**EYFS and Reading at Hayward’s Primary School**

The EYFS Framework is structured differently to the National Curriculum. It is organised across seven areas of learning rather than subject areas, which all interlink. This document shows how the skills taught across the EYFS feed into National Curriculum subject of English, specifically Reading, and lend themselves to be the pre-requisite skills children need in this subject. The table below outlines the most relevant EYFS outcomes from 30-50 months, 40-60 months and the Early Learning Goals (ELGs), brought together from the EYFS Framework. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Learning (CoEL) which detail the ways in which children should be learning from their environment, experiences and activities. These also need to be considered when thinking about how the EYFS Framework links to a certain National Curriculum subject.

**The most relevant EYFS outcomes for Reading are taken from the following areas of learning:**

* **Communication and Language**
* **Literacy**
* **Expressive Arts and Design**

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| **Age Band/ELG** | **Area of learning** | | **Aspect of learning** | | **Outcomes/Skills/Learning** |
| **Reading: Word Reading** | | | | | |
| **Phonics and Decoding** | | | | | |
| 30-50 Months | | Literacy | | Reading | * To enjoy rhyming and rhythmic activities. * To show an awareness of rhyme and alliteration. * To recognise rhythm in spoken words. |
| 40-60 Months | | Literacy | | Reading | * To continue a rhyming string. * To hear and say the initial sound in words. * To segment the sounds in simple words and blend them together and know which letter represents some of them. * To link sounds to letters, naming and sounding the letters of the alphabet. |
| ELG | | Literacy | | Reading | * To use phonic knowledge to decode regular words and read them aloud accurately. |
| **Common Exception Words** | | | | | |
| ELG | | Literacy | | Reading | * To read some common irregular words. |
| **Fluency** | | | | | |
| 30-50 Months | | Literacy | | Reading | * To show interest in illustrations and print in books and print in the environment. * To recognise familiar words and signs, such as own name and advertising logos. * To look at books independently. * To handle books carefully. * To hold books the correct way up and turn pages. |
| Writing | * To ascribe meanings to marks that they see in different places. |
| 40-60 Months | | Literacy | | Reading | * To begin to read words and simple sentences. |
| Writing | * To begin to break the flow of speech into words. |
| ELG | | Literacy | | Reading | * To read and understand simple sentences. |

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| **Reading: Comprehension** | | | |
| **Understanding and Correcting Inaccuracies** | | | |
| 30-50 Months | Literacy | Reading | * To know that print carries meaning and, in English, is read from left to right and top to bottom. |
| 40-60 Months | Communication and Language | Understanding | * To understand humour, e.g. nonsense rhymes, jokes. |
| **Comparing, Contrasting and Commenting** | | | |
| 30-50 Months | Communication and Language | Listening  and Attention | * To listen to stories with increasing attention and recall. * To join in with repeated refrains and anticipate key events and phrases in rhymes and stories. |
| Literacy | Reading | * To listen to stories with increasing attention and recall. * To begin to be aware of the way stories are structured. * To describe main story settings, events and principal characters. |
| 40-60 Months | Communication and Language | Understanding | * To follow a story without pictures or props. |
| Literacy | Reading | * To enjoy an increasing range of books. |
| ELG | Communication and Language | Listening  and Attention | * To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. |
| Literacy | Reading | * To demonstrate understanding when talking with others about what they have read. |
| **Words in Context and Authorial Choice** | | | |
| 30-50 Months | Communication and Language | Speaking | * To build up vocabulary that reflects the breadth of their   experiences. |
| 40-60 Months | Literacy | Reading | * To use vocabulary and forms of speech that are increasingly   influenced by their experiences of books. |
| **Inference and Prediction** | | | |
| 30-50 Months | Literacy | Reading | * To suggest how a story might end. |
| Communication and Language | Understanding | * To begin to understand ‘why’ and ‘how’ questions. |
| ELG | Communication and Language | Understanding | * To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. |

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| **Poetry and Performance** | | | |
| 30-50 Months | Literacy | Reading | * To listen to and join in with stories and poems, one-to-one and also in small groups. |
| Communication and Language | Listening  and Attention | * To join in with repeated refrains in rhymes and stories. |
| Speaking | * To use intonation, rhythm and phrasing to make the meaning clear to others. |
| Expressive Arts and Design | Being Imaginative | * To develop preference for forms of expression. |
| 40-60 Months | Expressive Arts and Design | Being Imaginative | * To play cooperatively as part of a group to develop and act out a narrative. |
| ELG | Communication and Language | Speaking | * To express themselves effectively, showing awareness of listeners’ needs. |
| **Non-Fiction** | | | |
| 30-50 Months | Literacy | Reading | * To know that information can be relayed in the form of print. |
| 40-60 Months | Literacy | Reading | * To know that information can be retrieved from books and computers. |

* As well as the above, consider the age band development sheets (30-50 months and 40-60 months) and familiarise yourself with all areas of the EYFS framework as other areas of learning will also feed into Reading, for example, the area of Personal, Social and Emotional Development plays a significant role in children being able to feel confident to talk about their ideas etc.
* Look also at the Characteristics of Effective Learning (CoEL) and see how these might link to Reading.