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| **EYFS Progression of skills and knowledge - Reading**  |
| **Word Reading and awareness Comprehension**  |
| **Word Reading and awareness of words and text**  |
| **Three- Four Years**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  | **Reception**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. | **Word Reading- ELG .****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** |

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| **STAGE 1-****Verbal rhyming and alliteration** | 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.**  | 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 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.  |

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| **Comprehension** |
| **Three- Four Years**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.  | **Reception**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. | **Comprehension- ELG .****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** | 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**  | 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**  | 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**  | 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** | 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**  | 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**  | 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.  |