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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. |
| **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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| **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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| **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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| **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. |