|  EYFS PROGRESSION-OF-SKILLS-READING of skills - Reading   |
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| WORD READING  |
| **Three- Four Years**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 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 | **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  |
| STAGE 1- Verbal rhyming aSTAGE 1-Verbal rhyming andalliterationnd alliteratiSTAGE 1- STAGE 1-Verbal rhyming andalliterationVerbal rhyming and alliterationon  | Listens to and enjoys songs and rhymes. Joins in with songs and rhymes and says some of the words. | Singing songs and rhymes independently.  | 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.  | Enjoys sharing books with adults. Paying attention to the pictures or words in the book.  | Has a favourite book that they find to share with others. Repeats words from familiar stories | Developing play around a story read to them.  | 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 notice print around me e.g. logos or the first letter of my name.  | 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.  |
| 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  | 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.  | 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,  |

| • Engage in extended conversations about stories, learning new vocabulary.  | • 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. | non-fiction, rhymes and poems and during role play COMP-ELG  |
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| Questioning  | Asks simple questions about the book | 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 duringdiscussions about a wide range of texts and answers with confidence and good logic.  |  |
| Vocabulary  | Joins in with repeated words used in text. | Develops play around favourite stories using props, beginning to use some text related vocab.  | 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  | Looks at the pictures when reading a story.  | 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  | Sharing own ideas about the texts being read to them.  | 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  | Says which stories they would like to read.  | 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  | Looks at the pictures when reading a story. | 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  | Looks at books from front to back.  | 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.  |  |

| **Readiness FOR YEAR ONE:**• Developing phonemic knowledge through Read Write Inc and other phonic opportunities. • Developing a knowledge of stories including rhyme and identify the rhyming words within them. • Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. • Developing their skills and abilities in retelling familiar stories. • Recognising that books have information that helps them to learn. • Routinely accessing picture books and stories • Listening to others expressively tell stories. • Learning that stories and books can put them in imaginary worlds full of adventure and excitement. |
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