

# Reading Learning in EYFS: What English Subject Leaders Need to Know

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 Birth to 5 Matters are prerequisite skills for reading 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 Birth to 5 Matters age ranges for Range 1 through to Range 6 and the Early Learning Goals for Reception to match the programme of study for reading.

The most relevant statements for reading are taken from the following area of learning:

- Communication and Language
- Literacy
- Expressive Arts and Design
- Understanding the World

| Reading: Word Reading |                   |  |
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| 2 year old provision  | Literacy, Reading | <ul style="list-style-type: none"> <li>• Handles books, printed and digital reading material with interest</li> <li>• Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> </ul>   |
| Nursery               | Literacy, Reading | <ul style="list-style-type: none"> <li>• Begins to develop phonological and phonemic awareness</li> <li>• Shows awareness of rhyme and alliteration</li> <li>• Recognises rhythm in spoken words, songs, poems and rhymes</li> <li>• Claps or taps the syllables in words during sound play</li> <li>• Hears and says the initial sound in words</li> <li>• Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital</li> </ul> |

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|                 |          | <p>screens and environmental print)</p> <ul style="list-style-type: none"> <li>● Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>●</li> </ul>  |
| Reception - ELG | Literacy | <p>Word Reading</p> <ul style="list-style-type: none"> <li>● Starts to link sounds to letters, naming and sounding the letters of the alphabet</li> <li>● Begins to develop phonological and phonemic awareness</li> <li>● Hears and says the initial sound in words</li> <li>● Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>● Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>● Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example</li> <li>● Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>● Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>● Children can read all Set 1 RWI sounds including special friends</li> <li>● Children can orally blend/ Fred talk</li> <li>● Children can read CVC words (1.1 - 1.5).</li> <li>● Children can read some high frequency (red) words.</li> <li>● Children can read simple phrases ‘Ditty stories’ (RWI expectation).</li> <li>● Children can read 3 sound words including special friends and 4 sound words (1.1-1.7). (RWI expectation).</li> <li>● Children can read simple sentences ‘Red books’ (RWI expectation).</li> <li>● Children can read 3 and 4 sound words and nonsense words using learnt sounds (RWI expectation).</li> <li>● Children can read the first 6 Set 2 sounds (RWI expectation).</li> <li>● Children can read longer words and nonsense words using learnt sounds. (RWI expectation).</li> <li>● Children can read simple sentences ‘green books’ (RWI expectation).</li> <li>● Read a few common exception words matched to the school’s phonic programme.</li> <li>● Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>● Read words consistent with their phonic knowledge by sound-blending.</li> <li>● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> |

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| 2 year old provision | Literacy, Reading |               | <ul style="list-style-type: none"> <li>• Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes</li> <li>• Responds to sounds in the environment such as cars, sirens and birds</li> <li>• Begins to join in with actions and sounds in familiar song and book sharing experience</li> <li>• Is interested in and anticipates books and rhymes and may have favourites</li> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a</i></li> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> </ul>  |
| Nursery              | Literacy, Reading |               | <ul style="list-style-type: none"> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a</i></li> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a</i></li> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> </ul> |
| Reception - ELG      | Literacy          | Comprehension | <ul style="list-style-type: none"> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Children are able to answer simple questions when listening to a story at story time. E.g. How does Squirrel feel? What happened to the Alligator's picture?</li> <li>• With support of images in the text, children can talk about the main story settings, events and principal</li> </ul>  |

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|  |  |  | <p>characters.</p> <ul style="list-style-type: none"> <li>• Children are able to anticipate what might happen next in the story with support and discussion.</li> <li>• Is able to recall and discuss stories or information that has been read to them and they have read.</li> <li>• Children are able to retell familiar stories using their own words.</li> <li>• Children are able to answer questions about stories they have heard and books they have read.</li> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> |
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| Reading opportunities in EYFS |   |
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| <b>Pre-school (2's)</b>       |   |
| <b>Nursery</b>                |   |
| <b>Reception</b>              | <ul style="list-style-type: none"> <li>• Daily Communication, Language, and Literacy lessons are based around high quality texts.</li> <li>• Children are given opportunities to read both independently and with adult support daily throughout continuous provision</li> <li>• Books are a prominent feature of continuous provision, giving the children lots of opportunities to 'bump into a book'.</li> <li>• Daily book voting with discussions relating to why children chose the particular book</li> <li>• Teachers read at least two stories per day; one linked to the current topic and one 'favourite' story that will be repeated regularly. Book talk, comprehension discussions, choral responses, repeating refrains and specific vocabulary discussions form each shared reading opportunity.</li> <li>• Daily phonics RWI lessons, pinny time and speed minutes</li> <li>• Children take home a RWI phonics book to read at home weekly alongside a reading for pleasure book.</li> <li>• Children engage in 1:1 reading with the class teacher at least once a week and more often for children that need additional support/do not read regularly at home</li> <li>• Reading group work twice a week</li> </ul> |