



## Strand: Reading

### Foundation Phase pedagogy

#### Children should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

### Range of experiences

#### Children should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Children can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

#### Key

Within the table, text taken from the LNF will appear as normal text. Text that has been extended from the LNF or that is a specific Language, Literacy and Communication Skills Area of Learning skill will appear as bold. These skills are further identified by the following icons.

**Extended skill** ▲    **Area of Learning skill** ❖    When combined with the LNF statements, these skills form the Foundation Phase Language, Literacy and Communication Skills Area of Learning.

#### N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.



## Strand: Reading

Elements	Aspects	Nursery	Reception	Year 1	Year 2
		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Locating, selecting and using information	Reading strategies	choose different types of reading materials including books	choose reading materials including books	choose reading materials and explain what the text is about and why they like it	choose reading materials independently giving reasons for their choices
		<b>hold books the correct way up and turn pages</b> ❖	<b>understand that print carries meaning and is read left to right, top to bottom</b> ❖	<b>talk about features of books such as contents page and titles</b> ❖	<b>use contents page and glossary within a range of texts</b> ❖
		<b>recognise differences and similarities in pictures, shapes, patterns and textures</b> ❖	<b>discriminate between letters in a range of contexts</b> ❖		
		<b>recall and talk about visual images and objects</b> ❖			
		<b>link picture cards or objects with spoken initial sounds</b> ❖	<b>link and identify a growing number of spoken sounds to letters</b> ❖	<b>link and identify spoken sounds to blends of letters and letter names</b> ❖	
		<b>recognise and differentiate between print and pictures</b> ❖	recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – <b>orally</b> blend combinations of <b>known</b> letters – <b>orally</b> segment combinations of <b>known</b> letters ▲	<b>recognise and use an increasing number of phonemes and their corresponding graphemes when blending and segmenting words of up to two syllables</b> ❖	<b>confidently use all phonemes and their corresponding graphemes when blending and segmenting polysyllabic words</b> ❖
			<b>apply the following reading strategies with support:</b> – <b>phonic strategies to decode simple words</b> – <b>recognition of high-frequency words</b> – <b>context cues, e.g. pictures, initial sound</b> – <b>repetition in text</b> ❖	apply the following reading strategies with increasing independence: – phonic strategies to decode words – recognition of high-frequency words – context clues, e.g. <i>prior knowledge</i> – graphic and syntactic clues – self-correction, including re-reading and reading ahead	apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: – phonic strategies – recognition of high-frequency words – context clues, e.g. <i>prior knowledge</i> – graphic and syntactic clues – self-correction, including re-reading and reading ahead



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		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Locating, selecting and using information	Reading strategies		<b>use one-to-one correspondence between written and spoken word</b> ❖	<b>track print with eyes, finger pointing only at points of difficulty</b> ❖	<b>track a page of print with eyes without difficulty</b> ❖
			read simple words such as consonant-vowel-consonant words	<b>decode unknown words containing blended consonants and vowels by using strategies, e.g. segmenting phonemes, onset and rime</b> ❖	<b>decode text with unfamiliar content or vocabulary sustaining comprehension throughout</b> ❖
		recognise familiar words, e.g. <i>own name</i> , and print in the environment, e.g. <i>logos</i>	read simple captions and texts recognising high-frequency words	read suitable texts with accuracy and fluency	read a range of suitable texts with increasing accuracy and fluency
			show an awareness of full stops when reading	read aloud with attention to full stops and question marks	read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace
				read aloud with expression, showing awareness of exclamation and speech marks	
			show an awareness of the difference between stories and information texts	identify simple text features such as titles and pictures to indicate what the text is about	identify and use text features, e.g. <i>titles, headings and pictures</i> , to locate and understand specific information
		make meaning from pictures in books, adding detail to their explanations	<b>use pictures to aid understanding of text</b> ❖	look for clues in the text to understand information	look for key words to find out what the text is about
			make meaning from visual features of the text, e.g. <i>illustrations, photographs, diagrams and charts</i>	understand the meaning of visual features and link to written text, e.g. <i>illustrations, photographs, diagrams and charts</i>	use the different features of texts to make meaning, e.g. <i>pictures, charts and layout</i>
		recognise and make meaning from pictures on-screen	recognise and make meaning from words and pictures on-screen	identify words and pictures on-screen which are related to a topic	identify key words to search for information on-screen, and modify search words as necessary



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		Children are able to:	Children are able to:	Children are able to:	Children are able to:
Responding to what has been read	Comprehension	recall details of a story or text by answering open-ended questions or referring to picture prompts	retell familiar stories in a simple way, <b>using pictures to support</b> ▲	retell events from a narrative in the right order	recall and retell narratives and information from texts with some details
			identify information from a text using visual features and words	identify information related to the subject of a text	identify information from a text accurately and sort into categories or headings
				recall details from information texts	explain relevant details from texts
		begin to make links to own experiences when listening to or exploring books/texts	relate information and ideas from a text to personal experience	use personal experience to support understanding of texts	draw upon relevant personal experience and prior knowledge to support understanding of texts
		<b>talk about 'what might happen next'</b> ❖	<b>predict an end to stories</b> ❖	<b>use prediction in stories, adding more detail</b> ❖	<b>refine and revise predictions in fiction and non-fiction texts</b> ❖
	Response and analysis	show an interest in books and enjoy their content	show an interest in books and other reading materials and respond to their content	express a view about the information in a text	express views about information and details in a text, <b>considering content, ideas, presentation, organisation and the language used</b> ▲
		follow picture books and texts read to them and respond appropriately.	follow texts read to them and respond appropriately.	explore language, information and events in texts	show understanding and express opinions about language, information and events in texts
				make links between texts read and other information about the topic.	make links between texts read and new information about the topic.