

<div>Age 4</div> <div>Entering Reception class</div>	<div>Reagan and Renee Reader</div>	<div>This document was created by a collaboration of schools and settings in Dorset. It aims to support practitioners to plan for good progress for all children towards the ELG for Reading.</div> <div>It is not intended to be used as a checklist.</div>
<div>Characteristics and Attitudes:</div>	<ul style="list-style-type: none">• Showing curiosity, using senses and open-ended activities.• Initiating activities, taking risks and learning by trial and error.• Seeking challenge and ‘can do’ attitude to reading.• Maintaining focus on an activity for a period of time and not easily distracted.• Persisting with activity when challenges occur and bouncing back after difficulty.• Being proud of how they accomplished something – not just the end result.• Enjoying meeting challenges for their own sake rather than for reward or praise.• Showing high levels of energy, fascination (especially in particular interests) and paying attention to details.• Thinking of ideas and finding ways to solve problems.• Finding new ways to do things and developing grouping, sequences, cause and effect.• Planning, making decisions about how to approach a task, solve a problem and reach a goal.• Using Language of Thinking and Learning – think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.• Making links and noticing patterns.• Testing their ideas and making predictions.• Changing strategy as needed and reviewing how well the approach worked.	
<div>Concepts, Knowledge and Skills:</div>	<div>Language</div> <ul style="list-style-type: none">• Talks about own needs and interests. Initiates conversations and asks appropriate questions• Begins to use more complex sentences to link thoughts (e.g. uses ‘and’ & ‘because’)• Uses and understands language to imagine (small world/role play/puppets/pictures)• Uses increasing vocabulary including story language• Knows that words are made up of little sounds <div>Reading skills and knowledge relating to print</div> <ul style="list-style-type: none">• Knows that information can be relayed in the form of print and pictures• Knows that print is read from left to right (in English)• Knows the difference between a letter and a number• Understands page sequencing• May pretend to ‘read’ notices or ‘read’ back a story that an adult has scribed for them• Recognises familiar words and signs such as their own name• Print can have different purposes (tell a story, give instructions, warn you, invite you, remind you, inform you, update you etc)• Makes marks and can form some recognisable letter shapes <div>Physical Skills</div> <ul style="list-style-type: none">• Following words with eyes (left to right), top to bottom• Handle books with care, correct way up, turning pages• Uses a dominant hand• Can sit for a short period of time (core strength) <div>Phonological Awareness and Musicality</div> <ul style="list-style-type: none">• Claps or taps to the pulse of a song they are singing• Can clap syllables in words• Enjoys rhyming words and making nonsense words• Hears initial phoneme in alliterative phrases• Able to start orally segmenting and blending sounds in simple words <div>Listening and Attention</div> <ul style="list-style-type: none">• Focused attention - can listen or do but may have difficulty doing both• Listens to stories with increasing attention and recall in larger groups• Can answer simple questions about the text• Can suggest ending, middle, changing characters, starting to predict	

	<p>Auditory and Visual Memory and Discrimination</p> <ul style="list-style-type: none">● Notices different letters e.g. might say “that’s in my name”● Knows certain familiar words (names, logos etc)● Joins in with familiar words or phrases in the text● Can use puppets/small world/role play to re-tell stories (recalling events)● Knows a bank of nursery rhymes/poems/familiar stories with repeated refrains
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<div>Age 5</div> <div>End of Reception, ready for Year 1</div>	<div>Reagan and Renee Reader</div>	<div>This document was created by a collaboration of schools and settings in Dorset. It aims to support practitioners to plan for good progress for all children towards the ELG for Reading.</div> <div>It is not intended to be used as a checklist.</div>
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<div>Concepts, Knowledge and Skills:</div>	<div><div>Language</div><div><ul style="list-style-type: none">• Uses talk to organise, sequence and clarify ideas, feelings and events• Uses story language in their play and in their writing• Uses some expression when re-telling a familiar story</div><div><div>Reading Skills and knowledge relating to print</div><div><ul style="list-style-type: none">• Enjoys a range of books and other reading (eg online, magazines etc)• Handles books with care and interest• Describes story settings, events and characters• Can find information in non-fiction texts with pictures• Beginning to read words and simple sentences• Understands page sequencing and can read page numbers (up to 20)</div><div><div>Physical Skills</div><div><ul style="list-style-type: none">• Eye tracking left to right across a page and top to bottom</div><div><div>Phonics</div><div><ul style="list-style-type: none">• Has developed phoneme grapheme correspondence• Use emerging phonic knowledge to decode words</div><div><div>Attention</div><div><ul style="list-style-type: none">• Sustains attentive listening, responding to what they have heard with relevant comments</div><div><div>Auditory and Visual Memory</div><div><ul style="list-style-type: none">• Can copy a more complex rhythm• Knows a range of high frequency words (the, said, was, you, they, with, have, like, some, there, she, he, we etc).• Beginning to knows some forms of punctuation and how they affect the reader (eg exclamation mark, question mark)</div></div></div></div></div></div></div>	