

**EYFS Fiction/non-fiction/poetry**

3-4 years

4-5 years

**Early Learning Goals****Learning Objectives:****Word Reading:**

- Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; 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 known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- 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.

**Reading for Pleasure:**






- Listen to stories with increasing attention and recall.
- Anticipate key events and phrases in rhymes and stories.
- Enjoy an increasing range of books.
- Follow a story without pictures or props.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**Reading Comprehension:**

- Understand the five key concepts about print: 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
- Engage in extended conversations about stories learning new vocabulary
- Re-read what they have written to check that it makes sense.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text.
- 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.

**Group Discussion:**

- Listen to and join in with stories and poems, one-to-one and also in small groups.
- Join in with repeated refrains in rhymes and stories.
- Use intonation, rhythm and phrasing to make the meaning clear to others.
- Develop preference for forms of expression.
- Understand how to listen carefully and why listening is important.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about stories to build familiarity and understanding.
- Learn new vocabulary.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Play cooperatively as part of a group to develop and act out a narrative.
- 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; \* Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

<p><b>1a</b> Draw on knowledge of vocabulary to understand texts</p> 	<p><b>1b</b> Identify and explain key aspects of fiction and non-fiction text, including characters, events, titles and information</p> 	<p><b>1c</b> Identify and explain the sequence of events in texts</p> 	<p><b>1d</b> Make inferences from the text</p> 	<p><b>1e</b> Predict what might happen on the basis of what has been read so far</p> 
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**Learning Objectives:**

**Word Reading:**

- Apply phonic knowledge and skills to decode words
- Read accurately by blending the sounds in unfamiliar words
- Read Y1 common exception words
- Read words of more than one syllable
- Read words containing s, es, ing, ed, er and est endings
- Read words with contractions

**Reading for Pleasure:**

- Listen to, discuss and express views about a wide range of poetry, stories and non-fiction texts
- Link what they read to their own experiences
- Become familiar with key stories, fairy stories and traditional tales, retelling them and joining in with predictable phrases

**Reading Comprehension:**

- Discuss word meanings, linking new meanings to those already known
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read and correct inaccurate reading
- Discuss the significance of the title and the events
- Make inferences on the basis of what is being said and done;
- Predict what might happen on the basis of what has been read so far

**Group Discussion:**

- Participate in discussion, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them