missing words in a familiar rhyme or story. ● Describe what is happening to characters in a picture book. ● Begins to clap out syllables in words. ● Recognise when two words begin with the same letter. ● Knows the difference between a picture and words. ● Tell their own story. ● Describe events in a story using pictures. 	<ul style="list-style-type: none"> ● Book talk ● Book vote and reasoning ● Story time ● Extending familiar stories. ● Highlight new vocabulary ● Word Aware – Concept Cat ● Phase 1 phonics

Reception

	Intent	Implementation
Autumn Term	<ul style="list-style-type: none"> ● Handle books with increasing competency. ● Listen to stories and join in when reading 1:1, small group or whole class. ● To tell their own stories independently. ● Talk about events and the main characters in familiar stories. ● Continue to show an interest in illustrations. ● Recognise familiar words e.g. own name and names of people who are important to them. ● To read individual letter sounds and recognise corresponding graphemes ● Clap out the syllables in words. 	<ul style="list-style-type: none"> ● As above and... ● Name cards around the setting ● Book talk – talk about books you read – extend to talk about characters and events. ● Encourage children to predict events. ● Support signs / labels with visuals to support early reading. ● Letter frieze ● Sound cards / mats / rings. ● Daily phonics – direct teaching. ● Regular reading to an adult ● Daily story time ● Visit the library ● Word Aware – Concept Cat
Spring Term	<ul style="list-style-type: none"> ● Knows that print carries meaning from left to right and top to bottom. ● Begins to be aware of the way stories are structured. ● Recognises a rhyming string. ● Knows the difference between a letter and a word. ● Begins to recognise digraphs. ● Blends sounds to read VC and CVC words. ● Begins to read some high frequency words ● Talks about events in stories which are read to them. 	<ul style="list-style-type: none"> ● As above and... ● Model text orientation, pointing from left to right / top to bottom. E.g. When reading stories, modelling reading and writing. ● Talk about features of books e.g. author, illustrator, blurb, title, front cover ● Play rhyming games. ● Read a range of rhymes and rhyming stories. ● Daily phonics – direct teaching. ● Introduce digraphs ● Making own labels with pictures for the environment. ● Play reading games e.g. lotto, treasure hunt ● Story time discussions – encourage children to ask and answer questions.
Summer Term	<ul style="list-style-type: none"> ● To continue or generate a rhyming string. ● Reads simple phonetically decodable words using their knowledge of sounds. ● Reads some high frequency words on sight. ● Enjoy sharing a range of texts. Fiction, non-fiction, magazines with an adult / peer. 	<ul style="list-style-type: none"> ● As above and... ● Play games to rehearse and consolidate high frequency words e.g. hunts, lotto, quick read. ● Include literacy artefacts in the environment. E.g. signs, instructions, labels. ● Provide a range of good quality texts in the reading area and around the environment.

	<ul style="list-style-type: none">● Shows a deeper interest in books drawing on their phonic knowledge, experience of other books and illustrations to interpret a text.● Retell a familiar story in the correct sequence.● Create their own stories.● Adapt familiar stories to add their own ideas.● To read a simple sentence.● Re-read their own sentences aloud to an adult / peer.	<ul style="list-style-type: none">● Share written work with adult, reading it aloud.● Talk for writing● Sequencing stories● Highlight new / exciting vocabulary.● Share successful reading experiences with parents.
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Statutory ELG: Word Reading

Children at the expected level of development will: - 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.