EYFS Progression of skills and assessment checkpoints
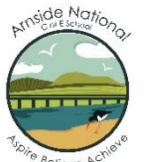
Reading		
Word Reading and awareness		**Comprehension**

Word Reading and awareness of words and text

Birth-Three	**Three- Four Years**	**Reception**	**Word Reading- ELG .**
Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	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. • Re-read what they have written to check that it makes sense.	**Say a sound for each letter in the alphabet and at least 10 digraphs. WR-ELG** • **Read words consistent with their phonic knowledge by sound-blending. WR-ELG** • **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. WR-ELG**

STAGE 1- Verbal rhyming and alliteration	Listens to and enjoys songs and rhymes. Joins in with songs and rhymes and says some of the words.	Singing songs and rhymes independently.	Developing phonological awareness so I can hear rhymes. I can then suggest rhymes.	I can count or clap syllables in a word e.g. but/ter/fly cat/er/pill/ar.	I can recognise words with the same initial sound e.g. mum and monkey	I can read aloud simple rhyming sentences and rhyming books consistent with my phonics knowledge.
STAGE 2- Joining in with stories read to me.	Enjoys sharing books with adults. Paying attention to the pictures or words in the book.	Has a favourite book that they find to share with others. Repeats words from familiar stories	Developing play around a story read to them.	In conversation I demonstrate that I understand print has meaning and can have different purposes.		I understand text is read left to right and top to bottom and can follow my finger along text, even if I do not know the words.
STAGE 3- Recognising print and books.	I know a story can be read to me.	I notice print around me e.g. logos or the first letter of my name.		I understand print has meaning and I can read books or be read to.		I know the names of the different parts of a book.
STAGE 5- Common exception words	I understand some words cannot be sounded out.	I can read a few common exception words linked to my schools reading scheme.		I can read common exception words when they are included in simple phrase or sentence.		I can read simple sentences and books that include common exception words

STAGE 6-Reading fluently	I am developing some phonological awareness – for example spotting words with the same initial sound.	I am blending sounds to create words.	I can read simple phrases and sentences in my books with some fluency.	I can re-read these books to develop my confidence in reading and my fluency.	I can identify all the sounds in my books and 10 or more diagraphs.	I can sound blend all the words in my books that match to my phonetic ability.	I can read aloud sentences with good fluency that are matched to my phonetic ability.

Comprehension

Birth-Three	Three- Four Years	Reception	Comprehension- ELG .
Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary.	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. • Re-read what they have written to check that it makes sense.	**Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. COMP-ELG** **• Anticipate (where appropriate) key events in stories. COMP-ELG** **• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play COMP-ELG**

Questioning	Asks simple questions about the book	Engages in conversation about stories while answering questions.	Engages in conversation about stories then asks questions.	Asks more in-depth questions showing a good understanding of the text.	Asks questions about key events in the story.	Answers more complex questions during discussions about a wide range of texts and answers with confidence and good logic.
Vocabulary	Joins in with repeated words used in text.	Develops play around favourite stories using props, beginning to use some text related vocab.	Notices words they do not know the meaning of.	Discusses word meanings and links new words to known words.	Uses new vocabulary introduced by the teacher when read in a book.	Uses and understands vocabulary that has been introduced through a book correctly and showing a good understanding of events.

Inference	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Beginning to understand that when answering questions about the text we have to look in the book when guided by the teacher.	Makes basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher.	Makes rational anticipations of key events in the story through inferences.	Answers questions about the text that requires them to 'read beyond the text' e.g. why do you think…
Prediction	Sharing own ideas about the texts being read to them.	Beginning to predict what might happen next when prompted.	Predicting what will happen next on the basis of what has happened so far e.g. to the characters or in the stories plot.	Make simple predictions from the story based on the story, previously read stories and own life experiences.	Predicts key events in the story either before the story is read or during reading the story.	Explains predictions and justifies why they may happen.
Explaining	Says which stories they would like to read.	Shares opinions of stories – likes and dislikes.	Link what has been read to them to their own rea life experiences.	Explain what has been read to them in their own words.	Expresses their ideas and views about the characters and events in the story.	
Retrieval	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Answers simple questions about events that have just happened in a story.	Understands that pictures offer many clues as to what has happened or will happen in a text.	Recognises characters, events, titles, images and key information in a text.	Recognised the difference between non-fiction and fiction texts. / Retrieves information by finding key words in the text.
Sequencing	Looks at books from front to back.	Knows we read from left to right, top to bottom.	Can retell a story through images – such as a story map.	Can orally re-tell a story in their own words.	Can sequence a simple story-remembering key events.	Can sequence a class story remembering some details and key events including story specific vocabulary too.