



These are the requirements extracted from *Development Matters in the Early Years Foundation Stage (EYFS)*

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Literacy: Reading			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. 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. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of 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. 	<ul style="list-style-type: none"> Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols. Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books. Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. Remember not all languages have written forms and not all families are literate either in English, or in a different home language. Discuss with children the characters in books being read. Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences. Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents. 	<ul style="list-style-type: none"> Provide some simple poetry, song, fiction and non-fiction books. Provide fact and fiction books in all areas, e.g. construction area as well as the book area. Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves. Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others. Create an environment rich in print where children can learn about words, e.g. using names, signs, posters. When children can see the text, e.g. using big books, model the language of print, such as <i>letter, word, page, beginning, end, first, last, middle</i>. Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake. Ensure access to stories for all children by using a range of visual cues and story props.
 40-60+ months	<ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> Discuss and model ways of finding out information from non-fiction texts. Provide story sacks and boxes and make them with the children for use in the setting and at home. Encourage children to recall words they see frequently, such as their own and friends' names. Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' Play games like word letter bingo to develop children's phoneme-grapheme correspondence. Model to children how simple words can be segmented into sounds and blended together to make words. Support and scaffold individual children's reading as opportunities arise. 	<ul style="list-style-type: none"> Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT). Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. Provide story boards and props which support children to talk about a story's characters and sequence of events. When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books. Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. Provide some simple texts which children can decode to give them confidence and to practise their developing skills.

Early Education would like to acknowledge Helen Mylett and Nancy Stewart, Associates of Early Education for their work in producing this document and is grateful to all the early years practitioners, academics and organisations who generously gave them such helpful support, challenge, advice and feedback during the process.

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This document is also available from our website at www.early-education.org.uk

ISBN 978-0-904-187-57-1
EAN 9780904187571

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Supported by
Department for Education

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Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.