



	30-50 MONTHS	40-60 MONTHS	ELG
WORD READING	<ul style="list-style-type: none"> • To enjoy rhyming and rhythmic activities. • To show an awareness of rhyme and alliteration. • To recognise rhythm in spoken words. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To use phonic knowledge to decode regular words and read them aloud accurately. • To read some common irregular words.
FLUENCY	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To begin to read words and simple sentences. 	<ul style="list-style-type: none"> • To read and understand simple sentences.
READING COMPREHENSION	<ul style="list-style-type: none"> • To know that print carries meaning and, in English, is read from left to right and top to bottom. • 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. • To build up vocabulary that reflects the breadth of their experiences. • To suggest how a story might end. • To begin to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> • To understand humour, e.g. nonsense rhymes, jokes. • To follow a story without pictures or props. • To enjoy an increasing range of books. • To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> • To listen to stories accurately, anticipating key events and responding to what they hear with relevant comments, questions or actions. • To demonstrate understanding when talking with others about what they have read. • To answer 'how' and 'why' questions about their experiences and in response to stories or events.
POETRY AND PERFORMANCE	<ul style="list-style-type: none"> • To listen to and join in with stories and poems, one-to-one and also in small groups. • To join in with repeated refrains in rhymes and stories. • To use intonation, rhythm and phrasing to make the meaning clear to others. • To develop preference for forms of expression. 	<ul style="list-style-type: none"> • To play cooperatively as part of a group to develop and act out a narrative. 	<ul style="list-style-type: none"> • To express themselves effectively, showing awareness of listeners' needs.
NON-FICTION	<ul style="list-style-type: none"> • To know that information can be relayed in the form of print. 	<ul style="list-style-type: none"> • To know that information can be retrieved from books and computers. 	