



Standards
& Testing
Agency

EYFS Profile exemplification Learning journey

Literacy

ELG09 – Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Explanatory notes

The child uses cues such as pictures, letter/word recognition, knowledge of the story or context and reading for meaning, in order to help them comprehend a range of fiction and non-fiction texts. The child blends and segments words independently and applies their phonic knowledge to regular and irregular unfamiliar words. The child shares his or her feelings and ideas about what they have read with others.

5th October

Earlier in the day, "Peace at Last" had been read during an adult led shared reading session. M then chose to look at the book again during child initiated, free flow time.

M was sitting on a chair, balancing the "Peace at Last" big book against her legs. She had turned the book so that the pictures faced another child who was sitting on the floor.

M turned the pages, and re-told the story from the pictures to the other child.

M: "Drip, drop, drip drop...then he went outside...he tried to sleep in the car!"

10th June

Small world – child initiated

A selection of puppets had been left out for children to access during their child-initiated activities (a mixture of characters from Cinderella and Little Red Riding Hood). M had sorted the puppets, keeping the Red Riding Hood ones inside the tray. She moved puppets around the tray, talking to another child.

M: "Once upon a time, there was a little girl called Little Red Riding Hood...she saw the wolf...where are you going? , said the wolf...what big eyes you have! You're not my grandma...!"

12th October

Interactive whiteboard

During the afternoon session, M chose to use the IWB (the activity had been used earlier in the day as a whole class phonics activity). M "pressed the sound buttons" to read the CVC words, saying "b-a-g, bag...e-g-g, egg...b-a-t, bat". She then quickly matched the pictures to the words.



20th October

Book corner

M had a Jolly Phonics book open on her knee. She was talking to J.

M said "I know what all of these say: s-i-t, sit, p-a-t, pat, t-i-p, tip, p-a-n, pan". For each word, she pointed to letters in turn, left to right, saying each letter sound, then blending them together.

23rd November

M and B were playing with the "Whatever Next!" story props. These had been used earlier in the week during adult led activities. They had then been left for children to use in their self-initiated activities. M and B told the story, acting it out with the props. M said "no, we haven't done the other bits yet...space boots on...helmet on...and then whoosh...on the moon!" when B tried to move the story on to c



23rd November

The story props and prompt cards for "Whatever Next!" had been used earlier in the week during adult led activities. They had then been left available for children to use in child initiated play. M picked up the story prompt cards. She looked at one of the cards and pointed to the word printed on it. She pointed to each letter in the word and said "b-u-m-p, bump!". She looked at another card and again pointed to each letter in turn, saying "m-oo-n, moon!". She looked at a third card - "C-a-n, can I go to the m-oo-n, moon, can I go to the moon?" She repeated this sentence again, using a "Baby Bear voice".

8th June

Book corner

M was looking at "Titch" with a friend. She pointed to the word hammer, and read "h-a-m-m-er, hammer. That's a word we used in phonics to learn the er sound." She then put the book down and began to tap the fingers of her right hand on the palm of her left hand. She began to sing "Peter taps with one hammer, one hammer, one hammer, Peter taps with one hammer all day long!" (a song we had learnt during music sessions to help with keeping the pulse).

5th January

Book corner

M was sitting with another child and had a book open. She pointed to the words, blending to read some, and reading others on sight.

M - "S-a-m, sam was h-a-v-i-ng, Sam was having a n-a-p, nap. Sam was having a nap."

She turned to the other child and said "look, he's really tired!"

READING

Children use their phonic knowledge to read regular words, and also read some common irregular words, accurately. They decode individual words and understand simple sentences. They demonstrate understanding when talking to others about what they have read, or what has been read to them.

30th November

During adult led sessions, the children had read and re-told "We're Going on a Bear Hunt, using picture prompt cards and small world resources. The children had also previously been shown how to use the Photostory programme on Netbooks to sequence pictures, add voice recordings and text to re-tell stories. During session time, the Netbooks were available for children to choose to use. An adult was available to support if necessary, but M worked independently, talking to herself as she selected and clicked to add pictures: "it's the grass first...then it's the water...it's the mud...there we go...a snowstorm...and the bear".

See attachment - M's Bear Hunt Photostory

Notes from M's parent, written in home-school link book

10th October: "M has been very proud of herself sounding out CVC words - we are very proud of her too!"

12th October: "Tonight M just wanted to look at Jolly Phonics books and build words. She has been singing your blending song too!"

31st October: "She is a star! She reads everything and anything she can - we call her a spelling machine!"

3rd November: "M's reading is just getting better and better all the time. She is so confident to have a go at reading all the words in her reading book."