

Nursery (Three and Four Year Olds Pathways in Learning) Reading Knowledge and Skills Progression

| Communication and Language | |
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| Listening, attention and understanding | <u>Speaking</u> |
| Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" | Use a wider range of vocabulary. Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam May have problems saying - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver." |

| Word reading | Comprehension |
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| Understand the five key concepts about print: | Engage in extended conversations about stories, learning new |
| Print has meaning - print can have different purposes | vocabulary. |
| • We read English text from left to right and from top to bottom | |
| The names of the different parts of a book | |
| Page sequencing | |



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