

**Birth to 2years**

Looks at the book as they are read to by an adult.

<b>2-year-olds</b>	<b>Au. 1</b>	Touches pages of books as they are read to by an adult.
	<b>Au. 2</b>	Enjoy sharing books with an adult.
	<b>Sp. 1</b>	Have favorite books and seek them out, to share with an adult, with another child, or to look at alone.
	<b>Sp. 2</b>	Develop play around favorite stories using props. Ask questions about the book. Makes comments and shares their own ideas.
	<b>Su. 1</b>	Enjoy songs and rhymes, tuning in and paying attention.
	<b>Su. 2</b>	Begin to engage in extended conversations about stories, learning new <i>vocabulary</i>

<b>3-year-olds</b>	<b>Au. 1</b>	Joins in with repeated phrases for familiar stories.
	<b>Au. 2</b>	Expresses simple likes about a shared story.
	<b>Sp. 1</b>	Answers who and what questions linked to stories shared.
	<b>Sp. 2</b>	Expresses simple likes and dislikes about a shared story.
	<b>Su. 1</b>	Uses new vocabulary in their play.
	<b>Su. 2</b>	Uses new vocabulary in conversations.

<b>4-year-olds</b>	<b>Au. 1</b>	Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books.
	<b>Au. 2</b>	Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions linked to the books read to them. Children using texts and images to answer simple questions.
	<b>Sp. 1</b>	Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction.
	<b>Sp. 2</b>	When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.
	<b>Su. 1</b>	Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York.
	<b>Su. 2</b>	Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy.

### Early Learning Goal

- 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.