EYFS Reading Programmes of Study

Purpose of Study:
English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Subject Content:
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Previous Learning	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory.
Current Knowledge & Skills	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points.
End Point of Unit	The key content the pupils need to know. Assessment is used to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding.

WORD READING TERM 1			
Previous Learning Revisiting previous learning to transfer key knowledge to long-term memory.	**New Knowledge Content** What will the pupils know at the end of this unit that they didn't know before?	**Skill development** How they will show and apply their new knowledge	**End Point of Unit** Assessment of learning at end point

Previous Learning Nursery/Pre School
 	
● Initial sounds
● Environmental sounds
● Recognition of alphabet code in own name
● Recognition of name
● Recognition of letters and symbols in the environment.
● Onset and rhyme
● Clapping syllables in words
● Repeating sound patterns
	You will know:
	● **Word Reading:**
	  ● Say a sound for each letter in the alphabet.
	  ● 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 word
	
	Word Reading:
	Recognise (new content):
	/a/, /i/, /n/,/s/, /t/, /n/, /o/, /p/
	CVC, CV, VC
	Keywords
	Is, a
		You will know how to:
		● *Respond speedily with the correct sound to grapheme*
		● *Apply phonic knowledge to decode words*
		● *Read accurately by blending sounds in unfamiliar words*
		● *Read common exception words*
		
		Word Reading:
		 Read (practise):
		/a/, /i/, /n/,/s/, /t/, /n/, /o/, /p/
		CVC, CV, VC
		Keywords
		Is, a
			Assessment opportunity for end of unit
			
			● Termly Oral Skills Test
			● Termly Alphabet Code
			● Weekly monitoring of Dandelion reading units.
			
			Feeds Forward to EYFS Term 2
			
			Feed forward
			Recognise (new content):
			● /a/, /i/, /n/,/s/, /t/, /n/, /o/, /p/
			● Keywords is a
			
			LTP EYFS Knowledge Content
			https://docs.google.com/document/d/18 Su4iLgiodZlcY5Kg97fXRg9F4r3_7Sf/edit

WORD READING TERM 2			
Previous Learning **Revisiting previous learning to transfer key knowledge to long-term memory.**	**New Knowledge Content** **What will the pupils know at the end of this unit that they didn't know before?**	**Skill development** **How they will show and apply their new knowledge**	**End Point of Unit** **Assessment of learning at end point**

<u>**Previous Learning Nursery/Pre School**</u>
 	
● Initial sounds
● Environmental sounds
● Recognition of alphabet code in own name
● Recognition of name
● Recognition of letters and symbols in the environment.
● Onset and rhyme
● Clapping syllables in words
● Repeating sound patterns
	You will know:
	● **Word Reading:**
	  ● Say a sound for each letter in the alphabet.
	  ● 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 word
	
	Word Reading:
	Recognise (new content):
	/b/, /c/, /g/, /h/, /d/, /f/, /v/, /e/, /k/, /l/. /r/, /u/,/j/,/w/, /z/
	CVC, CV, VC
	Keywords - the, I, for, of, are, was
		You will know how to:
		● *Respond speedily with the correct sound to grapheme*
		● *Apply phonic knowledge to decode words*
		● *Read accurately by blending sounds in unfamiliar words*
		● *Read common exception words*
		
		Word Reading:
		 Read (practise):
		/a/, /i/, /n/,/s/, /t/, /n/, /o/, /p/
		/b/, /c/, /g/, /h/, /d/, /f/, /v/, /e/, /k/, /l/. /r/, /u/,/j/,/w/, /z/
		CVC, CV, VC
		Keywords - Is, a, the, I, for, of, are, was
			Assessment opportunity for end of unit
			
			● Termly Oral Skills Test
			● Termly Alphabet Code
			● Weekly monitoring of Dandelion reading units.
			
			<u>**Feeds Forward to EYFS Term 2**</u>
			
			Feed forward
			Recognise (new content):
			● /b/, /c/, /g/, /h/, /d/, /f/, /v/, /e/, /k/, /l/. /r/, /u/,/j/,/w/, /z/
			
			Keywords - the, I, for, of, are, was
			
			LTP EYFS Knowledge Content
			https://docs.google.com/document/d/18Su4iLgiodZlcY5Kg97fXRg9F4r3_7Sf/edit

WORD READING TERM 3

Previous Learning Revisiting previous learning to transfer key knowledge to long-term memory.	New Knowledge Content What will the pupils know at the end of this unit that they didn't know before?	Skill development How they will show and apply their new knowledge	End Point of Unit Assessment of learning at end point

Previous Learning Nursery/Pre School
 	
● Initial sounds
● Environmental sounds
● Recognition of alphabet code in own name
● Recognition of name
● Recognition of letters and symbols in the environment.
● Onset and rhyme
● Clapping syllables in words
● Repeating sound patterns
	You will know:
	● **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 phonic knowledge, including some common exception word
	
	Word Reading:
	
	Recognise (new content):
	/j/,/w/,/z/,/x/,/y/,/ll/,/ss/,/ff/
	CVC, CV, VC
	Keywords - was, all, come, some, to
		You will know how to:
		● *Respond speedily with the correct sound to grapheme*
		● *Apply phonic knowledge to decode words*
		● *Read accurately by blending sounds in unfamiliar words*
		● *Read common exception words*
		
		Word Reading:
		
		Read (practise):
		/a/, /i/, /n/,/s/, /t/, /n/, /o/, /p/
		/b/, /c/, /g/, /h/, /d/, /f/, /v/, /e/, /k/, /l/.
		/r/, /u/,/j/,/w/,
		/z//j/,/w/,/z/,/x/,/y/,/ll/,/ss/,/ff/
		CVC, CV, VC
		Key words - Is, a, the, I, for, of, are, was,all, come, some, to
			Assessment opportunity for end of unit
			
			● Termly Oral Skills Test
			● Termly Alphabet Code
			● Weekly monitoring of Dandelion reading units.
			
			Feeds Forward to Yr 1 Term 2
			
			Feed forward
			Recognise (new content):
			● /j/,/w/,/z/,/x/,/y/,/ll/,/ss/,/ff/
			
			Keywords - was, all, come, some, to
			
			LTP EYFS Knowledge Content
			https://docs.google.com/document/d/18Su4iLgiodZlcY5Kg97fXRg9F4r3_7Sf/edit

WORD READING TERM 4

Previous Learning Revisiting previous learning to transfer key knowledge to long-term memory.	New Knowledge Content What will the pupils know at the end of this unit that they didn't know before?	Skill development How they will show and apply their new knowledge	End Point of Unit Assessment of learning at end point

Previous Learning Nursery/Pre School
 	
● Initial sounds
● Environmental sounds
● Recognition of alphabet code in own name
● Recognition of name
● Recognition of letters and symbols in the environment.
● Onset and rhyme
● Clapping syllables in words
● Repeating sound patterns
	You will know:
	● **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 phonic knowledge, including some common exception word
	
	Word Reading:
	Recognise (new content):
	/sh/
	ccvc, ccvcc, cvccc
	
	Keywords - to, have, see
		You will know how to:
		● *Respond speedily with the correct sound to grapheme*
		● *Apply phonic knowledge to decode words*
		● *Read accurately by blending sounds in unfamiliar words*
		● *Read common exception words*
		
		Word Reading:
		 Read (practise):
		/a/, /i/, /n/,/s/, /t/, /n/, /o/, /p/ /b/, /c/, /g/, /h/, /d/, /f/, /v/, /e/, /k/, /l/. /r/, /u/,/j/,/w/,
		/z//j/,/w/,/z/,/x/,/y/,/ll/,/ss/,/ff/, /sh/
		
		Keywords - Is, a, the, I, for, of, are, was,all, come, some, to, have, see
			Assessment opportunity for end of unit
			
			● Termly Oral Skills Test
			● Termly Alphabet Code
			● Weekly monitoring of Dandelion reading units.
			
			Feeds Forward to Yr 1 Term 2
			
			Feed forward
			Recognise (new content):
			● /sh/
			● ccvc, ccvcc, cvccc
			Keywords - to, have, see
			
			LTP EYFS Knowledge Content
			https://docs.google.com/document/d/18Su4iLgiodZlcY5Kg97fXRg9F4r3_7Sf/edit

WORD READING TERM 5

Previous Learning	New Knowledge Content	Skill development	End Point of Unit
Revisiting previous learning to transfer key knowledge to long-term memory.	What will the pupils know at the end of this unit that they didn't know before?	How they will show and apply their new knowledge	Assessment of learning at end point

Previous Learning Nursery/Pre School
 	
● Initial sounds
● Environmental sounds
● Recognition of alphabet code in own name
● Recognition of name
● Recognition of letters and symbols in the environment.
● Onset and rhyme
● Clapping syllables in words
● Repeating sound patterns
	You will know:
	● **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 phonic knowledge, including some common exception word
	
	Word Reading:
	Recognise (new content):
	
	/tch/, /th/(voiced & unvoiced) /ck/, /wh/, /ng/
	
	Keywords - be, he, you, says, this, that, with, old, cold, live, say, dont.
		You will know how to:
		● *Respond speedily with the correct sound to grapheme*
		● *Apply phonic knowledge to decode words*
		● *Read accurately by blending sounds in unfamiliar words*
		● *Read common exception words*
		
		Word Reading:
		Read (practise):
		
		/a/, /i/, /n/,/s/, /t/, /n/, /o/, /p/ /b/, /c/, /g/, /h/, /d/, /f/, /v/, /e/, /k/, /l/. /r/, /u/,/j/,/w/, /z//j/,/w/,/z/,/x/,/y/,/ll/,/ss/,/ff/, /sh/ /tch/, /th/(voiced & unvoiced) /ck/, /wh/, /ng/
		Keywords - Is, a, the, I, for, of, are, was,all, come, some, to, have, see,be, he, you, says, this, that, with, old, cold, live, say, dont.
			Assessment opportunity for end of unit
			
			● Termly Oral Skills Test
			● Termly Alphabet Code
			● Weekly monitoring of Dandelion reading units.
			
			Feeds Forward to Yr 1 Term 2
			
			Feed forward
			Recognise (new content):
			● /tch/, /th/(voiced & unvoiced) /ck/, /wh/, /ng/
			●
			● Keywords - be, he, you, says, this, that, with, old, cold, live, say, dont.
			
			LTP EYFS Knowledge Content
			https://docs.google.com/document/d/18Su4iLgiodZlcY5Kg97fXRg9F4r3_7Sf/edit

WORD READING TERM 6

Previous Learning Revisiting previous learning to transfer key knowledge to long-term memory.	New Knowledge Content What will the pupils know at the end of this unit that they didn't know before?	Skill development How they will show and apply their new knowledge	End Point of Unit Assessment of learning at end point

Previous Learning Nursery/Pre School
 	
● Initial sounds
● Environmental sounds
● Recognition of alphabet code in own name
● Recognition of name
● Recognition of letters and symbols in the environment.
● Onset and rhyme
● Clapping syllables in words
● Repeating sound patterns
	I will know:
	● **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 phonic knowledge, including some common exception word
	
	Word Reading:
	
	Recognise (new content):
	/q/, /u/, /c, k, ck / , /ch/,& /tch/, /w/,& /wh/
	
	Keywords - she, her, put, do, there, their, these, what, where, who.
		I will know how to:
		● *Respond speedily with the correct sound to grapheme*
		● *Apply phonic knowledge to decode words*
		● *Read accurately by blending sounds in unfamiliar words*
		● *Read common exception words*
		
		Word Reading:
		
		Read (practise):
		/a/, /i/, /n/,/s/, /t/, /n/, /o/, /p/
		/b/, /c/, /g/, /h/, /d/, /f/, /v/, /e/, /k/, /l/. /r/, /u/,/j/,/w/, /z//j/,/w/,/z/,/x/,/y/,/ll/,/ss/,/ff/, /sh/
		/tch/, /th/(voiced & unvoiced) /ck/, /wh/, /ng/
		Keywords - Is, a, the, I, for, of, are, was,all, come, some, to, have, see,be, he, you, says, this, that, with, old, cold, live, say, dont, she, her, put, do, there, their, these, what, where, who.
			Assessment opportunity for end of unit
			
			● Termly Oral Skills Test
			● Termly Alphabet Code
			● Weekly monitoring of Dandelion reading units.
			● Bryant Test
			
			Feeds Forward to Yr 1 Term 2
			
			Feed forward
			
			Recognise (new content):
			● /q/, /u/, /c, k, ck / , /ch/,& /tch/, /w/,& /wh/
			●
			● Keywords - she, her, put, do, there, their, these, what, where, who.
			
			LTP EYFS Knowledge Content
			https://docs.google.com/document/d/18Su4iLgiodZlcY5Kg97fXRg9F4r3_7Sf/edit

LANGUAGE COMPREHENSION TERM 1 - 6			
Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity of vocabulary and themes			
Previous Learning **Revisiting previous learning to transfer key knowledge to long-term memory.**	**New Knowledge Content** **What will the pupils know at the end of this unit that they didn't know before?**	**Skill development** **How they will show and apply their new knowledge**	**End Point of Unit** **Assessment of learning at end point**
Previous Learning Nursery/Pre School	**I will know:** **Books:** ● The names of the different parts of a book ● That print has meaning ● The different parts of a book ● The sequence of a book ● We read English text from left to right and from top to bottom ● Print can have different purposes ● Why listening is important ● How to ask questions **Poetry:** ● What the key vocabulary is ● The difference between a story and a poem **Stories:** ● Will know how to predict what might happen next ● How to retell a story using visuals and key language from the book ● New vocabulary from stories I have read or listened to **Non-fiction:**	**I will know how to:** **Books:** ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary **Poetry:** ● Use and understand recently introduced vocabulary during discussions about poems **Stories:** ● Anticipate – where appropriate – key events in stories ● Use and understand recently introduced vocabulary during discussions about stories **Non-fiction:** ● Use and understand recently introduced vocabulary during discussions about non fiction	**Assessment opportunity for end of units** ● Questioning during reading sessions ● Children retell stories through story maps. ● Using story language in their play ● Oral/Written story telling ● Termly poetry recital ● Reading through writing tasks ● NFER Reading Test Spring 2 and Summer 2 **Feeds Forward to Year 1** **Knowledge:** **Books:** ● The significance of the title and significant events *(ie in Sleeping Beauty, why they got married at the end)* ● You can infer something which you have not directly read *(ie if a character is crying, they are sad)* **Poetry:** ● Know by heart and recite a range of poems and rhymes by heart ● What you like about the poem/rhyme

	<mark>The difference between and fiction and nonfiction book</mark> <mark>How to use a non-fiction book</mark> <mark>How to find information in a nonfiction book</mark>		**Stories:** ● Join in with phrases in a familiar traditional tale ● Retell a key story/fairy story/traditional tale using key characteristics *(ie good vs evil, begins with once upon a time, happened a long time ago, fantasy, royalty, could be magic, problem needs solving, happy ending)* **Non-fiction:** ● Understand a non-fiction you cannot read yourself **<u>Skill Development</u>** ● Check text makes sense and correct themselves as they read ● Discuss and link the meanings of new words to words we already know ● Draw on background information / given vocabulary to understand a book ● Explain clearly your understanding of what has been read to them ● Make simple inferences on the basis of what is said and done ● Make simple predictions on what may happen next based on what has happened so far ● Link what you have read to your own experiences. ● Take turns and listen to what others say about books

			speak clearly to perform a poem with repeated patterns or lines, including actions, as a group