

Birth to 2years

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

2-year-olds	Au. 1	Points to objects when an adult says the word for example 'ball'.
	Au. 2	Sing songs and say rhymes independently, for example, singing whilst playing.
	Sp. 1	Pay attention and respond to the pictures or the words.
	Sp. 2	Repeat words and phrases from familiar stories
	Su. 1	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
	Su. 2	Count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

3-year-olds	Au. 1	Discriminates between sounds.
	Au. 2	Develops book handling skills.
	Sp. 1	Can clap syllables. Begin RWI for ones that are ready
	Sp. 2	Can recognise rhymes.
	Su. 1	Identifies initial sounds
	Su. 2	Able to develop oral blending skills.

4-year-olds	Au. 1	<p>Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding.</p> <p>As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014). Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</p> <p>Read all singleletter set 1 sounds</p>
	Au. 2	<p>Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding.</p> <p>As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014). Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)</p> <p>Read all set 1 sounds. - Blend sounds into words orally.</p>
	Sp. 1	<p>Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding.</p> <p>As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014). Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6). Blend sounds to read words - Read short ditty stories.</p>
	Sp. 2	<p>Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding.</p> <p>As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014). Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: put, the, l, no, of, my, for, he</p> <p>Read Red storybooks</p>
	Su. 1	<p>Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding.</p> <p>As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014). Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are</p> <p>Read Green storybooks. - Read some set 2 sounds.</p>
	Su. 2	<p>Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding.</p> <p>As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014). Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.</p> <p>- Read Green or Purple storybooks. - Read some set 2 sounds</p>

Early Learning Goal

- 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.