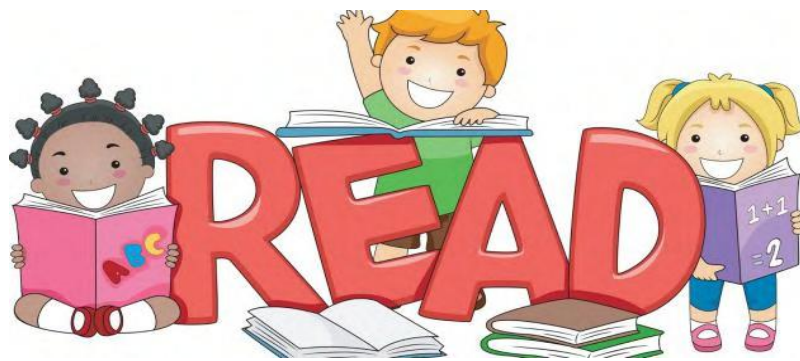




West Road
PRIMARY SCHOOL

End of Year

Expectations for Reading



This booklet provides information for parents and carers the age related expectations for reading in both the nursery and reception classes. These expectations are based on the age related standards for each year group as set out in the Early Years Foundation Stage Curriculum.

All the reading objectives set out in this booklet are worked on throughout the year. They will be the focus for direct teaching and challenges set out within their play.

Kipper



Mick Inkpen

If you have any queries regarding these reading expectations or you want to know more on the best ways to help your child, please talk to your

Kipper



Mick Inkpen

What do the end of year expectations mean for Nursery ?

Children who are 3 are 36 months old

Children who are 4 are 48 months old

Children entering Nursery should be secure in the developmental range of 22-36 months and working within some aspects of 30-50 months.

By the end of the Nursery year they should have achieved the outcomes in 30-50 months and reached aspects of 40-60 months.

What do the end of year expectations mean for Reception ?

Children who are 4 are 48 months old

Children who are 5 are 60 months old

Children entering reception should be secure in the developmental range of 30-50 months and working within some aspects of 40-60 months.

By the end of the reception year they should have achieved the outcomes in 40-60 months and reached the expected levels in the Early Learning goals.

In the final term of the EYFS practitioners/ teachers must review information from all sources to make a judgement for each child, for each Early Learning Goal. The judgement must say whether the child's learning and development is:

- 1) best described by the level of development expected at the end of the EYFS (expected).
- 2) not yet at the level of development expected at the end of the EYFS (emerging).
- 3) beyond the level of development expected at the end of the EYFS (exceeding)

Reading Descriptors from the Development Matters

| 22-36 months | 30-50 months | 40-60 months | Early Learning Goals |
|---|---|--|--|
| Reading | | | |
| Has some favourite stories, rhymes, songs, poems or jingles. | Enjoys rhyming and rhythmic activities. | Continues a rhyming string. | Children read and understand simple sentences. |
| Repeats words or phrases from familiar stories. | Shows awareness of rhyme and alliteration | Hears and says the initial sound in words. | They use phonic knowledge to decode regular words and read them aloud accurately. |
| Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a...' | Recognises rhythm in spoken words. | Can segment the sounds in simple words and blend them together and knows which letters represent some of them. | They also read some common irregular words. |
| | Listens to and joins in with stories and poems, one-to-one and also in small groups. | Links sounds to letters, naming and sounding the letters of the alphabet. | They demonstrate understanding when talking with others about what they have read. |
| | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. | Begins to read words and simple sentences. | |
| | Beginning to be aware of the way stories are structured. | Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. | |
| | Suggests how the story might end. | Enjoys an increasing range of books. | |
| | Listens to stories with increasing attention and recall. | Knows that information can be retrieved from books and computers. | |
| | Describes main story settings, events and principal characters. | | |
| | Shows interest in illustrations and print in books and print in the environment. | | |
| | Recognises familiar words and signs such as own name and advertising logos. | | |

Reading Descriptors continued...

| 22-36 months | 30-50 months | 40-60 months | Early Learning Goals |
|--------------------------|---|--------------|----------------------|
| Reading continued | | | |
| | Handles books carefully. | | |
| | Knows information can be relayed in print. | | |
| | Holds books the correct way up and turns pages. | | |
| | Knows that print carries meaning and, in English, is read from left to right and top to bottom. | | |
| | Looks at books independently. | | |
| | | | |

Reading Expectations

End of Nursery

This is the stage where a love and fascination with books develops with your support.

- Handle books with care and looks at books on their own.
- Hold a book the right way up and turn the pages correctly
- Be interested in the pictures and words in books.
- Read their name and other familiar words.
- To recognise familiar signs and logos around them.
- Recognise the initial sounds in words.
- To be able to recognise words that rhyme.
- Listen to and join in with stories.
- Talk about and answer who, what and where questions.
- Join in with repeated parts of stories and talk about what might happen next.
- Suggest how the story might end.
- Describe the characters, the setting and the main events of the story.

All these



should be

Reading Expectations

End of Reception

This is the stage where children learn to decode and read words.


- Begin to have a love and enjoyment for books what ever their choice.
- Read story (fiction) and information books (non fiction.)
- Knows that information can be found in books and that they can learn new things.
- Hear and say the initial sound in a word, such as ' h in hat, f in frog.....'
- Give the sound and the name of letter.
- Know all the letters sounds and the diagraphs and trigraphs
- Blend sounds together to read a word, such as cat, hop, ship, rain..
- Read confidently tricky words from phases 2, 3 and 4 phonics at least.
- Begin to read words and simple sentences.
- Point to words themselves as they read.

• Develop
reading
pression.
sounding



fluency when
and simple ex-
Not to keep
out words

Phases 2 to 5 Tricky words

| Phase 2 to 5 Tricky Words | | | | |
|------------------------------------|--|---|--|---|
| Phase 2 | Phase 3 | Phase 4 | Phase 5 | |
| I no the to go into | he she we me be you are her was all they my | said have like so do some come little one were there what when out | oh Mrs people their called Mr looked asked could |  |

Key Reading Questions

Who chose this book ?

Did you choose this book yourself ?

Why did you choose it ?

Have you read it before ?

Do you know anything about it ?

Is it a story book or an information book ?

What do you think it is about ? How do you know ?

Have you looked at the pictures ?

Who/what is it about ?

Who are the characters ?

Why do you think ? did that ?

Why do you think ? happened ?

What do you think will happen next ?

What do you do if you get stuck on a word ?

Which part of the word do you look at first ?

Can you show me what to do ?

Where do you start reading ?

What sound does this letter make ?

Can you sound out and blend the sounds ?

What does the word say ?

Can you find any words you know ?

Can you find the picture ? Can you find the word ?

What do you know about that word ?

When do you read ? Who do you read with ?

Do you like this book ?





Here are some useful websites and Apps to help your child to read.



www.oxfordowl.co.uk

www.oxfordowl.co.uk

Oxford Owl Reading has [250 free eBooks](#) for you to share with your child as well as simple ideas, top tips, activities and games to help your child with their reading at home.

Find the app for your phone too.

www.booktrust.org.uk



BookTrust is an independent British literacy charity based in London, England. The charity works across England, Wales and Northern Ireland. The charity's aims are to transform lives through reading. Book Trust's various book-gifting programmes are offered to children aged 0–16 years. Since 1992 Book Trust have gifted

www.literacytrust.org.uk

The National **Literacy Trust** is a UK charity that transforms lives through literacy. We campaign to improve public understanding of the vital importance of literacy and reading.

National
Literacy
Trust



TODAY is YOUR day!
Your MOUNTAIN is waiting
so... GET ON YOUR WAY!
- Dr. Seuss



Here are some useful websites and Apps to help your child to read.

www.bbc.co.uk/cbeebies



<http://www.bbc.co.uk/cbeebies/grownups/making-time-for-books-at-home>

CBeebies helps young children learn whilst they play fun games, watch clips, sing songs and make things with their favourite *CBeebies*



www.getepic.com

The only kids' eBook subscription service that offers thousands of high-quality books from well known publishers. Can be slightly American but



www.collins.co.uk/page/Collins+Big+Cat/Apps

Join 350,000 teachers and parents worldwide who have downloaded the award-winning *Collins Big Cat apps*. With eight apps, all available for free, why not see the fantastic interac-

<http://uk.imaginationlibrary.com/>



This program is pioneered by Dolly Parton to improve the educational and reading opportunities for children in your community. The initiative has now been launched through out Doncaster by the education authority. All children aged 0-5 years in the Doncaster area are eligible to join our free book-gifting scheme. Your child will receive a book from our continually updated library every month **ABSOLUTELY FREE!** Register now at [this link](#).