

Pre-Curriculum Reading Steps

	<u>Sound Discrimination</u>	<u>Phonetic Knowledge/ Word Reading</u>	<u>Comprehension</u>
<u>Step 3</u>	<ul style="list-style-type: none"> - Turns towards familiar sounds, such as their name or the voice of a familiar adult. - Identify the person who is speaking. - Enjoys listening to familiar sounds, such as toys or songs. - Begins to imitate sounds that they hear. - Can recognise common sounds and name them, e.g. ambulance, dog, car etc. 	<ul style="list-style-type: none"> - Enjoy sharing books with an adult. - Begins to understand the order of some letters in the alphabet. - Can point to some letters of the alphabet when named. - Engages with adults during alphabet songs. 	<ul style="list-style-type: none"> - Understand single words in context – ‘cup’, ‘milk’, etc. - Listen to simple stories and understand what is happening with the help of the pictures. - Is interested in and anticipates books and rhymes and may have favourites. - Begins to join in with actions and sounds in familiar song and book sharing experience. - Engages with a picture which is the focus of an adult. - Listen and respond to simple instructions.
<u>Step 4</u>	<ul style="list-style-type: none"> - Recognises an increasing number of sounds. - Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a... - 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. - Recognises words with the same initial sound, such as money and mother. 	<ul style="list-style-type: none"> - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. - Engages with adults during alphabet songs and begins to join in with some letters. 	<ul style="list-style-type: none"> - Pay attention and respond to the pictures or the words. - Ask questions about the book. - Makes comments and shares their own ideas. - Repeats and uses actions, words or phrases from familiar stories. - Develop play around favourite stories using props.

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<u>Step 5</u>	<ul style="list-style-type: none"> - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Recognises rhythm in spoken words, songs, poems and rhymes. - Shows awareness of rhyme and alliteration - Claps or taps the syllables in words during sound play. - Can identify items from a selection when given the initial sound. 	<ul style="list-style-type: none"> - Can name the letters of the alphabet and joins in with alphabet songs. - Shows interest in illustrations and words in print and digital books and words in the environment. - Read individual letters by saying the sounds for them. - Read some letter groups that each represent one sound and say sounds for them. - Recognises familiar words and signs such as own name, advertising logos and screen icons. - Knows that print carries meaning and, in English, is read from left to right and top to bottom. - Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). - Begins to develop phonological and phonemic awareness and works with an adult to identify sounds using sound buttons. - Hears and says the initial sound in words. - Understands that print has meaning. 	<ul style="list-style-type: none"> - Listens to and joins in with stories and poems, when reading one-to-one and in small groups. - Enjoys listening to longer stories and can remember much of what happens. - Begins to be aware of the way stories are structured, and to tell own stories. - Talks about events and principal characters in stories and suggests how the story might end. - Looks at and enjoys print and digital books independently. - Handles books and touch screen technology carefully and the correct way up with growing competence. - Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. - Understands a question or instruction that has two parts.

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<u>Step 6</u>	<ul style="list-style-type: none"> - Begins to count or clap syllables in words. - Continues a rhyming string and identifies alliteration. - Listens carefully to rhymes and songs paying attention to how they sound. 	<ul style="list-style-type: none"> - Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example. - Hears and says or names the initial and final sound in words. - Blend sounds into words, so that they can read short words made up of known lettersound correspondences - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. - Starts to link sounds to letters, naming and sounding the letters of the alphabet. - Read a few common exception words matched to the school's phonics programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Knows that books are red left to right and top to bottom. 	<ul style="list-style-type: none"> - Enjoys an increasing range of print and digital books, both fiction and non-fiction. - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. - Describes main story settings, events and principal characters in increasing detail. - Re-enacts and reinvents stories they have heard in their play. - Knows that information can be retrieved from books, computers and mobile digital devices. - Is able to recall and discuss stories or information that has been read to them, or they have read themselves. - Understands 'why' questions like, 'Why do you think the character is sad?' - Can use clues from the picture to predict what is going to happen.

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<u>Step 7</u>	<ul style="list-style-type: none"> - Recognises how many syllables are in a word. - Sing a large repertoire of songs. - Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> - Recognises the five vowels and can name them. - 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. 	<ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. - Offer explanations for why things might happen, making use of recently introduced vocabulary. - Make use of props and materials when role playing characters in narratives and stories. - Listen attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. - Begin to explain why they prefer some books to others commenting on pictures, character or story.