| 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 and  alliteration  nd alliteratiSTAGE 1- STAGE 1-  Verbal rhyming and  alliteration  Verbal 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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