

Nursery Reading Curriculum Map

Our pupils will be able to understand and use spoken and written language and communicate effectively through speaking, listening, **reading** and writing.



Autumn Term	Spring Term	Summer Term
ELG: Word Reading		
<i>Children at the expected level of development will:</i>		
Say a sound for each letter in the alphabet and at least 10 digraphs		
Read words consistent with their phonic knowledge by sound- blending		
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		
ELG: Comprehension		
<i>Children at the expected level of development will:</i>		
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/Early phonics		
General Sound discrimination: environmental sounds/instrumental sounds and body percussion	Rhythm and rhyme Alliteration Voice Sounds	Oral blending and segmenting Taught sounds : m a s d t
Comprehension (Spytime)		
Join in with some rhymes and songs, beginning to join in with words and actions	Join in with some rhymes and songs, beginning to join in with words and actions	Follow a story with pictures/props
Name a favourite story	Listen with interest to a story	Join in with familiar stories
Beginning to listen to a story	Remember some simple elements of a story- character or main event	Answer questions about a story (what happened to the Witch's broom?)
Beginning to remember some parts o f a story	Answer simple questions about a story , with support (what happened to the Big Bad Wolf?)	Retell a familiar story beginning to use some sequencing language
	Remember new words and begin to remember their meaning	Talk about some events in a story (I liked it when the house blew down)
	Begin to predict what might happen in a story -answering 'what' questions	
Word Reading (Fluency)		
Identify environmental sounds (car, horn, animals etc)	Begin to identify rhyming pairs	Begin to identify the word when it is orally segmented
Identify instrumental sounds	Beginning to hold a book the correct way up and begin to turn pages	Recognise own name/ first letter of own name
Enjoy rhyming stories and rhymes	Use pictures on the front cover of a book to say who might be in the story	Identify taught sounds m a s d t
		Hold a book carefully and turn the pages from front to back
		Begin to hear the initial sounds in some words
		Recognise familiar logos/words
Book Band and Home reading		
Passport Book	Passport Book	Lilac