

# Reading ~ Learning Continuum – Pre National Curriculum

	Engagement (ER)	Pre- Entry (ER1a)	Entry (ER1b)	Emerging (ER2a)	Emerging (ER2b)	Foundations(ER3a)	Foundations(ER3b)
COMPEHENSION	<ul style="list-style-type: none"> <li>Shows an interest/ looks at books independently</li> <li>Shows pleasure when sharing a book</li> <li>Sits calmly to listen to a story and will watch an adult point to pictures</li> <li>Points to a character or object (seen within a book) when asked</li> <li>Demonstrates preferences for particular books ; will gesture or sign 'yes' or 'no' when asked if they enjoyed the story</li> <li>Story telling "talk" whilst looking at book</li> <li>Recognises picture of familiar person</li> </ul>	<ul style="list-style-type: none"> <li>Sit well and listen to stories with pictures/text</li> <li>Watch adults point to text</li> <li>Find and recognise named pictures in a simple story</li> <li>Match objects to pictures and symbols physically, by eye-pointing/pointing or indicating yes/no answers</li> <li>Match pictures to household/ environmental objects or symbol to object</li> <li>Match own name to photograph</li> <li>Find specific book on request from choice of 2 or 3</li> </ul>	<ul style="list-style-type: none"> <li>Follow what is being read by focusing on text, pictures or sounds when a story is read aloud by an adult 1:1</li> <li>Point to pictures of characters and places in response to questions such as 'Where is (the) ...?' when a story is read aloud by an adult 1:1</li> <li>Join in with actions or known words and phrases in stories or rhymes, using their preferred mode of communication when a story is read aloud by an adult 1:1</li> <li>Show awareness that something is going to happen e.g. by trying to turn the page or demonstrating anticipation when story is read aloud by an adult 1:1</li> <li>Find the title of a book from the cover</li> <li>Start at the front of the book and point to the text as they read to themselves</li> <li>Tries to retell story when looking at books</li> </ul>	<ul style="list-style-type: none"> <li>Jump in with the next word or phrase when the adult pauses in a familiar story - when a story is read aloud by an adult (on a 1:1 basis)</li> <li>Indicate or sign the correct picture or object (when 3 are presented) when the adult says or signs the first sound</li> <li>Point to text and know the difference between print and picture.</li> <li>Recite a short rhyme/ verse</li> <li>Follow a sequence in a simple picture story</li> <li>Pretend to be a character from familiar story</li> <li>Start at front of book and point to text as read to themselves</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions, such as Where is this? What is this? Who is this? What is he doing? using their preferred mode of communication- when a story is read aloud by an adult (on a 1:1 basis)</li> <li>Name characters or key events in a story</li> <li>Identify the parts of a book e.g. front cover, title, page</li> <li>Act out situations in a story</li> <li>Pretends to be a character from familiar story</li> <li>Respond and comment on a story.</li> <li>Tell groups if they liked the story</li> </ul>	<ul style="list-style-type: none"> <li>Guess what might be happening in my books with help.</li> <li>Re-read and enjoy favourite books, songs and rhymes.</li> <li>Understand and use book words: book; cover; beginning; end; page; word; letter; line.</li> <li>Talk about what is good and bad about the characters and events in stories.</li> <li>Use the patterns and structures when retelling a story.</li> <li>Tell the difference between fiction and non-fiction texts.</li> <li>Sings part of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Find information in a text.</li> <li>Find information in a non-fiction text, using the layout to help me.</li> <li>Understand the order that events happen in a story.</li> <li>Choose a favourite book from a selection and talk about it.</li> <li>Retell key stories orally using narrative language</li> <li>Uses picture clues to suggest what a book is about.</li> <li>Responds and comments on a story.</li> <li>Names characters or key events in a story</li> </ul>
WORD READING	<ul style="list-style-type: none"> <li>Repeats repetitive sound patterns</li> <li>Makes noises in response to picture e.g cat/ car</li> <li>Knows where to find books</li> <li>Excited by familiar/ favourite book</li> <li>Holds a book the correct way</li> <li>Picks up books, opens and turns pages</li> <li>Pre-empts some noise/ sign from familiar story</li> </ul>	<ul style="list-style-type: none"> <li>Spontaneously uses sound/ sign/ symbol to communicate</li> <li>Imitates facial expression</li> <li>Says /gestures "hello"</li> <li>Makes noises to show interaction between puppets</li> <li>Is aware of/ notices print in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Point to their own name and be aware of their name on personal possessions</li> <li>Recognise familiar words/ symbols in the environment</li> <li>Point to words starting with same letter as own name</li> <li>Match written shapes/ letters and words</li> <li>May ask for specific story</li> </ul>	<ul style="list-style-type: none"> <li>Read text in the environment; logos etc.</li> <li>Recognise letters in their own name</li> <li>Indicate or sign the correct letter (when 3 are presented) when the adult says or signs the sound</li> <li>Identify letters of alphabet by their sound</li> <li>Enjoys photo album with text and familiar books</li> </ul>	<ul style="list-style-type: none"> <li>Recognise key words e.g. mum, dad, etc.</li> <li>Point to labels and read them</li> <li>Follow lines of text with a finger.</li> <li>Say or sign (or a close approximation to) every letter of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Look at the pictures to help understand the words.</li> <li>Segment, blend and read CVC words like cat, dog, pig, pot, sat.</li> <li>Blend phonemes to read words like play and push.</li> <li>Point to and hear each separate word.</li> <li>Matches 3 or 4 letter words</li> </ul>	<ul style="list-style-type: none"> <li>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>read phonically decodable texts with confidence</li> <li>blend the sounds for all letters of the alphabet into words</li> <li>Sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)</li> <li>Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset</li> </ul>

## Websites, Apps and Resources



Sensory stories  
Sign and Shine  
Jolly Phonics  
Letters and sounds  
Hairy letters



## Forest School

Recognising symbols and signs within the environment  
Identifying environmental sound  
Scavenger hunts  
Story sessions  
Talking mats