Reading in Nursery

End of EYFS Expectations (by the end of Reception)

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| Decoding/ Phonics | Read some common irregular words.  Use phonic knowledge to decide regular words & read aloud accurately. |
| Patterns and Rhymes | Identify rhymes and alliteration.  Join in with rhyming patterns. |
| Comprehension and Understanding | Read & understand simple sentences.  Demonstrate understanding when talking with others about what they have read. |
| Prediction, inference & deduction | Make basic predictions. |
| Research | Identify start and end of a sentence. |

Long Term Plan

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| Remembering stories & Drawing recognisable pictures  **Key texts:**  It was a Cold Dark Night  The Three Little Pigs  Goldilocks and the Three Bears  Owl Babies  The Nativity Story | Re-telling stories & Writing own name  **Key texts:**  Jack and the Beanstalk  The Very Hungry Caterpillar  The Enormous Turnip  Ten Tiny Seeds  Titch | Adapting known stories/creating narratives & recording for a purpose  **Key texts:**  The Gingerbread Man  The Three Billy Goats Gruff  Mister Seahorse  The Rainbow Fish  Shark in the Dark |

Progression for reading across school

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| Word reading, phonics and decoding | To enjoy rhyming and rhythmic activities.  To show an awareness of rhyme and alliteration.  To recognise rhythm in spoken words. |
| Word reading – common exception words |  |
| Word reading – fluency | To show interest in illustrations and print in books and print in the environment.  To recognise familiar words and signs such as own name and advertising logos.    To look and handle books independently (holds books the correct way up and turns pages). |
| Meaning of words | To enjoy rhyming and rhythmic activities.    To show an awareness of rhyme and alliteration.    To recognise rhythm in spoken words.    To show interest in illustrations and print in books and print in the environment.    To recognise familiar words and signs such as own name and advertising logos.    To look and handle books independently (holds books the correct way up and turns pages).    To build up vocabulary that reflects the breadth of their experiences. |
| Retrieval | To listen to stories with increasing attention and recall.    To anticipate key events and phrases in rhymes and stories.    To begin to be aware of the way stories are structured.  To describe main story settings, events and principal characters. |
| Inference | To suggest how a story might end.    To begin to understand ‘why’ and ‘how’ questions |
| Prediction | To suggest how a story might end.    To begin to understand ‘why’ and ‘how’ questions |

Suggested Reading Lists

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| Author | Title |

J Donaldson, A Scheffler Stick Man

J Donaldson, A Scheffler The Snail and the Whale

Shirley Hughes Dogger

Shirley Hughes The Big Concrete Lorry

David McKee Not Now, Bernard

Maurice Sendak Where The Wild Things Are

Elfrida Vipont The Elephant and the Bad Baby

Martin Waddell Once There Were Giants

Margaret Wise Brown Goodnight Moon

Lynley Dodd Hairy Maclary

Kim Lewis My Friend Harry

Nick Butterworth The Whisperer

Benedict Blathwayt The Little Red Train

Anthony Browne Gorilla

Doreen Cronin Click Clack Moo Cows that type

Claire Freedman, Ben Cort Aliens Love Underpants

James Mayhew Katie and The Dinosaurs

Nick Sharratt Shark in the Park

Roger Hargreaves Mr Men (series)

Rebecca Hunter I am a Police Officer People Who Help Us

Beatrix Potter The Tale of Peter Rabbit (series) Chris Wormell George and the Dragon

Links to Oxford Owl

There are lots of ebooks for your children to enjoy on the following link: https://home.oxfordowl.co.uk/reading/free-ebooks/