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| **Literacy: Reading: Text Level – Love and Understanding of Books and Stories****Developing Knowledge and Skills Sequentially** |
| **Range/Knowledge** | **Positive Relationships** | **Enabling Environments** |
| 1. | • Notices and engages with sounds and images in the environment• As part of sensory exploration, may touch and handle books and digital reading devices• Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to | • Use finger play, rhymes and familiar songs to support young babies’ enjoyment.• Provide enjoyable shared experiences with books and apps in ways that are emotionally secure and supportive.• Plan shared story and book time as a key source of nurture and attachment that will continue throughout EYFS and beyond. | • Provide mobiles, inviting displays and pictures of familiar characters in the environment, including in physical care areas, to prompt babies’ focused gaze, pointing and shared attention.• Collect a diverse range of board books, cloth books, picture books and stories to share with young babies.• Offer books that provide sensory experiences.• Include babies in telephone and video calls with family and close friends. |
| 2. | • Handles books, printed and digital reading material with interest | • Notice and support babies’ developing responses, gestures and movements as they learn to anticipate and join in with finger and word play.• Make voice sounds and say words as babies explore print and digital books with adults - leave pauses after words and sounds to encourage babies to begin to repeat them if they choose to.• Sing simple songs and nursery rhymes with children, encouraging them to join in. | • Let children handle books and draw their attention to pictures.• Tell and read stories, looking at and interacting with young babies, and using voice, intonation and gesture to prompt babies’ interactions.• Draw on children’s home cultures to create meaningful reading experiences e.g. Make family stories using small photo albums or story apps with photos of family members, significant people in the child’s life and familiareveryday objects.• Expand these to include the stories, songs, rhymes and lives of those in local communities/wider histories/cultures |
| 3. | • Is interested in and anticipates books and rhymes and may have favourites• Begins to join in with actions and sounds in familiar song and book sharing experience | • Encourage and support children’s responses to picture books and stories you read with them.• Use different voices to tell stories and encourage young children to join in wherever possible | • Provide digital recordings of rhymes, stories, sounds and spoken words.• Provide picture books, books with flaps or hidden words, and books with accompanying story apps.• Provide story sacks for children to take home, for parents to read books with their children and talk about stories |
| 4. | • Has some favourite stories, rhymes, songs, poems or jingles• Repeats and uses actions, words or phrases from familiar stories• Fills in the missing word or phrase in a known rhyme, story or game, e.g. *Humpty Dumpty sat on a* | • Encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories.• Tune into words from stories that individual children particularly enjoy, e.g. children’s favourite words and words that are emotionally important to them. Revisit these words in meaningful interactions.• Read stories that children already know, pausing at intervals to encourage them to “read” the next word. | • Find quality time every day to tell and read stories to children, using puppets, soft toys, or real objects as props.• Provide stories, pictures and puppets which allow children to experience and talk about how characters feel. |
| 5. | • Listens to and joins in with stories and poems, when reading one-to-one and in small groups• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories• 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• Shows interest in illustrations and words in print and digital books • Looks at and enjoys print and digital books independently• Knows that print carries meaning and, in English, is read from left to right and top to bottom• Handles books and touch screen technology carefully and the correct way up with growing competence• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps | • Discuss with children the characters and events in books being read to them.• Encourage children to predict outcomes, to think of alternative endings and to compare story plots and the feelings of characters with their own experiences.• Remember not all languages have written forms and not all families speak English at home, or are literate in their home language.• Include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents.• Read dual language books (English and another language) with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting.• Remember that established literacy practices in homes might differ from those of the setting | • Provide some simple poetry, song, fiction and nonfictionbooks, both paper copies and digital.• Provide fact and fiction books and possibly e-books that children can access independently in all areas, e.g. construction area as well as the book area.• Provide books containing photographs that children can share with adults, peers and read on their own.• Add child-made books and adult-scribed children’s stories to the book area and share these stories with others.• Provide multimodal texts (that blend alphabetic print, images and symbols) that reflect the literacy practices that children encounter in their home and community spaces, enabling children to connect and draw on different aspects of their emerging literacy experiences.• Provide a range of reading materials that both enable children to draw on their home/community experiences and introduce children to a new and diverse range of texts, genre and media.• Ensure children can see written text, e.g. use big books, and model the language of print, such as *letter, word, page, beginning, end, first, last, middle*• Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake or following safety procedures• Take storytelling into local communities as a way to build connections between the setting/children’s homes/wider lives in local community. |
| 6.  | • Enjoys an increasing range of print and digital books, both fiction and non-fiction• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading• Describes main story settings, events and principal characters in increasing detail• Re-enacts and reinvents stories they have heard in their play• Knows that information can be retrieved from books, computers and mobile digital devices• Is able to recall and discuss stories or information that has been read to them, or they have read themselves• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text | • Read aloud to children every day, introducing children to a wide variety of literature, and talking about the print and digital books you share.• Encourage children to tell their own stories in their own way, to take the lead in storytelling so you can listen and learn from children about what they know and are interested in.• Discuss and model ways of finding out information from non-fiction texts in print books, digital resources and online.• Encourage children to add to their first-hand experience of the world by seeking information using print and digital sources of information.• Support and scaffold individual children’s reading as opportunities arise with print and digital texts | • Provide a rich range of quality children’s literature and dialogic shared reading experiences to involve children in critical engagement with narratives, characters and plots.• Make story books with children in print and/or digital formats to make personalised and meaningful books and e-books to read with children, and that children can read themselves.• Make a classroom book of children’s own stories, scribed by an adult and/or drawn by children.• Ensure children have access to a wide range of literature that represents diversity in the local and global community, ensuring every child has the opportunity to find a character they can relate to.• Provide story sacks and boxes and make them with the children for use in the setting and at home.• Help children to identify the main events in a story and to enact stories, for example in their imaginative play.• Provide story-boards and props which support children to talk about a story’s characters and sequences of events.• Include playful, multi-sensory and creative experiences and games that promote children’s interest in reading and in developing phonics skills and knowledge.• Provide varied texts, including decodable texts, and encourage children to use all their skills including their phonic knowledge to practise reading with the skills and knowledge they have, so they experience success |