

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48) Introduction to RWI for Nursery and talk through stories
• 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	• 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. <i>Humpty Dumpty sat on a ...</i> Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes	• 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 and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • 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 • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • 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 • Begins to develop phonological and phonemic awareness - 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
Adult interactions • 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. • 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. • Encourage children to notice signs and symbols in everyday life, such as familiar logos and icons for apps. • Encourage children to identify the sounds they hear in the environment and to explore making rhythms with musical instruments and upcycled resources.		Environment 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. • Suggest to parents they might encourage children to take part during telephone and video calls, through smiling, making sounds and words. • 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. • Include familiar environmental print in the role play area. • Create frequent opportunities for singing, rhymes and music sessions. • Provide a range of simple musical and percussion instruments, such as tambourines, shakers or xylophones. • Include children in digital screen activity, for example, to recognise screen icons.

Reception - delivered through RWI phonics and talk through stories

Stage 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
• 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 and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • 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 • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • 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 • Begins to develop phonological and phonemic awareness - 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	• 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 • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - 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. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • 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 • Includes everyday literacy artifacts in play, such as labels, instructions, signs, envelopes, etc.	ELG: Word Reading: Say a sound for each letter of the alphabet and at least 10 digraphs Read words consistent with their phonics knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common expectation words ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
RWI: Autumn 1: Group B (16+ sounds) Autumn 2: Group C (16+ sounds and orally blend)	RWI: Spring 1: Ditty Spring 2: Red	RWI: Summer 1: Green Summer 2: Green/Purple
Adult Interactions • 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. • Focus on meaningful print (such as a child's name, words on a cereal packet or a book title, icons on a weather app) in order to discuss similarities and differences between symbols. • Help children to understand what a word is by using names and labels and by pointing out words in the environment and in print and digital books. • 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 • Discuss with children the characters and events in books being read to them. • 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 recall words they see frequently, such as their own and friends' names. • Model oral blending of sounds to make words in everyday contexts, e.g. Can you get your h-a-t hat? • Model how simple words can be segmented into sounds and blended together to make words • Support and scaffold individual children's reading as opportunities arise with print and digital texts.		Environment • Provide a range of reading materials that both enable children to draw on their home and community experiences and introduce children to a new and diverse range of texts, genre and media. • 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. • Furnish the setting with diverse resources that reflect children's home cultures and the diversity of cultures in the local community, including dual language books • 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. • Provide a range of everyday signs and written texts in play areas (labels, lists, recipes, instructions, etc.) so children can include these in their play. • 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. • Introduce children to new words, and explore their meaning together • 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 in their imaginative play. • Provide story boards and props which support children to talk about a story's characters and sequences of events. • Demonstrate using phonics as a strategy to decode words while children can see the text, • 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



Reading - Brilliant Bookworm

