



Learning and Teaching in the EYFS - What English Subject Leaders Need to Know about Reading

School Readiness Intent: At St Francis CE Primary School, we will endeavour to provide high quality English skills that will provide children with a voice to share their ideas and emotions with the world. The English curriculum is intrinsic to education as it entails the teaching of how to speak, read and write fluently and confidently, to ensure a child's development into a participating and productive member of society. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

EYFS Intent: Before children become readers, they need to be confident communicators with a wide vocabulary and a secure understanding of language. Their listening skills need to have developed so that they can hear the sounds and syllables in words (phonological awareness). Children's past experiences will help them to understand that print carries meaning and they will have watched others modelling, enjoying and retrieving information from reading.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for speaking and listening within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Birth to Three and Four-Year-Olds and Reception to match the programme of study for Reading. The most relevant statements for Reading are taken from the following areas of learning:

- Communication and Language
- Literacy
- Physical Development (for the younger children)

Literacy/English – Reading Skills Progression Map



EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Birth to Three Nursery 	Literacy: Reading	• Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props.	Children will be read and told stories written by different authors. When reading stories children will be given opportunities to join in by repeating key words or repetitive phrases. Traditional tales are shared and children will be able to use small world toys and role play areas to re-enact key parts. We have Core Stories each term. Copies of the story are sent home for parents to borrow. Strong links are also made with EAD as children act out stories through role-play activities, taking on roles and using the repetitive language of the story during their play. Core story – advertised on notice board, listed in monthly nursery newsletters, YouTube links to the story are also sent to parents/carers so that all parents/carers know which story we are doing. Core story is displayed on the Working Wall, with pictures, photos, labels, captions and key vocabulary.
	Physical Development: Moving and Handling	• Turns pages in a book, sometimes several at once. • May be beginning to show preference for dominant hand.	Rhymes are used throughout the day as part of a daily routine e.g. washing hands, register time, tidy time, lining up and sitting in a circle. Poetry and songs are shared and repeated by the children. Each term, the children learn new key rhymes – pictures of the rhymes are shown on the rhyme board. Each rhyme has hands-on resources to reinforce learning and understanding.

Literacy/English – Reading Skills Progression Map

EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Three to Four Year Olds Nursery 	Literacy – Reading:	• Understand the five key concepts about print: - print has meaning - print can have different purposes - we can read English text from left to right and from top to bottom - the names of different parts of a book - page sequencing • Develop their phonological awareness, so that they can:- - spot and suggest rhymes - count or clap syllables in words - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary.	Children can recognise and find their name and put it on to the register in their Key Group area, reinforced with name and photograph on the wall. Practitioners use ‘Story Talk Time’ to support children's understanding of books, tailored to suit each Key Group. Children will be read and told stories written by different authors, the children will be given opportunities to join in by repeating key phrases and keywords. Children take part in 1:1 and small group reading activities to encourage reading from left to right. We have Core Stories for each term; copies of the story are sent home for parents to borrow. Strong links are also made with EAD as children act out stories through role-play activities, taking on roles and using the repetitive language of the story during their play. Core stories – advertised on notice board, listed in monthly nursery newsletters, so all parents/carers know which story we are doing. Core story is displayed on the Working Wall, with pictures, photos, labels, captions and key vocabulary. Rhymes are used throughout the day as part of a daily routine e.g. washing hands, tidy up time, sitting on the carpet and Key Group song. Overtime children join in with the familiar rhymes. Rhyme board and rhyme of the week is in continuous use. Poetry and songs are shared and repeated by the children building up a bank they can recall from memory. Rhyme of the week is sent home with a YouTube link.
	Communication and Language	• Enjoy listening to longer stories and can remember much of what happens. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Use a wider range of vocabulary.	Children access different reading areas: library area, large carpet area, home corner and one outside under the shelter. Children can select and change their library book each week – focus on holding the book correctly, looking at the front cover, turning pages in order, looking at illustrations and print for meaning. Children share books at home with family. Children can point out and read logos and signs in the setting, reinforcing the concept that ‘I can read!’ Key vocabulary and speech bubbles noting the child’s voice/comments are shared with the children and then it is displayed on the Learning Wall or around the setting. Rhyme of the week sent home each week, with YouTube link so parents can help their child learn the rhyme at home and sing it in their home language. Children are given simple instructions to follow in games, such as ‘Simon Says’ or ‘Copy me do’ to encourage listening skills. Parents attend phonics workshops and receive ‘Phonics in the Nursery’ booklet. Staff follow - Supersonic Phonic Friends Synthetic Phonics Programme – Firm Foundations for Nursery.

Literacy/English – Reading Skills Progression Map

EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Reception 	Literacy: Reading	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Children visit the school library every week and have their own classroom reading area inside and outside where they can explore books, hold them correctly and begin to read sounds and words that they recognise. Drawing Club occurs daily. Children focus on a new story each week. The children are encouraged to read the story and be creative and innovative through drawing activities. Supersonic Phonic Friends Synthetic Phonics Programme is taught systematically through a mastery whole class approach, then in smaller groups. Parents/carers attend Phonics Workshops and receive 'Phonics in Reception' pack. Teachers/EYSWs share new vocabulary and ask questions to support children's understanding of what has been read. Vocabulary is then displayed. Author boxes are rotated so children have the opportunity to listen to stories by the same authors and draw on similarities and differences.
	Communication and Language	• Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Engage in story times. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Guided reading lessons are introduced in the Spring term to encourage independent reading of words and simple sentences. The children are asked carefully planned questions about what they have read and their understanding of texts. 1: 1 reading of phonetically decodable texts takes place at least once a week to encourage independent reading and comprehension skills. Carefully chosen phonetically decodable texts are sent home for children to read each week.

Literacy/English – Reading Skills Progression Map

EYFS Stage	Areas of Learning		Development Matters
Early Learning Goals	Literacy	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 words.
	Literacy 	Comprehension	• 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.
	Communication and Language:	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

The Characteristics of Effective Learning and Teaching

Playing and exploring Engagement: • Finding out and exploring • Playing with what they know • Being willing to 'have a go'	Active Learning Motivation: • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do 	Creating and thinking critically Thinking: • Having their own ideas • Making links • Choosing ways to do things 
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