

	Nursery	Reception
Decoding	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words • 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 • Read a few common exception words matched to the school's phonic programme.
Range of Reading		<ul style="list-style-type: none"> • Discuss stories, non-fiction, rhymes and poems.
Familiarity with Texts	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing 	<ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Poetry and Performance	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Sing a large repertoire of songs. • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. 	<ul style="list-style-type: none"> • Learn rhymes, poems and songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Word Meanings		<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Understanding	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • 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
Inference	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Prediction		<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories.
Non-fiction		<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
Discussing Reading	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • 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.