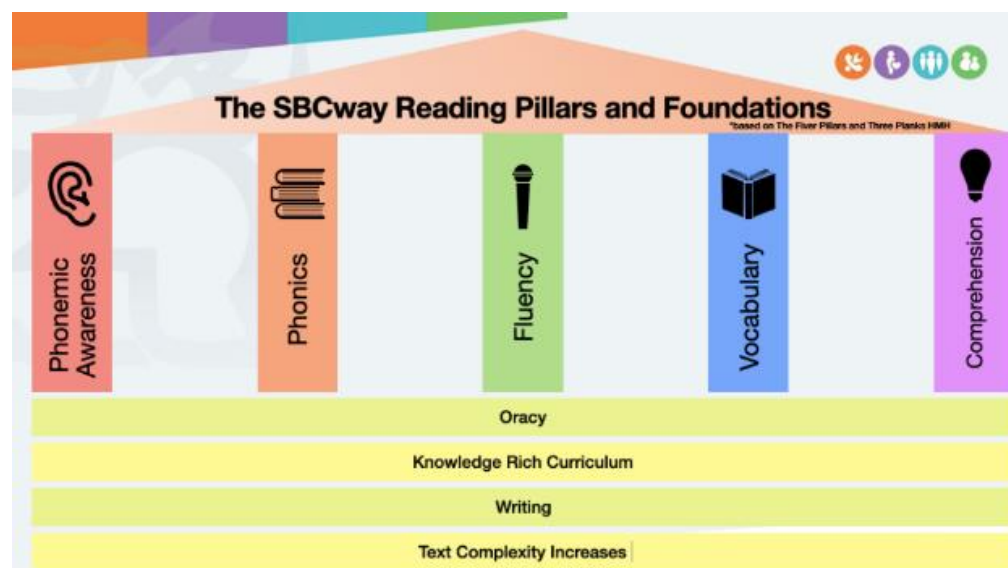


SBCway Reading Progression Pathway – EARLY LEVEL



The **Five Pillars and Four Foundations** underpin the Reading Curriculum that we offer. The opportunities provided for our learners are supported by digital technologies.

The SBCway Methodology

The #SBCway for Reading is underpinned by “The Simple View of Reading” (Gough and Turner 1986) that explains reading as the product of two essential components: word recognition and language comprehension. Within Early Level, we take a holistic approach to effectively supporting learners in their reading journey, valuing and responding to their needs and interests, while at the same time, supporting and developing skills and knowledge across the five components of reading.

A Reading Rich Culture and Environment



An environment that promotes a love of reading and books through modelling and quality interactions, an environment where learners can begin to develop pre-reading and reading skills in a safe, supported and non-judgemental space.

Key messages from “SBC Early Years Literacy Strategy”

All of our learners will experience daily high-quality learning, teaching and assessment.

Promoting Reading for Pleasure (fiction specifically) can and does raise attainment and improve wellbeing.

Our practice is research based and evidence led.

All our learners experience a literacy rich environment – meaningful and engaging spaces, experiences and interactions focussing on the development of early literacy skills.

Adults in our setting are Literacy Role Models.

Staff in our settings read aloud to children every day.



Developing Skills for Reading

Before beginning formal phonics teaching, please ensure the child is confident with the different aspects of the Phonological Awareness Continuum in Oracy Progression

Experiences and Outcomes

Enjoyment and Choice

I enjoy exploring and playing with the sounds of language, and can use what I learn. LIT 0-01a/Lit 0-11a/LIT 0-20a

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b/LIT 0-11b

Enjoyment and Choice	Phase 1 →	Phase 2 →	Phase 3 →	Benchmarks
	I can enjoy picking up and looking at texts. With support, I can choose a favourite text talk about what I see in the text I have chosen. *	With support, I can hold a book the right way, knowing the front and back cover. With support, I can identify the author, illustrator, title and blurb. With support, I can: - choose a favourite text. - share why I like it. - relate it to personal experiences. talk about what I see in the text I have chosen. * I can, with support, show an awareness of some features of fiction and non-fiction texts. I know that I can use texts for different purposes e.g. for enjoyment/information.	I can hold a book the right way, knowing the front and back cover I can identify the author, illustrator, title and blurb. I can choose a favourite text. share why I like it. relate it to personal experiences. Talk about what I see in the text I have chosen. * I can show an awareness of some features of fiction and non-fiction texts. I know that I can choose non-fiction texts for information, and fiction for imaginative texts.	Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator. Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.



Developing Skills for Reading

Before beginning formal phonics teaching, please ensure the child is confident with the different aspects of the Phonological Awareness Continuum in Oracy Progression

Early Level Experiences and Outcomes

Tools for Reading

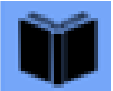
I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-21a/LIT 0-13a/LIT 0-21

Tools for reading	Phase 1 →	Phase 2 →	Phase 3 →	Benchmarks
 Phonemic Awareness *refer to oracy progression	With support, I can recognise my name Milestone <i>I can match/sort objects, photos and symbols and/or text. *</i> I know print/symbols have meaning. * I can, with support recognise some familiar print in the environment. *	I can recognise my whole first name With support, I can identify a letter, a word and a numeral I can identify symbols for a purpose e.g. road signs, numerals, instruction signs, visual timetables. I can recognise some environmental print/symbols.* With support, I am beginning to understand that print is read from: left to right top to bottom. *	I can recognise my whole, first and last name I can identify a letter, a word and a numeral. * I can use the information from symbols in a familiar practical context. e.g. in daily routines, walk to school I can understand the meaning behind some print in the environment. I know that the spaces between the words tell me where one word ends and the next begins. * I know that print is read from: left to right. top to bottom. *	I know the difference between a letter, word and numeral. I use my knowledge of sounds, letters and patterns to read words. I use my knowledge of sight vocabulary/tricky words to read in context. I can read aloud familiar texts with attention to punctuation. I can use context cues to support understanding of different texts.



Developing Skills for Reading				
Before beginning formal phonics teaching, please ensure the child is confident with the different aspects of the Phonological Awareness Continuum in <u>Oracy Progression</u>				
Early Level Experiences and Outcomes				
Tools for Reading				
I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-21a/LIT 0-13a/LIT 0-21				
Tools for reading	Phase 1 →	Phase 2 →	Phase 3 →	Benchmarks
 Phonics refer to SBCway Phonics Shared Expectation	I can find my name by recognising the first letter/symbol.	I can recognise my whole, first name. I can show awareness of letter names and phonemes (sounds) during play *	I can recognise my whole, first and last name. I can hear and say the phonemes from the Simple Code: some most all I can recognise the corresponding grapheme for each phoneme of the Simple Code: some most all Using my knowledge of phonemes and graphemes, I can decode unfamiliar words. I can read taught common words. I can read aloud familiar, known text, paying attention to simple punctuation.	I use my knowledge of sounds, letters and patterns to read words. I use my knowledge of sight vocabulary/tricky words to read in context. I can read aloud familiar texts with attention to punctuation. I can use context cues to support understanding of different texts.



Developing Skills for Reading				
Early Level Experiences and Outcomes				
Tools for Reading				
I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-21a/LIT 0-13a/LIT 0-21				
Tools for Reading	Phase 1 →	Phase 2 →	Phase 3 →	Benchmarks
 Vocabulary	With support, I can use context/picture clues to help me understand the text	I can use context/picture clues to help me understand the text	I can use my knowledge of phonemes and graphemes to work out unfamiliar words I can read and understand the meaning of some Tier 1 vocabulary I can identify a noun and a verb in a text.	I use my knowledge of sounds, letters and patterns to read words. I use my knowledge of sight vocabulary/tricky words to read in context. I can use context cues to support understanding of different texts.
 Fluency	With support I can retell a familiar story. <i>(see also Oracy progression)</i>	I can retell familiar story with confidence. <i>(see also Oracy progression)</i>	I can read a simple, familiar text with fluency and confidence by: Paying attention to punctuation I am beginning to read simple, familiar text with expression using punctuation to help me	I can read aloud familiar texts with attention to punctuation.



Developing Skills for Reading

Early Level Experiences and Outcomes

Finding and using information

I use signs, books or other texts to find useful information and I use this to plan, make choices or learn new things. LIT 0-14a

Finding and using information	Phase 1 	Phase 2 	Phase 3 	Benchmarks
 Comprehension	Milestone <i>I recall a character, object or event in a story which is read to me. *</i> I can identify and use environmental print/symbols when carrying out my routines e.g. where to hang coat, menu choice pictures, name with a photo. I can say who is in a story (fiction) I can say what a text is about (non-fiction)	I know that texts have different purposes, e.g. visual schedules, signs, recipes, menus, letters. I can, with support, identify a: • Fiction text • Non- fiction text. I can, with support, identify the ‘what’, ‘where’ and ‘who’ from a fiction text I can with support identify and share a piece of information from non- fiction text	I can identify and use environmental print/symbols and begin to use them for a purpose e.g. logos, menus, food packaging. I can identify a: • Fiction text • Non- fiction text. I can, with increased confidence identify and share the ‘what’, ‘where’, ‘who’ and ‘when’ from a fiction text I can identify and share pieces of information from a non- fiction text.	I can show an awareness of some features of fiction and non-fiction texts when choosing or using texts for purposes.

Before beginning formal phonics teaching, please ensure the child is confident with the different aspects of the Phonological Awareness Continuum in Oracy Progression

Understanding, Analysing and Evaluating

Understanding and Evaluating

Prediction (P)

I can, with support, predict what might happen next. **(P)**

I can predict what might happen next
(P)

I can relate information and ideas from a text to personal experiences.



Developing Skills for Reading

Before beginning formal phonics teaching, please ensure the child is confident with the different aspects of the Phonological Awareness Continuum in Oracy Progression

Early Level Experiences and Outcomes

Understanding, Analysing and Evaluating

To help me understand stories and other texts, I ask questions and link with what I already know. LIT 0-7a/LIT 0-16a/ENG 0-17a
I enjoy exploring events and characters and other texts, sharing my thoughts in different ways. LIT 0-19a

Understanding and Evaluating	Phase 1 →	Phase 2 →	Phase 3 →	Benchmarks
 Comprehension Summarising (S) Visualising (V)	I can respond to texts by making relevant actions to show my understanding. *	I can, with support, use “first”, “next”, “then” and “finally” to summarise (sequence) events in a story. (S) I can, with support, respond to texts by making drawings to show my understanding. (V) I can, with support, respond to texts by making comments to show my understanding. *	I can, with support, use “first”, “next”, “then” and “finally” to summarise (sequence) events in a story. (S) I can respond to texts by making drawings to show my understanding. (V) I can respond to texts by making comments to show my understanding.	