

EYFS Progression of Reading

	Term 1	Term 2	Term 3 and Term 4	Term 5 and Term 6
<p><i>Range of Texts:</i></p> <p>Term 1 The Great Big Book of Families We are all Welcome The Family Book And Tango Makes Three Monkey Puzzle Once there were giants. Paper dolls. Cave baby The growing story. Starting School I am absolutely too small for school</p> <p>Term 2 Festival of colours In my mosque Rama and Sita Celebrations from around the world Sparks in the Sky The King who Banned the Dark Guy Fawkes The Snowflake Polar Bear Boy The Jolly Christmas Postman</p>	<p>READING: Understand the five key concepts about print:- print has meaning - print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing.</p> <p>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</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>READING: Engage in extended conversations about stories, learning new vocabulary.</p> <p>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</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>READING: Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>READING: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently used vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p> <p>Say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their sound knowledge including some common exception words.</p>

<p>Term 3 Goldilocks and the three bears Jack and the beanstalk The Gingerbread Man (Many alternatives of all stories)</p> <p>Term 4 Supertato Beegu The Tin Forest The Man on the Moon Superkid Greta and the Giants Michael Recycle (children’s favourite stories at the end of the day)</p> <p>Term 5 Snail and the Whale Tiddler Rainbow Fish Sharing a Shell The Singing Mermaid Shark in the Dark The Fish that could Wish Barry the fish with fingers Commotion in the ocean</p> <p>Term 6 Non-fictions texts Sharks Under the sea animals Environments Oceans</p>	<p><u>COMMUNICATION AND LANGUAGE:</u> Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary</p> <p>Understand ‘why’ questions, like ‘Why did the Caterpillar get so fat?’</p> <p>Sing a large repertoire of songs. (FUN)</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p><u>COMMUNICATION AND LANGUAGE:</u> Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary</p> <p>Understand ‘why’ questions, like ‘Why did the Caterpillar get so fat?’ Sing a large repertoire of songs. (New Words)</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p><u>COMMUNICATION AND LANGUAGE:</u> Learn and use new vocabulary throughout the day.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop understanding</p>	<p><u>COMMUNICATION AND LANGUAGE:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>
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Coral reefs				
VOCAB and SPEAKING	I can engage in extended conversations about stories, learning new vocabulary –	I can engage in extended conversations about stories, learning new vocabulary – WHO	I can learn and use new vocabulary throughout the day – correct modelling of new words and repeating back to the	I can use and understand recently used vocabulary during discussions about stories, non-fiction, rhymes

	<p>introducing WHO and WHERE words through story texts to then use as part of Plan Do Review.</p> <p>I know and can use a wider range of vocabulary – new words involved with starting school! ‘Lunch hall, water tray, classroom, daffodil, sand etc etc)</p>	<p>WHERE and WHAT flower pots – add characters, settings and objects from the stories as introduced. Regularly refer back as part of class discussions.</p> <p>I know and can use a wider range of vocabulary – new words involved with starting school! ‘Lunch hall, water tray, classroom, daffodil, sand etc etc)</p> <p>I know a large repertoire of songs – exposure to nursery rhyme language eg The clock struck one</p>	<p>children. Especially considering new topics EG Space – ensuring children are using new vocabulary in the correct contexts.</p> <p>I know how to use new vocabulary in different contexts.</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>and poems during role play – hot seating characters (Beegu), Drama and thought tracking (The Old Man)</p> <p>I can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>I can use and apply WHO WHERE WHAT WHAT DOING and WHAT LIKE words in conversations and writing.</p> <p>I know how to make comments about what I have heard and ask questions to clarify their understanding.</p> <p>I participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>
<p>DECODING and PHONICS</p>	<p>Develop phonological awareness:</p> <p>I can spot words with the same initial sound (taught in RWI and through games as part of phonics lessons)</p>	<p>I can read individual letters by saying the sounds for them.</p> <p>I know how to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>I can read some letter groups that each represent one sound and say sounds for them.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p>	<p>I can say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their sound knowledge including some common exception words.</p>

			<p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>	
<p>COMPREHENSION</p>	<p>I can understand ‘why’ questions, like ‘Why did the Caterpillar get so fat?’</p> <p>I know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>I know how to engage in extended conversations about stories, learning new vocabulary – discussion of in my Mosque – what have you never seen before?</p>	<p>I can Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>I can listen to and talk about stories to build familiarity and vocabulary.</p> <p>I am able to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words – story map with Beegu, role play with the Tin Forest.</p> <p>I can listen to and talk about selected non-fiction to develop understanding.</p>	<p>Anticipate (where appropriate) key events in stories.</p> <p>I can use and understand recently used vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p> <p>I listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>
<p>BOOK HANDLING and ENJOYMENT</p> <p>Children show pleasure in stories being read to them;</p>	<p>I know print has meaning I know print can have different purposes I know we read English text from left to right and from top to bottom</p>	<p>I know print has meaning I know print can have different purposes I know we read English text from left to right and from top to bottom</p>	<p>I can engage during in story times – ensuring children are able to anticipate events and follow the texts HOWEVER ensuring opportunity for engrossing story time too.</p>	

<p>enjoy sharing poems and rhymes together; sometimes look at a book out of choice, rather than something else; begin to have favourite texts which they ask for repeatedly; may pick a favourite character or a favourite story; may be able to say why; sometimes read a familiar text aloud to themselves, remembering the words they have heard; know how the pictures relate to the story; point to parts of the text in answer to questions.</p>	<p>I know the names of the different parts of a book I know how to turn pages page sequencing.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p> <p>I know how to sing a large repertoire of songs. (FUN)</p>	<p>I know the names of the different parts of a book I know how to turn pages page sequencing.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p>	<p>I can learn rhymes, poems and songs: assembly songs, Super Kid Song, Michael Recycle Poem.</p> <p>I can engage in non-fiction books: space specifically.</p>	
<p>ENVIRONMENT</p>	<p>Add phonological games involving initial sound to book corner (M A S D T initially) Books: decodable, non worded, topic related, books we have read, non fiction books. CD player with story CD's – stories familiar to children where possible. Playdoh – cookery book. Labels for environment and resources. Labels for each area. Name recognition with pebbles in the morning for self registration. Cloakroom – names with faces to aid children initially.</p>	<p>Add phonological games involving initial sound to book corner. Books: decodable, non worded, topic related, books we have read, non fiction books. CD player with story CD's – stories familiar to children where possible. Playdoh – cookery book. Labels for environment and resources. Labels for each area. Name recognition with pebbles in the morning for self registration. Cloakroom – names with faces to aid children initially.</p>	<p>Games in book corner to include words to encourage blending – Obb and Bob and buried treasure type. Add CVC picture cards for children to write and interpret. Vocabulary display to show the words taught this term – children has constant access to this. Values displayed on boards in book corner with appropriate text – eg Perseverance with Zog. Playdoh – the GBM Story and Traditional Tales recipe book. Tin Forest – pictures from stories alongside labels. Deconstructed story sack with each story displayed in the book corner each week – with interesting artefacts to draw children in. EG Rocket for Beegu and M on the M.</p>	<p>'Words we've caught' displayed still using LTC context – to display new vocab taught. 'Real items' under curiosity cube – to encourage that back and forth discussion and question asking and answering. RWI sound cards part of continuous provision alongside red and green words – children role playing 'teachers' with them as props.</p>

RECEPTION 25wpm

Children learn to:

recognise and read their name automatically;

join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat;

sing the alphabet with support;

begin to read words and simple sentences, showing understanding by the way they say it;

sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets;

recognise and independently read some common exception words with automaticity.