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| **EYFS Progression of Skills in: Reading** |

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| **Skills** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **ELG** |
| **Comprehension** |  To use pictures to tell stories (wordless texts) To sequence familiar stories To independently look at books, holding them the correct way and turning pages  | To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To make some simple predictions. To enjoy and increasing range of books including fiction, non-fiction, poems and  |  To act out stories To follow a story without pictures or props To make predictions based on what has been read / the title etc. (early inference) To suggest how a story might end To identify main characters in a familiar story.  | To retell a story To talk about the characters in the books they are reading – thoughts and feelings To identify settings and main events in a familiar story. |

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| To begin to answer questions about what they have read (How / Why etc.)To use vocabulary that is influenced by their experiences of books To know that information can be retrieved from books (links to minibeast and plants work)  |

 |  To retell stories with increasing detail, recognising beginning/middle/end. To continue to expand vocabulary that is influenced by their experiences of books To know that information can be retrieved from books (links to minibeast and plants work) |

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| **Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.** **Anticipate (where appropriate) key events in stories.** **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.**  |

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| **Skills** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | **ELG** |
| **Reading (Word level)**  | To recognise their name To begin to blend sounds together to read words using the taught sounds  | To blend sounds to read words using taught sounds To read words ending with -es where there is no change to the root word. To begin reading captions and sentences using taught sounds To read books matching their phonics ability  |

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| To begin to read longer words To recognise taught digraphs in words and blend the sounds together To read sentences containing HRSW To begin to re-read sentencesTo read books matching their phonics ability  |

 | To read longer, more complex words To read sentences containing HRSW and digraphs/trigraphs with increasing independenceTo be to re-read sentences with increasing fluency To read books matching their phonics ability  | To read longer, more complex words CVCCCCVCCCCCVCCTo reread sentences, beginning to show an awareness of punctuation.To read longer sentences containing Phase 4 words and HRSWTo read books matching their phonics ability

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 | To read longer, more complex words including compound words To reread sentences with simple expression.To read longer sentences containing Phase 4 and early Phase 5 words and HRSW To read books matching their phonics ability  |

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| **Say a sound for each letter in the alphabet and at least 10 digraphs.****Read words consistent with their phonic knowledge by sound-blending.** **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.** |

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| **ELS Progression of sounds and words**  | To recognise taught Phase 2 sounds s a t p i n m d g o c k ck e u r ss h b f ff l llTo recognise taught Harder to Read and Spell words (HRSW) I the no put of is to go into pull as his  | To consolidate previous sounds taught and recognise the following j v w x y z zz qu ch sh th ng n kai ee igh oa

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| To consolidate previously taught HRSW and recognise the followingHe she buses we me be push was her my you  |

 | To consolidate previously taught sounds and recognise the following oo(book) ar ur oo(food) orow oi ear air ure er ow(oa)To consolidate previously taught HRSW and recognise the followingthey all are ball tall when what  | To consolidate previously taught sounds To consolidate previously taught HRSW and recognise the followingsaid so have were out like some come there little one do children love  | To consolidate previously taught sounds To read words ending with -ed where there is no change to the root word-ed (ed)-ed (t)-ed (d)-er -estTo consolidate previously taught HRSW | To consolidate previously taught sounds and recognise the following ay(ai) ou(ow) ie(igh) ea(ee) oy(oi) ir(ur) ue(yoo) aw(or) wh(w) ph(f) ew(yoo) oe(oa) au(or) ey(ee) a-e(ai) e-e(ee) i-e(igh) o-e(oa) u-e(yoo) c(s) -leTo consolidate previously taught HRSW and recognise the followingOh their people Mr Mrs your ask should would could asked house mouse water want very  |