Development Matters	
Communication and Language - Children in Reception will be learning to:	
Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	

Literacy - Children in Reception will be learning to:
Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

	EYFS Reading Skills	Suggested question stems
Vocabulary	● discuss word meanings, linking new meanings to those already known ● join in with repeated refrains ● use vocabulary introduced by the teacher ● discuss favourite words and phrases	What does the word _____ mean in this sentence? Which word means the same as_____? Which of the words best describes the character? Why do you think they repeat this word in the story?
Inference	● make basic inferences about characters' feelings by using what they say or do ● infer basic points with direct reference to the pictures and words in the text ● demonstrate simple inference from the text based on what is said and done	How does XXX feel? Why do you think that? What do you think XXX is thinking? Why do you think that? How does ….make you feel? Why did….happen?
Prediction	● predict what might happen on the basis of what has been read so far in terms of story, character and plot ● make simple predictions based on the story and on their own life experience ● explain predictions verbally	What do you think the book is about? What might happen in this story? What do you think will happen next? How do you think that this will end? Can you tell me what might happen next?

Explain	- share opinion including likes and dislikes - link what they read or hear to their own experiences - explain what has been read to them - express ideas and views about events or characters	What do you like about this text? Who is your favourite character? Why? Was there anything about this book that you didn't like? Do you like this author? Why?
Retrieval	- answer questions about what has just happened in a story - develop knowledge of retrieval through images - recognise characters, events, titles and key information - recognise differences between fiction and non-fiction texts - retrieve information by finding a few key words	Who is your favourite character? Who is/are the main character/s? When/where is the story set? Which is your favourite/worst/scariest part of the story? Is this a fiction or a non-fiction book? How do you know?
Sequencing	- retell familiar stories orally with the aid of a story map or props - sequence the events of a story they are familiar with	What happens in the beginning of the story? What happens at the end of the story? Can you retell the story to me?