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| Fairholme Primary School**EYFS – Comprehension** |
| **Discussions support children to learn and use the vocabulary found in a range of texts, use the narratives in their story telling and role play and think about how stories may unfold** | y |
| Progression in LearningNursery to ELG | Provision | Books and Vocabulary |
| **Nursery** |
| * Understands print has meaning
* Repertoire of stories, joins in with some, recalls some
* Reads own name label – logos, signs, choosing books/ materials to read independently
* Reading name labels and familiar words. Uses stories – characters and names, story in role play, settings from stories in role play
* Talks – able to talk about the story they are sharing
 | Book collections outside and inside reflect children's interests and current pursuits - fiction and non-fiction and poetry/rhymesFollow children’s interests in book and rhyme choices:* repeat often
* tell with actions and props
* encourage children to use the repeated phrases
* encourage children to use props to play out stories

Notices * mud kitchen, construction, role play/labels on storage/self-registration/ visual timetable/ reminders - wash hands, water plants, feed minibeasts
* in the environment include real pictures (not clip art) and words so children can independently access resources and are able to organise themselves
* Ensure pitch of notices – open/ closed signs matches reading ability

When reading, model following direction of print, turning pages, storing books carefully, using book language – cover, author, illustrator, finding books to gain information and to enjoy stories | A wide selection of stories, nursery rhymes and poems, selected by practitioners. Please see our yearly text overview **Practitioner made books at the right pitch to inform learning in other aspects –** The natural world, People, communities and culture, Managing self |
| **Reception** |
| * Reads and responds to words, phrases on notices, in texts
* Uses ideas/characters/ vocabulary from stories in role play and discussions
* Suggests what might happen next
* Re- reads what they have written to check it makes sense
 | Print in the environment well pitched so children are prompted to read and not ignore text Notices * Added to learning environments as children’s reading abilities develop, such as – ‘hang the hat on a hook’, ‘Put the pots and pans on a shelf’

Resource labelling * progressing from pictures, to single syllable and words of more than one syllable (construction – picture, hat, helmet)
* labelled ingredients in mud kitchen, resources in EAD area, resource storage – (pictures/shadows, single syllables and words)

Read stories with props and provide books and props for children to retell Provide and model use of simple instructions – recipes for playdough, recipes in mud kitchen, how to books Encourage children to read back their own writing each time checking for ‘good’ use of phonics and sense**Enhanced Provision** **Little Wandle Revised (all year)** Information regarding reading support can be found in the link to the parent section of Little Wandle; <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> Reading practice sessions in small groups three times a week with the final read focused on comprehension skills. The purpose of the reading practice session for comprehension is to develop the children’s comprehension skills by using the reading content domains; * Draw on their knowledge of vocabulary to understand texts
* Identify/explain key aspects of fiction and non-fiction texts
* Identify and explain the sequence of events in the text
* Inference and deduction
* Prediction
 | A wide selection of stories, nursery rhymes and poems, selected by practitioners. Please see our yearly text overview.**Practitioner made books at appropriate pitch to support learning in other aspects** The natural world – growth, animals minibeasts, birds, places, materials, playdough instructions People, communities and cultures – seasons, celebrations, festivals How to books with simple instructions |
| **Early Learning Goal (ELG)****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** |