

PROGRESSION OF READING IN EARLY YEARS

Rationale: It is our mission, at Jewell Academy, to provide reading opportunities for all children so that we support and encourage a love of reading, a passion for books and a confidence to interact. Our Early Readers will explore enriched texts and develop a wide vocabulary through being offered varied reading experiences in an environment that prompts reading at every level. We want our children to be able to leave school avid readers, able to communicate confidently and access words in a 21st century context

Key Aims:

- 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.
- 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.

Pre-School

Phonics	Reading Skills	Technical Vocabulary	Early Language (Expressive / Receptive) Pre Reading Skills	Rehearsing
Phase 1 Environmental sounds Instrumental sounds Body percussion Rhythm and Rhyme Alliteration Voice sounds Oral blending and segmenting Recognising the letters in their name Recognising letters to represent interests or family members Recognising words and letters in their environment	Listen to stories read by adults Share books Handle books effectively Use books and stories to inspire their imaginative role play and mark/making or writing Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	Blend Sounds Segment	Listen to stories and talk about them Understand pronouns ('me', 'him', 'she'), and use plurals and prepositions ('in', 'on', 'under') when reading and answering questions about reading Follow instructions with three key words like: "Can you find the duck?" (in the book) Show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Learn and remember new vocabulary Know many rhymes, be able to talk about familiar books, and be able to tell a long story Ask questions to find out more, develop vocabulary and understanding of the story / book/ world Be immersed in a language-rich environment in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand once they can read.	Act out verbs from familiar stories Orally retelling familiar stories using puppets / props

Genres of PreReading and Reading:

Story retelling through role play, small world etc	Learning simple songs and rhymes	Purposeful use of print in the environment	Recognising own name and those of family members or words (eg: Mummy).	Diversity

Reception

Word Reading ELG

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.

Comprehension ELG

Children at the expected level of development will: - 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.

Reading Words and	Reading Comprehension	Technical	Reading Skills	Planning
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Phonics		Vocabulary		Rehearsing Writing Editing Evaluating
<p>Recap: Rhythm and Rhyme Alliteration Voice sounds Oral blending and segmenting</p> <p>Children will be able to: Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending Use of Supersonic Phonic Friends SSP validated scheme</p> <p>Children are provided with reading books that are consistent with Phonics that have been taught. Big Cat scheme (see appendix below).</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (see appendix).</p> <p>Phonics: Recognise the sounds of the alphabet (Phase 2 and 3) and blend/segment sounds (Phase 4)</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Genre types (poem, recipe, story) Phoneme Grapheme Digraph Trigraph Sound Conjunction Subject Verb Object</p>	<p>Be immersed in a language-rich environment in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand once they can read.</p> <p>Have opportunities to read aloud to gain confidence in reading in front of an audience</p> <p>Show an understanding that books contain information and stories through discussion</p>	<p>Orally retell familiar stories Sequence sentences to form a short narrative (orally)</p> <p>Re-read their writing with support to check it makes sense.</p> <p>Recognise and read familiar words through focused reading with an adult, within their environment and through cross curricular reading opportunities</p>

Genres of Books / Opportunities to Read:

Purposeful print in the environment	Daily storytime 'Hug around a book'	Recipe	Free access to a wide range of high quality texts.	Traditional Tales	Use of technology and games to support reading progress at home and school eg: Bug Club, Teach Your Monster to Read
Phonics Workshop opportunities for parents	Story Sacks	Instruction Text	Non Fiction Castles Pirates Chinese New Year	Songs & Poems about growing plants ('A Little Seed', Christmas)	Diversity 'Look Up' Proudest Blue Amazing

Key Text Titles:

Goldilocks	Owl Babies	Colour Monster	Supertato	Smartest Giant In Town	A Hero Like You
Tyrannosaurus Drip	Dinosaurs Love underpants	Beegu	What The LadyBird Heard	Oliver's Vegetables	Not For Me Please, I Choose to Act Green!
Beauty and the Beast	Q Pootle	Hungry Caterpillar	The Gingerbread Man	Night Pirates	Naughty Bus
Midsummer Night's Dream	Paper Dolls				

Teacher Read Aloud Books

Little Glow	Amazing	Proudest Blue	Aesop's Fables		

Appendix 1: Reading Books linked to Phonic sounds

Year Group	Book Band	Phase	Set	Sounds	Common Exception Words
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Taught*					
Reception	Pink 1A	Phase 2	Set 1-2	s a t p i n m d	
	Pink 1B	Phase 2	Set 3	g o c k	
			Set 4	e u r c k	
			Set 5	h b f f l	
			Set 6	l l f f s s	
Reception	Red 2A	Phase 3	Set 1	j v w x	
			Set 2	Y z z z qu	
			Set 3	ch sh th ng	
	Red 2B	Phase 3	Set 4	ai, ee, igh, oa	
			Set 5	oo/oo, ar, or	
			Set 6	ur, ow, oi, er	
			Set 7	ure, ear, air	
EYFS	Yellow 3	Phase 4			

Appendix 2: Phonic sounds in Phase 2,3,4

Appendix 3: Phase 2,3,4 words and tricky words list:

Tricky words (underlined) and High Frequency words

Phase 2

a	an	as	at	if
is	it	of	off	on
dad	had	back	and	get
him	his	not	got	up
but	<u>the</u>	<u>to</u>	I	<u>no</u>
<u>into</u>				

Phase 3

will	that	this	then	them
see	for	now	down	look
<u>he</u>	<u>she</u>	<u>we</u>	<u>me</u>	<u>be</u>
<u>you</u>	<u>they</u>	<u>all</u>	<u>are</u>	<u>my</u>

Phase 4

went	It's	from	children	just
<u>said</u>	<u>have</u>	<u>like</u>	<u>so</u>	<u>do</u>
<u>come</u>	<u>were</u>	<u>there</u>	<u>little</u>	<u>one</u>
<u>out</u>	<u>what</u>			