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| Nursery  DFE Validated  Systematic Synthetic Phonics Scheme used is: | Statutory EYFS Educational Programme: Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures   * Enjoy sharing books with an adult. * Pay attention and respond to the pictures or the words. * Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. * Repeat words and phrases from familiar stories. * Ask questions about the book. * Make comments and shares their own ideas. * Develop play around favourite stories using props. * Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. * Say some of the words in songs and rhymes. * Copy finger movements and other gestures. * Sing songs and say rhymes independently, for example, singing whilst playing. * Spot and suggest rhymes * Count or clap syllables in a word |
| Reception  DFE Validated  Systematic Synthetic Phonics Scheme used is: | * Comprehension ELG Children at the expected level of development will: * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - * Anticipate – where appropriate – key events in stories; * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. * Word Reading ELG Children at the expected level of development will: * 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. |