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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. | |  | | --- | | 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) | |  | | --- | | **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 | |  | | --- | | 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 sentences  To read books matching their phonics ability | | To read longer, more complex words  To read sentences containing HRSW and digraphs/trigraphs with increasing independence  To be to re-read sentences with increasing fluency  To read books matching their phonics ability | To read longer, more complex words  CVCC  CCVCC  CCCVCC  To reread sentences, beginning to show an awareness of punctuation.  To read longer sentences containing Phase 4 words and HRSW  To read books matching their phonics ability   |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | |  |  | | | 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 | |  |  | | --- | --- | | |  | | --- | | **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.** | | |
| **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 ll  To 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   |  | | --- | | To consolidate previously taught HRSW and recognise the following  He 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) or  ow oi ear air ure er ow(oa)  To consolidate previously taught HRSW and recognise the following  they all are ball tall when what | To consolidate previously taught sounds  To consolidate previously taught HRSW and recognise the following  said 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 -est  To 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) -le  To consolidate previously taught HRSW and recognise the following  Oh their people Mr Mrs your ask should would could asked house mouse water want very |