

The Foundations of Reading



At the John Henry Newman Academy we understand that the Early Years Foundation Stage (EYFS) is structured very differently to the national curriculum as it is organised across 7 areas of learning, rather than discrete subjects.

Each subject leader endeavours to make sure their subject meets the need of every child in the school, from Nursery to Year 6. Therefore, this document shows which statements and areas from the '2020 Development Matters' are essential knowledge and skills for reading in The National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals (ELG) in the EYFS statutory framework, the Development Matters age ranges for the Three and Four-Year-Olds and Reception as well as any relevant texts outlined to match the programme of study for reading.

Reading: Word Reading			
Phonics and Decoding			
Programme of Study	EYFS Area		Statements
Three and Four-Year-Olds	Literacy		Develop their phonological awareness, so that they can: • Spot and suggest rhymes • Count or clap syllables in words • Recognise words with the same initial sound, such as money and mother.
Reception	Literacy		• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter sound correspondences. • Read some letter groups that each represent one sound and say them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
ELG	Literacy	Word Reading	• 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 phonics knowledge, including some common exception words.

Common exception words		
Programme of Study	EYFS Area	Statements
Reception	Literacy	• Read a few common exception words matched to the school's phonic programme.



Fluency			
Programme of Study	EYFS Area		Statements
Three and Four-Year-Olds	Literacy		- Understand the five key concepts about print: - Print has meaning - Prints can have different purposes - We can read English text from left to right and from top to bottom - The names of different parts of a book - Page sequencing - Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count and clap syllables in words - Recognise words with the same initial sound, such as money and mother
Reception	Literacy		- Blend sounds into words, so that they can read short words made up of letter-sound correspondences - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
ELG	Literacy	Reading	Read aloud simple sentences and book that are consistent with their phonic knowledge, including some common exception words.



Fluency			
Programme of Study	EYFS Area		Statements
Three and Four-Year-Olds	Communication and language		- Enjoy listening to longer stories and can remember much of what happens. - Understand 'why' questions, like: "Why do you think the caterpillar got so far?" - Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
	Literacy		Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		- Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Listen carefully to rhymes and songs, paying close attention to how they sound. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Literacy	Comprehension	- Demonstrate understanding of what has been read to them by retelling stories and narrative s 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 during role-play.

Comparing, Contrasting and Commenting			
Programme of Study	EYFS Area		Statements
Three and Four-Year-Olds	Communication and Language		Read a few common exception words matched to the school's phonic programme.
Reception	Understanding the World		Compare and contrast characters from stories, including figures from the past.
ELG	Communication and Language	Listening, attention and understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussion and small group interactions.
		Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.



Words in Context and Authorial Choice			
Programme of Study	EYFS Area		Statements
Three and Four-Year-Olds	Communication and Language		• Use a wider range of vocabulary.
	Literacy		• Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		• Learn new vocabulary. • Use new vocabulary throughout the day. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.
	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.

Inference and Prediction			
Programme of Study	EYFS Area		Statements
Three and Four-Year-Olds	Communication and Language		Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
ELG	Communicating and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	Anticipate (Where appropriate) key events in stories.



Poetry and Performance			
Programme of Study	EYFS Area		Statements
Three and Four-Year-Olds	Communication and Language		- Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a story.
	Expressive Arts and Design		- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. - Create their own songs, or improvising a song around the one they know.
Reception	Communication and Language		- Engage in story times. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Learn rhymes, poems and songs.
	Expressive Arts and Design		- Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play.
ELG	Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	- Invent, adapt and recount narratives and stories with their peers and their teacher. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.



Non-Fiction			
Programme of Study	EYFS Area		Statements
Reception	Communication and Language		- Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communicating and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.