



EYFS		
Area	Objective (Linked to Target Tracker)	Examples of how to support children to achieve the objective
Word Reading 3&4year olds	Understand that print has meaning and different purposes.	<ul style="list-style-type: none"> - Introduce a wide range of examples of print with different functions. - Discuss what their different purposes are and where we would see them
	Understands that we read English text from left to right and from top to bottom.	<ul style="list-style-type: none"> - Show where the text is on a page and explain that we read from left to right and top to bottom. - Encourage children to hold their book correctly, with the book facing them the correct way round. - Children to use their finger, ensuring they are starting on the left and moving across to the right as they read each word.
	Understands the names of the different parts of a book.	<ul style="list-style-type: none"> - Introduce what a title is and where we would find it. - Introduce what an author is and discuss where we would find the author’s name on the book. - Find the page numbers on each page – discuss why they are there.
	Understands page sequencing	<ul style="list-style-type: none"> - Discuss what a ‘word’ is. - Look at different words in a book, finding words that are longer or shorter. - Discuss finger spaces in between each word and why they are there. - Discuss what a full stop means and why we have them.
	Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes, count or clap syllables in words or recognise words with the same initial.	<ul style="list-style-type: none"> - Listening to a range of different nursery rhymes. - Learn and join in with a range of nursery rhymes – using actions to help remember the words. - Introduce changes to known nursery rhymes such as changing a word but continuing a rhyme or making rhymes personal to children. - Deliberately miss words out in a rhyme for children to join in with the missing word.
Area	Objective (Linked to Target Tracker)	Small Steps (Developmental Continuum of Reading Skills and Behaviours)
Word Reading Children in Reception	Reads individual letters by saying the sounds for them	<ul style="list-style-type: none"> - Begin learning phonic scheme Read Write Inc. - Participate in daily Fred lessons to learn Set 1 sounds. - Encourage children to spot single letter sounds within the environment.
	Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences	<ul style="list-style-type: none"> - Introduce ‘Fred Talking’ from daily Fred lessons (phonics). - Encourage children to Fred Talk back.



		<ul style="list-style-type: none"> - Introduce Fred Talking throughout the day, during story time, when delivering instructions e.g. <i>Come and s/i/t down.</i>
	Can read some letter groups that each represent one sound and say the sounds for them.	<ul style="list-style-type: none"> - Introduce 'special friends' in daily Fred lessons. - Tune children into finding 'Special Friends' in words first before segmenting and blending each word. e.g. <i>"Special friends, Fred talk, read the word."</i> - Providing opportunities in the learning environment for children to read words containing special friends.
	Can read a few common exception words matched to the schools phonic programme.	<ul style="list-style-type: none"> - Introduce 'Red words' within our daily Fred lessons. - Introduce 'Word Houses' containing the common exception words for children to practise reading and spelling throughout the year. - Provide opportunities for children to read common exception words within the learning environment.
	Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<ul style="list-style-type: none"> - Ensure children are reading phonic decodable texts suitable for their abilities. - Provide multiple opportunities throughout the week for children to read with different adults. - Encourage children to use their strategies learnt to read words in books. <i>Special Friends, Fred Talk, Read the word</i>
Area	Objective (Linked to Target Tracker)	Small Steps (Developmental Continuum of Reading Skills and Behaviours)
Word Reading Early Learning Goals	Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words	<ul style="list-style-type: none"> - Ensure children are regularly assessed to ensure they are reading the correct level Read Write Inc books. - Provide opportunities around the learning environment for the children to apply phonic knowledge and reading strategies to read words that they can see, at a level that matches their ability. - Provide many opportunities throughout the week for children to read with different adults.
	Can read words consistent with his/her phonic knowledge by sound blending	<ul style="list-style-type: none"> - Recap and revisit all of the set 1 sounds in daily Fred lessons. - Encourage children to use their strategies learnt to read words in books. <i>Special Friends, Fred Talk, Read the word</i> - Provide opportunities around the learning environment for the children to apply phonic knowledge and reading strategies to read words that they can see, at a level that matches their ability.



		<ul style="list-style-type: none"> - Provide many opportunities throughout the week for children to read with different adults.
	Is able to say a sound for each letter in the alphabet and at least 10 digraphs.	<ul style="list-style-type: none"> - Recap and revisit all of the set 1 sounds in daily Fred lessons. - Introduce Set 2 special friends alongside reviewing Set 1 special friends. - Provide opportunities around the learning environment for the children to identify special friends.

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Comprehension 3 & 4 year olds	Engages in extended conversations about stories, learning new vocabulary	<ul style="list-style-type: none"> - Read and re-read selected stories. - Show enjoyment of the story using voice and manner to make the meaning clear. Use different voices for the narrator and each character. - Make asides, commenting on what is happening in a story, <i>“That looks dangerous – I’m sure they’re all going to fall off that broom!”</i> - Link events in a story to your own experiences. - Take on different role in imaginative play, to interact and negotiate with people in longer conversations. - Practise possible conversations between characters.
Comprehension Children in Reception	Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment.	<ul style="list-style-type: none"> - Engage children in daily story time sessions. - Read new fiction and non-fiction texts to the children - Introduce a range of authors to the children. - Re-read favourite texts and promote a list of their favourite texts in the classroom. - Introduce texts that will develop their vocabulary. - Display a variety of good quality texts around the learning environment and in our class libraries. - Encourage the children to take good quality texts home for parents to read aloud and talk about with their children. - Provide resources to help parents see how to share stories with their children.
Comprehension	Anticipates, where appropriate, key events in stories	<ul style="list-style-type: none"> - Talk about the plot and the main problem in the story. - Identify the main characters in the story, and talk about their feelings, actions and motives.



Early Learning Goals	Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary	<ul style="list-style-type: none"> - Make familiar books available for the children to share at school and at home. - Make time for children to tell each other stories they have heard. - Provide activities for the children to retell the stories through drawings (Story Maps) following Pie Corbett’s ‘Talk 4 Writing’ approach. - Provide stick puppets linked to stories for the children to retell the story in their words, encouraging use of story language.
	Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	<ul style="list-style-type: none"> - Have fun with phrases from the story throughout the day, <i>“I searched for a pencil, but no pencil could be found.”</i> - Use the vocabulary repeatedly throughout the week. - Have fun saying new words in an exaggerated manner. - Explain new vocabulary in the context of the story, rather than words lists.

Area	Objective
Library objectives	<ul style="list-style-type: none"> - To know where the library is and understand what it is used for; - To know how to look after a book; - To talk about and share different kinds of texts; - To begin to use a scanner to borrow own books, with support.