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|  | **Sound Discrimination** | **Phonetic Knowledge/ Word Reading** | **Comprehension** |
| **Step 3** | * Turns towards familiar sounds, such as their name or the voice of a familiar adult.
* Identify the person who is speaking.
* Enjoys listening to familiar sounds, such as toys or songs.
* Begins to imitate sounds that they hear.
* Can recognise common sounds and name them, e.g. ambulance, dog, car etc.
 | * Enjoy sharing books with an adult.
* Begins to understand the order of some letters in the alphabet.
* Can point to some letters of the alphabet when named.
* Engages with adults during alphabet songs.
 | * Understand single words in context – ‘cup’, ‘milk’, etc.
* Listen to simple stories and understand what is happening with the help of the pictures.
* 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.
* Engages with a picture which is the focus of an adult.
* Listen and respond to simple instructions.
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| **Step 4** | * Recognises an increasing number of sounds.
* Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a…
* 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.
* Recognises words with the same initial sound, such as money and mother.
 | * Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
* Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
* Engages with adults during alphabet songs and begins to join in with some letters.
 | * Pay attention and respond to the pictures or the words.
* Ask questions about the book.
* Makes comments and shares their own ideas.
* Repeats and uses actions, words or phrases from familiar stories.
* Develop play around favourite stories using props.
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|  | **Sound Discrimination** | **Phonetic Knowledge/ Word Reading** | **Comprehension** |
| **Step 5** | * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
* Recognises rhythm in spoken words, songs, poems and rhymes.
* Shows awareness of rhyme and alliteration
* Claps or taps the syllables in words during sound play.
* Can identify items from a selection when given the initial sound.
 | * Can name the letters of the alphabet and joins in with alphabet songs.
* Shows interest in illustrations and words in print and digital books and words in the environment.
* Read individual letters by saying the sounds for them.
* Read some letter groups that each represent one sound and say sounds for them.
* Recognises familiar words and signs such as own name, advertising logos and screen icons.
* 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).
* Begins to develop phonological and phonemic awareness and works with an adult to identify sounds using sound buttons.
* Hears and says the initial sound in words.
* Understands that print has meaning.
 | * Listens to and joins in with stories and poems, when reading one-to-one and in small groups.
* Enjoys listening to longer stories and can remember much of what happens.
* 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.
* Looks at and enjoys print and digital books independently.
* 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.
* Understands a question or instruction that has two parts.
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|  | **Sound Discrimination** | **Phonetic Knowledge/ Word Reading** | **Comprehension** |
| **Step 6** | * Begins to count or clap syllables in words.
* Continues a rhyming string and identifies alliteration.
* Listens carefully to rhymes and songs paying attention to how they sound.
 | * Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example.
* Hears and says or names the initial and final sound in words.
* Blend sounds into words, so that they can read short words made up of known lettersound correspondences
* Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee.
* Starts to link sounds to letters, naming and sounding the letters of the alphabet.
* Read a few common exception words matched to the school’s phonics programme.
* Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
* Knows that books are red left to right and top to bottom.
 | * 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.
* Understands ‘why’ questions like, ‘Why do you think the character is sad?’
* Can use clues from the picture to predict what is going to happen.
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|  | **Sound Discrimination** | **Phonetic Knowledge/ Word Reading** | **Comprehension** |
| **Step 7** | * Recognises how many syllables are in a word.
* Sing a large repertoire of songs.
* Learn rhymes, poems and songs.
 | * Recognises the five vowels and can name them.
* 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.
 | * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
* Anticipate key events in stories.
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.
* Offer explanations for why things might happen, making use of recently introduced vocabulary.
* Make use of props and materials when role playing characters in narratives and stories.
* Listen attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.
* Begin to explain why they prefer some books to others commenting on pictures, character or story.
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