Cavendish Close Infant and Nursery School

A rich, relevant, broad and balanced curriculum contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning

Subject area: English –   READING

End of Early Years Foundation Stage expectation	National Curriculum End of Key Stage 1 expectation

Children in the Early Years Foundation Stage will:
 	
ELG
• Children read and understand simple sentences. The use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Exceeded
   • Reads phonetically regular words of more than one syllable as well as amy irregular but high frequency words
   • Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary
   • Describes the main events in the simple stories they have read.
	Essential charactertics of readers:
	
	• Listen to traditional tales
	• Listen to a range of texts.
	• Learn some poems by heart.
	• Become familiar with a wide range of texts of different lengths.
	• Discuss books.
	• Build up a repertoire of poems to recite.
	• Use the class and school libraries.
	• Listen to short novels over time.

	EYFS 1 (30-50 months)	**EYFS 2 (40-60 months)**	**Year 1**	**Year 2**
	• 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 also in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • 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	• Continue a rhyming string. • Hear and say the initial sound in words • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Link 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 increasingly influenced by their experience of books. • Enjoy an increasing range of	**To read words accurately.** • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	**To read words accurately.** • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. **To understand texts.** • Draw inferences from reading. • Predict from details stated and implied • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read

• 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 • 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.	books. • Know that information can be retrieved from books and computers • Talks about a favourite book they have read.	• Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. **To understand texts:** • Discuss events • Predict events • Link reading to own experience. • Join in with stories or poems • Check that reading makes sense and self-correct. • Infer what characters are like from	aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil) • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.

			actions.	
			• Ask and answer questions about texts	
			• Discuss favourite words and phrases.	
			• Listen to and discuss a wide range of texts	
			• Recognise and join in with (including role-play) recurring language.	
			• Explain and discuss understanding of texts.	
			• Discuss the significance of the title and events.	
			• Make inferences on the basis of what is being said and done.	