



EYFS Curriculum **LITERACY**

Comprehension

Understands key concepts about books; different types of books including digital, different genres including rhymes, stories, recipes etc, page sequencing

Listens to stories and poems in small groups and when reading individually with an adult → Begins to recall and discuss stories they've heard or read themselves

Looks at and enjoys print & illustrations in physical & digital books independently, handling with care → Enjoys range of fiction, non-fiction, rhymes & poetry.

Talks about the illustrations using appropriate vocabulary → Anticipates what might happen next

Sequences illustrations of key events in stories → Retells short stories they've heard in roughly the right order and using language that makes it sound like a story

Joins in with repeated refrains & anticipates key phrases in rhymes and stories → Uses vocabulary and forms of speech that are increasingly influenced by experiences of reading

Begins to tell own stories, using known stories for models → Re-enacts, reinvents and imagines their own stories

Statutory ELG: Comprehension

Children at the expected level of development will:

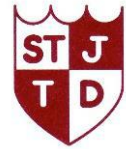
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Understands key concepts about print; it has meaning, it is used for different purposes eg signs, labels, stories, English print is read from left to right and top to bottom

Tuning into sounds, talking about sounds, listening and remembering sounds → Links graphemes to phonemes to recall sounds for letters of the alphabet and some common digraphs and trigraphs

Recognises letters of importance to them → Applies knowledge of grapheme-phoneme correspondences to sound out and blend sounds to read VC and CVC words → Reads simple phrases or sentences containing phonically decodable words



Recognises words of importance to them eg name and familiar signs, logos and symbols → Reads a few common exception words in phases 2 or 3 → Reads simple phrases or sentences containing known common exception words

Chooses strategies to read that they prefer including their knowledge of language structure, subject knowledge and illustrations as well as phonics to interpret the text

Statutory FLG: 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.