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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. | |