

Reading linked to listening, understanding and speaking

Early learning goal: reading

Highlighted vocabulary from NC

Comprehension

Highlighted vocabulary from LEAP

- ☼ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently taught vocabulary
- ☼ Anticipate (where appropriate) key events in stories
- ☼ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play

Word reading

- ☼ Say a sound for each letter of the alphabet and at least 10 digraphs
- ☼ Read words consistent with their phonic knowledge by sound blending

Early learning goal: communication and language

Listening, attention and understanding

- ☼ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- ☼ Make comments about what they have heard and ask questions to clarify their understanding
- ☼ Hold conversation when engaged in back and forth exchanges with their teacher and peers

Speaking

- ☼ Participate in small group, class and one-one discussions, offering their own ideas, using recently introduced vocabulary
 - ☼ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- ☼ Express their ideas and feelings about experiences using full sentences, including past, present and future tenses and making conjunctions, with modelling and support from the teacher

Reading

Listening, attention and understanding

The children have talk partner for whole class input and are asked to talk to their partners in all adult led lessons. The children have lots of opportunities to think and share their thoughts and ideas during direct teaching, for example, calling out answers, whispering answers, discussing questions with their partner/in a small group, showing their answer using a wipe board or by using their fingers/number fan/Numicon. We ensure that all children are included and are able to think and feedback to the teacher. This might include rebus symbols and/or Makaton with support from a practitioner.

Speaking

One of our non-negotiables is to always model full sentences throughout the day (MTYT, TYP, in play and whole class)
FS children have lots of time to talk throughout day with and without their teacher.

Retelling stories, understand new vocabulary and apply it during discussions (play, adult, whole class, groups and at home)

Planned vocabulary
Planned story and linked non-fiction text
Planned poem, song or rhyme
Planned act out lesson
Planned reciprocal reading
Story maps, mark making and story writing

Phonics

Fidelity to the RWI programme
Two one to one tutors for F2
Extra assessments for lower groups
Assessments every half term
Practice sessions for the team
Fred talk throughout the day
Flash sounds throughout the day

Vocabulary

- | | |
|---------------|----------------|
| ☼ Read | ☼ Predict |
| ☼ Book | ☼ Summarise |
| ☼ Precious | ☼ Enquire |
| ☼ Look after | ☼ Story |
| ☼ Act out | ☼ How |
| ☼ Non-fiction | ☼ Predict |
| ☼ Fiction | ☼ Question |
| ☼ Poem | ☼ Why |
| ☼ Rhyme | ☼ When |
| ☼ Song | ☼ What |
| ☼ Story map | ☼ Who |
| ☼ Mark making | ☼ Talk |
| ☼ Writing | ☼ Talk partner |
| ☼ Sounds | ☼ Listen |
| ☼ Letters | ☼ Interaction |
| ☼ Words | ☼ First |
| ☼ Title | ☼ Next |
| ☼ Author | ☼ Then |
| ☼ Illustrator | ☼ Past |
| ☼ Clarify | ☼ Present |
| | ☼ Future |

Step on words

Phoneme
Digraph
Trigraph
Blurb
Blend
Segment

Topics	Books
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Topics and books are on other ELG overviews

LEAP

Words are on other ELG overviews

<u>LEAP words</u>	<u>Vocabulary for all</u>	<u>Step on words</u>
<p>Words we teach through provision and direct teaching to make sure that those who are under speech and language, EAL and/or working below age related expectations, are able to understand stories, rhymes, poems, songs, facts, follow instructions and join in with back and forth interactions with their teacher and peers.</p>	<p>Words we teach to all children through books, rhymes, poems, songs and all other direct teaching such as rainbow talk, circle time or collective worship.</p>	<p>Words that we teach to children who are ready to be exposed to vocabulary beyond LEAP and vocabulary for all. These words might have come from either word aware, year 1 project, national curriculum or have been selected by the teacher in relation to something that has happened/happening in the moment.</p>
<u>Displays and support for practitioners</u>		
<p>These words are on wipe boards in areas around the classroom for practitioners to remember to use. These are updated when the words already displayed are being used by the children.</p>	<p>These words are displayed around the board in F2 and on the blue currently learning board in F1. When these words have been taught, they will go onto the class reading display, then into a book for children to refer back to 'Our reading journey class book'</p> <p>These words are also on wipe boards for practitioners to use.</p>	<p>These words are on wipe boards in areas around the classroom for practitioners to use. We don't necessarily expect children to fully understand these words, e.g. carnivore, but it is good for children to be exposed to these words in readiness for year one.</p>

Speedy reading box- whole class F2

The children are expected to read words at speed to progress into the higher RWI groups (new 2022 RWI assessments) Autumn 2 onwards, F2 teachers to teach the children to read the decodable words 1.1-1.5 speedily. Speedy reading box to be attached on the board with green words to read at speed. Practice reading speedy words steps: special friends>Fred talk>read the word. Fred in your head. Read speedily.

Words we love

Words we love displays are used to display words that have come from play in the moment.

EYFS book focus long term plan

<p>Reading plan structure</p> <p><i>Note: some books will run over if the children are really engaged with the text, and/or some books may have more than 1 'planned lesson.'</i></p>	<p>Book selection: Teachers only. Teachers will plan books for a particular purpose (curriculum: seven areas of learning/ characteristics of learning, following a current interest, or problem in the class i.e. sharing)</p> <p>Key vocabulary is planned and prepared. Hooks are planned and prepared here (a letter from the giant, a large beanstalk, teacher dressed as Goldilocks)</p> <p>Rationale: teachers cover the seven areas of learning largely through books, storytelling, small world and acting out.</p>
Lesson 1	<p>Engagement: Use of props/objects and/ or dressing up (adult.)</p> <p>Read 1 listen: children hear the story from the beginning to the end without stopping or questioning.</p> <p>Key vocabulary is taught here and referred to on the display (action, written word, image)</p> <p>Rationale: The hook will bring the book to life and get the children excited about the story. The children will hear how a story is structured and make their own decisions about the stories dilemma.</p>
Lesson 2	<p>Read 2 join in: children will join in with repeated refrains and emphasis key vocabulary whilst reading.</p> <p>Key vocabulary is recapped here and referred to on the display (action, written word, image)</p> <p>Rationale: The children will practise speaking using key words, phrases and sentences.</p>
Lesson 3	<p>Planned lesson: depending on why the teacher chose the book, will determine what lesson/lessons are planned here.</p> <ul style="list-style-type: none"> • Area of learning strand • Talk and reciprocal reading: summarise, predict, enquire, clarify • Writing <p>Key vocabulary is recapped here and referred to on the display (action, written word, image)</p> <p>Rationale: The children will have a deeper understanding about the book linked to the progression steps towards the statutory early learning goals</p>
Lesson 4	<p>Read 3 act out: the staff, or the children act out the story using props, or themselves. At the beginning of the year, staff model acting out the book. Throughout the year, this is built up so that the children act out the book themselves as much as possible.</p> <p>Key vocabulary is recapped here and referred to on the display (action, written word, image)</p> <p>Rationale: The children will apply their knowledge and understanding of the book using key vocabulary. The children will be able to practice acting out the story after the lesson has finished.</p>
Lesson 5	<p>Linked text: teachers plan a book that links, this could be non-fiction if the planned book is fiction</p> <p>Key vocabulary is identified in the linked text (no extra)</p> <p>Rationale: The children will find out more information about the topic.</p>
Lesson 6	<p>Songs, rhymes and poems linked to the book</p> <p>Key vocabulary is identified in the songs, poems and rhymes</p> <p>The children will listen to and join in with songs, poems and rhymes that link to the book.</p>
Lesson 7	<p>Engagement: vote for a reading for pleasure book once per week not necessarily linked to the book or vocabulary.</p> <p>Rationale: The children will vote for a book that they would like to listen to.</p>

WAGOLL

Reading plan structure

Note: some books will run over if the children are really engaged with the text, and/or some books may have more than 1 'planned lesson.'

Book selection: Goldilocks to model writing (summer term example) or the very hungry caterpillar to teach healthy eating (Autumn 1 term example)

Goldilocks broad aim: **to know the story of Goldilocks and model writing**

Success criteria: **to know how to write a sentence. (know) To write a simple sentence using spaces and Fred fingers for spelling (do)**

Key vocabulary

Goldilocks key words for writing: first, next, then, once upon a time (vocabulary from reading plan)

Words they will write phonetically: mum, dad, chair, forest, bed, bowl, hot, big

Hungry caterpillar broad aim: **to understand what it feels like to be hungry and how to make healthy choices**


Success criteria: **to know that some foods have lots of fat and sugar in and others have less, meaning that some foods are healthier than others. To know the names of some fruit and vegetables. (know) Children to access the snack area when they feel hungry and make healthy snack choices (do)**

Hungry caterpillar: hungry, fruit, vegetables, sugar, fat, healthy, unhealthy

Rationale: Goldilocks linked to literacy: writing. To teach writing captions, sentences and short stories. To model using Fred fingers for spelling, reading and checking and spaces between words. Teach writing rubric. In order to write about the story they need to know it.

going for green	Rubric for writing a sentence	pupil	Teacher
			
	Say your sentence		
			
	Clap your sentence		
			
	Fred fingers for spelling		
			
	Finger spaces		
			
	Read and check		

Hungry caterpillar linked to PSED: managing self. Teach the children the word hungry and what it feels like. Add hungry to our feelings display. Explain the snack area and that whenever they feel hungry, they can help themselves to snack. Link looking after their teeth to this book and tooth brushing club.

Lesson 1	<p>Engagement: dressed up as Goldilocks. Hungry caterpillar soft toy, food, cocoon and butterfly</p> <p>Read 1 listen: children hear the story from the beginning to the end without stopping or questioning.</p>
Lesson 2	<p>Read 2 join in: children will join in with repeated refrains and emphasis key vocabulary whilst reading. Actions/signs for words where possible</p>
Lesson 3	<p><u>Goldilocks</u></p> <ol style="list-style-type: none"> 1. Discuss the writing rubric and add actions for each one. Picture on the board from the book. TTYP what can you see? Full sentences I can see... Feedback sentences. Choose one to write on the board together using the writing rubric. Hold a sentence- write together and check against their own rubrics 2. Story map Draw a story map together using key vocabulary to retell the story Orally rehearse the story using actions 3. Model writing the story using a large paper book at the front Model making and writing a small version of the story <p><u>Hungry caterpillar</u></p> <ol style="list-style-type: none"> 1. Rainbow talk taste: tasting and sorting fruits and vegetables 2. Sorting healthy and unhealthy foods to make a display in the snack area
Lesson 4	<p>Read 3 act out: Goldilocks- teacher as Goldilocks. Props: home corner chairs, table, bowls, spoons, beds</p>  <p>Hungry caterpillar: TA as the caterpillar teacher and children as the narrators</p>
Lesson 5	<p>Goldilocks linked text- book written by the teacher using simple sentences that the join can join in and read.</p>



	Hungry caterpillar linked text- non-fiction healthy and unhealthy foods
Lesson 6	<u>Goldilocks</u> Goldilocks song Goldilocks and the three bears poem by Roald Dahl <u>Hungry caterpillar</u> Tiny caterpillar on a leaf song Brush your teeth song Wash your hands song Cauliflowers fluffy by Lizzy Hardingham

Progression

F1 autumn

Sits for 5 minutes at group time
Begins to show an interest in talking to adults and children during play
Shows an interest in singing/saying nursery rhymes
Shows an interest in listening to stories
Knows where books are in nursery

F2 autumn

Sits and joins in for 5+ minutes at group time and knows who their talk partner is
Talks to adults and children using 3 key words during play
Knows some words to some nursery rhymes and songs
Knows some stories well and can join in with the main parts of the story
Knows where to find a book and where to put it back
Knows that books are precious
Knows what a title is and where to find it (front cover)
Knows the title of their favourite book
Knows and remembers 25 single letter sounds and can hear blending

F1 spring

Sits and joins for 5 minutes at group time
Talks to adults and children during play
Knows some nursery rhymes and songs
Begins to join in with repeated refrains from stories
Knows where books and that they don't belong on the floor or in the paint/water/mud/sand
Knows what a title is

F2 spring

Sits, joins in and begins to talk to their partner
Talks to adults and children using full sentences/phrases during play
Knows many nursery rhymes and songs off by heart
Knows many stories and can join in with the main parts of the story
Selects, looks at and puts back books carefully
Knows that books are precious
Knows what a title is and where to find it
Knows that authors write books
Knows and remembers 25 single letter sounds and some digraphs reads red ditty books

F1 summer

Sits and joins in for 5+ minutes at group time
Talks to adults and children using 3 key words during play
Sits, joins in and talks to their partner using short phrases/sentences
Knows some words to some nursery rhymes and songs
Knows some stories well and can join in with the main parts of the story
Knows where books are and where to return them after looking at them
Knows that books are precious
Knows what a title is and where to find it (front cover)
Knows and remembers some picture cards from RWI e.g. caterpillar

F2 summer

Sits, joins in and talks to their partner using recently taught vocabulary
Talks to adults and children using full sentences and uses taught vocabulary
Knows many nursery rhymes, songs, stories and poems
Performs songs, stories, rhymes and poems with or without props and others
Knows and can change stories to make them their own (e.g. the naughty train instead of bus)
Looks after books and encourages others to do the same
Knows what a title is and where to find it
Knows that authors draw the pictures in a book
Knows and remembers all 25 single letters and at least 10 digraphs and reads green storybooks