ELG09 – Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Explanatory notes

The child uses cues such as pictures, letter/word recognition, knowledge of the story or context and reading for meaning, in order to help them comprehend a range of fiction and non-fiction texts. The child blends and segments words independently and applies their phonic knowledge to regular and irregular unfamiliar words. The child shares his or her feelings and ideas about what they have read with others.
**Notes from M's parent, written in home-school link book**

5th October: "We're Going on a Bear Hunt, using picture prompt cards with the IWB (the activity had been used earlier in the day as a whole class)

20th October: "Mchore to use the IWB (the activity had been used earlier in the week during adult led activities. They had then been left available for children to use in child initiated play. M picked up the story prompt cards and pointed to each letter in turn, saying "m-o-o-n, moon!"

23rd November: "M said "I know what all of these words rhyme with!" She pointed to letters in turn, left to right, saying each letter sound, then blending them together.

30th November: "We're reading a story called "Whatever Next!" The story props and prompt cards for "Whatever Next!" had been shown how to use the Photostory programme on Netbooks to sequence pictures, add voice recordings and text to re-tell stories. During session time, the Netbooks had been used for children to choose to use. An adult was available to support if necessary

12th October: "M was sitting on a chair, balancing the "Peace at Last" big book against her legs. She had turned the book open to the page where the picture faced another child who was sitting on the floor.

5th January: "M was sitting with another child and had a book open. She pointed to each letter in turn, saying "t-i-p, tip, t-a-p, pat, s-a-m, sam was having a n-a-p, nap. Sam was having a n-a-p, nap."

20th October: "M was looking at "Titch" with a friend. She pointed to each letter in turn, saying "h-a-m-m-er, hammer. That's a word we used in phonics to help with keeping taps with one hammer, one hammer, one hammer, Peter, Pete, Peter..."

3rd November: "M's reading is just getting better and better all the time. She is so confident to have a go at reading the words in her reading book."

5th October: "M was sitting on a chair, balancing the "Peace at Last" big book against her legs. She had turned the book so that the pictures faced another child who was sitting on the floor.

20th October: "M was having a nap." She repeated this sentence again, using a "Baby Bear voice."

5th October: "At the end of the story, the children had read and re-told the story and had been asked to look out for "the bear" with the story props and tell the story using the props. M and B were playing with the "Whatever Next!" story props. These had been used earlier in the week during adult led activities. They had then been left available for children to use in child initiated play. M picked up the story prompt cards and pointed to each letter in turn, saying "m-o-o-n, moon!"

3rd November: "M's reading is just getting better and better all the time. She is so confident to have a go at reading the words in her reading book."

8th June: "M was sitting with her friend. She pointed to each letter in turn, saying "h-a-m-m-er, hammer. That's a word we used in phonics to help with keeping taps with one hammer, one hammer, one hammer, Peter, Pete, Peter..."

10th June: "M was looking at "Titch" with a friend. She pointed to each letter in turn, saying "h-a-m-m-er, hammer. That's a word we used in phonics to help with keeping taps with one hammer, one hammer, one hammer, Peter, Pete, Peter..."

**Interactive whiteboard**

**Book corner**

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