





Bridging from EYFS into Year One - Reading

Beginning in **Early Years** children will develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. From **Key Stage 1**, the Reading Curriculum at Stanley Grove is designed to give children a firm grasp of both word reading and comprehension. The National Curriculum aims to ensure all pupils: read easily, fluently and with good understanding. Develop the habit of reading widely and often for both pleasure and information. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic convention for reading, writing and spoken language. Appreciate our rich and varied literary heritage and use discussion in order to learn; elaborate and explain clearly their understanding and ideas. As well as this, be competent in the art of speaking and listening.

Reading Strands	End of Nursery 	ELG End of Reception 	Year One
<p>Comprehension - Developing a passion for reading</p> 	<ul style="list-style-type: none"> *Children to ask for a specific story several times and be able to identify their favourite character and explain why, for example; 'I like the cat because it's funny!' *Children to start to select books in their play and role-play telling a story. *Children to know vocab/ names of familiar objects, people, places, events things and be able to use some descriptive language, for example to describe imaginary characters, places. Children to identify before and after when describing events, (start with after, then before) *Children be able to order two events, using 'and' then, moving onto before. *Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> *Children will be motivated to read and choose books independently. *They will show sustained interest in the books they are reading and laugh at humour in a story. *They will also choose to read as part of their free play. *They should enjoy listening to stories and be able to orally express opinions about their favourite books, explaining why they like it. *Children should be able to compare stories and characters. <p>ELG - *Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<ul style="list-style-type: none"> *develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently *being encouraged to link what they read or hear to their own experiences *becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases *learning to appreciate rhymes and poems, and to recite some by heart *discussing word meanings, linking new meanings to those already known

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	<p>*Children to start to answer questions about the story, talking about places, people and important things that are happening in stories.</p> <p>* Children retell verbally well-known stories, including Goldilocks and the Three Bears, The Gingerbread Man.</p>	<p>*Children will anticipate – where appropriate – key events in stories</p> <p>*Children will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>*understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done</p> <p>*predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>*explain clearly their understanding of what is read to them</p>
<p>Word Reading</p>  <p><small>shutterstock.com - 59088139</small></p>	<p>* Children will begin to name the letters in their first name.</p> <p>*Children will recognise and read their name, distinguishing it from others</p> <p>*Children will have developed their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>*Children will have completed Phase 1 Phonics</p>	<p>*Children will read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>*Children will re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>* Children will spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>ELG -</p> <p>*Children will say a sound for each letter in the alphabet and at least 10 digraphs;</p>	<p>*Children will read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>*Children will accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>*Children will reread texts to build up fluency and confidence in word reading.</p> <p>*Children will apply phonic knowledge and skills as the route to decode words.</p> <p>*Children will blend sounds in unfamiliar words using</p>

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	<p>*Children will be able to segment and blend cvc words orally.</p> <p>*Children will understand the five key concepts about print:</p> <ul style="list-style-type: none">• print has meaning• print can have different purposes• we read English text from left to right and from top to bottom• the names of the different parts of a book• page sequencing <p>*Children will engage in extended conversations about stories, learning new vocabulary.</p>	<p>*Children will read words consistent with their phonic knowledge by sound-blending;</p> <p>*Children will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>the GPCs that they have been taught.</p> <p>*Children will respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>*Children will read words containing taught GPCs.</p> <p>*Children will read words containing -s, -es, -ing, -ed and -est endings.</p> <p>*Children will read words with contractions, e.g. I'm, I'll and we'll.</p>
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