

Alisha is becoming a confident reader, and enjoys choosing a range of books to look at independently. She has competent decoding skills and can sight read some high frequency words.



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....



Darcy reading in the outdoors 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."



To be at the expected level in reading.

Here is a small sample of what expected reading looks like in the foundation stage.

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

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.

