



KG READING EXPECTATIONS

Before students leave KG they should read and understand simple sentences. They should use phonic knowledge to decode regular words and read them aloud accurately. They should also read some common irregular words. They should be able to demonstrate understanding when talking with others about what they have read.

KG CHILDREN ARE EXPECTED TO

Speaking

- Be able to participate in small or large group or one-to-one discussions and be able to offer their own ideas using newly learnt vocabulary.
- Be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Be able to express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their educator.

Word Reading

- Be able to say a sound for each letter in the alphabet and at least 10 digraphs.
- Be able to read words consistent with their phonic knowledge by sound-blending.
- Be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy Comprehension

- Be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Be able to anticipate, where appropriate, such as key events in stories.
- Be able to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Being Imaginative and Expressive

- Be able to invent, adapt and recount narratives and stories with peers and their educators.
- Be able to sing a range of well-known nursery rhymes and songs.
- Be able to perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with the music.

Listening, Attention and Understanding

- Be able to hold conversations when engaged in back-and-forth exchanges with their peers and educators.
- Be able to make comments about what they have heard and ask questions to clarify their understanding.
- Be able to listen attentively and respond to what they hear with relevant comments, questions and actions when being read to and during large group discussions and small group interactions.

People, Cultures, Communities and The Natural World

- Be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.
- Be able to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.
- Be able to know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

HOW TO HELP YOUR CHILD AT HOME

- READ EVERY NIGHT FOR UP TO TWENTY MINUTES.
- LISTEN TO YOUR CHILD READ. THIS HELPS TO DEVELOP THEIR FLUENCY.
- READ TO YOUR CHILD- THIS WILL HELP THEM TO:
 - UNDERSTAND HOW TO USE EXPRESSION TO BRING STORIES TO LIFE.
 - DEVELOP THEIR OWN VOICE AS A READER.
- AFTER LISTENING TO THEM, OR READING TO THEM, ASK SOME OF THE QUESTIONS.
THE DISCUSSION YOU HAVE WILL BE VERY VALUABLE FOR THEIR READING DEVELOPMENT.
- TALK ABOUT THE MEANINGS OF NEW WORDS.
- READ THE SAME TEXT AGAIN AND AGAIN IF YOU HAVE TO!
- SIGN THEIR READING DIARY DAILY.

FOR HELPFUL HINTS,
ACTIVITIES & RECOMMENDED
BOOKS PLEASE VISIT:
[HTTPS://WORDSFORLIFE.ORG.
UK/](https://wordsforlife.org.uk/)
[HTTPS://WWW.BOOKSFORTO
PICS.COM/](https://www.booksfortopics.com/)

OR CONTACT YOUR CLASS
TEACHER