

Literacy : Reading

Selection of linked objectives and ideas for supporting child development	Early Learning Goals	Useful Books
<p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Begins to develop phonological and phonemic awareness</p> <ul style="list-style-type: none"> - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <ul style="list-style-type: none"> - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i> 	<p>Ensure children can see written text, e.g. use big books, and model the language of print, such as <i>letter, word, page, beginning, end, first, last, middle.</i></p> <ul style="list-style-type: none"> • Provide a range of resources in play areas, such as empty cereal packets, labels and signs that children become familiar with and include in their play. <p>Play games to help children make links between letters (graphemes) and speech sounds (phonemes), such as letter bingo and linking actions with sounds.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Say a sound for each letter in the alphabet and at least 10 digraphs
<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <ul style="list-style-type: none"> • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end 	<p>Discuss with children the characters and events in books being read to them.</p> <ul style="list-style-type: none"> • Encourage children to predict outcomes, to think of alternative endings and to compare story plots and the feelings of characters with their own experiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Read words consistent with their phonic knowledge by sound-blending;
<p>Looks at and enjoys print and digital books independently</p>	<p>Provide fact and fiction books and possibly ebooks that children can access independently in all areas, e.g. construction area as well as the book area.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words