Standards & Testing Agency

EYFS Profile exemplification for the level of learning and development expected at the end of the EYFS

Literacy

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.

Darcy reading in the outside classroom

Darcy was very pleased when she found a familiar book, "It's this one! It's about a mole. That's where it says mole." Then she added, "I can't read it yet because I don't know all the things yet." She turned to the first page and exclaimed with a broad smile, "Oh I can! That says baby. I've got a new baby! " She read most of the first 3 pages. She sound talked - it, it's, nest, big and help and used contextual clues for more complex words. She was supported with the word 'waited'. She then continued to tell me the story. She used picture clues, talked about the details in the illustrations and characters feelings. "I think that the little bird is his friend. That's good news. " She made connections and was very pleased with one page when she exclaimed, "He's reading a book like me!"
As she turned to the last page she said, "And that's the end."

Individual children take home Ben the Bear. Martha had taken home Ben. On her return to school she confidently read what her mum had written in the book that accompanies Ben home with the children.

'That word there says 'bear' said Milo. Milo was sharing a book with his sister Kitty.

"In books they use capitals, sometimes I copied them."

Harry asked for a map of China, we went to the library and found an Atlas. Harry turned to the page with the flags on. He looked along the flags in alphabetical order.

"Ah, this one says China 'Ch-i-n-a'. Now I can make my map. In China they have mountains as in India."

Approached reading area and spotted the giraffe and read the sign next to him 'I am lonely please read me a story' and sat down to share a book....

Phonics
Reading two-syllable words - read 'cool bag' by reading 'c-oo-l' 'cool' then 'b-a-g' 'bag' "Cool bag!"

'What's in the Box?' game. Reading CVC words and matching to pictures - Read 'pig', 'net', 'dig' and 'pin'.

Matthew tried hard to read the words on the menu in the cafe role play area blending "ham" and "jam" on the sandwich menu.

Lauren had a bag and asked me to guess what was in the bag. I asked for a clue she said "I'll sound it out for you" P-U-P-I-T - its a puppet!!

This is a m-u-d pie. Well its not chicken because it begins with m. He stopped and thought mud it say m-u-d.

Ty was reading The Gruffalo. He looked at the word Gruffalo & sounded out g-r-u-f it must be gruffalo!

Ty was reading independently, he sounded out 'mud', he looked at the picture and read 'mud."

"There's a girl called Molly in this book, (laughs) that's my name".

Sorting fiction and non-fiction books in continuous provision 'That's a non-fiction.... they have an video. That's got pretend pictures - it's a story book'

Listening to an adult read a Mr Men Story. Commented 'Oh he's really angry now! It's not because he's nervous. He's angry because he let the dinghy go'

When looking at Owl Babies Ty said O for owl, S for Sarah B for Bill. My Grandad is called Bill.

Matthew read a book about a café with complaining customers to 'Top Bear' in the reading corner. Matthew told him where to start "You start at the front not there!" He was able to blend CVC words. He blended: "This fish is too hot. This fish is not hot". "When will my fish come?". When asked: "Why do you think she's shouting where's my fish?!" He replied "She's hungry because she hasn't got any yet!"

Tom began by carefully selecting a book that we had read, telling me, "This is the one from last week isn't it!" He talked to himself as he carefully turned each page, sounding out phonically regular words on the first two pages – bus, pig, up and but, and locating tricky words – 'the' and 'said'. He continued to tell the story in his own words. He used many of the repeat phrases, "But ***please*** don't chat to the bus driver...."I won't." said the (correct animal) And he ***did!***" He stressed the words and showed an awareness of audience. He talked through each page using picture clues and his previous knowledge about story pattern to support. Although I was there, he seemed for the most part to be reading the story to himself except at the end when he explained to me, "It's a funny book 'cos they did it when they said they wouldn't!"

Context
Mohsin is making a pizza and reading the instructions on the card.

Observation

Mohsin looked carefully at the instructions to make pizza as he constructed his own.

He read
'Put the ch....ee...s....e cheese on top. Put it in the o.. v..e.. n. oh its says oven. It sounds like a u!'

Later Mohsin used the photos of him making pizza and the instruction sentences to explain to the class reading each instruction as he did so.

Acts out story of 'Goldilocks and the three Bears' with two other children. He asked if he could use a squeaky voice to play the part of Baby Bear, stating 'I can do a really good squeaky voice!'

Context – Parental observation

Amber is at home with her mum. She reading her book and then goes and plays on her laptop

Observation

Amber has read all her book clearly and used different voices for speech as she reads it. she has also read the first page that the adult should read and only struggled with the word 'wrong'

She then decides to play on her learning laptop and was spelling simple words like cat, car, hat, fork completely independently sounding them out as she did so.

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