



EYFS Reading Progression

		Nursery – 3 & 4 Year olds	Reception – 4 & 5 Year olds
Reading aloud and performance (Found in EYFS Communication & Language)	Poetry	Know many rhymes. (C&L)	Listen carefully to rhymes and songs, paying attention to how they sound. (C&L)
	Performance	Sing a large repertoire of songs. (C&L)	Learn rhymes, poems and songs. (C&L)
Comprehension	Vocabulary	Learn new vocabulary. Use a wider range of vocabulary. (C&L) Use new vocabulary through the day (C&L) Engage in extended conversations about stories, learning new vocabulary. (R)	Learn new vocabulary. (C&L) Use new vocabulary through the day. (C&L) Use new vocabulary in different contexts. (C&L) Ask questions to find out more and to check they understand what has been said to them. (word meaning) (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary . (C&L) <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG)</i>

	Inference		<i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG)</i>
	Prediction		<p>Articulate their ideas and thoughts in well-formed sentences. (C&L)</p> <p><i>Anticipate (where appropriate) key events in stories. (ELG) – simple predictions.</i></p>
	Explanation	<p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” (C&L)</p> <p>Engage in extended conversations about stories, learning new vocabulary. (R)</p>	<p>Articulate their ideas and thoughts in well-formed sentences. (C&L)</p> <p>Connect one idea or action to another using a range of connectives. (C&L)</p> <p>Describe events in some detail. (C&L)</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. (C&L)</p>
	Retrieval	<p>Enjoy listening to longer stories and can remember much of what happens. (C&L)</p>	<p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. (C&L)</p> <p>Listen to and talk about stories to build familiarity and understanding. (C&L)</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG)</i></p>
	Summarise		
	Sequence	<p>Enjoy listening to longer stories and can remember much of what happens. (C&L)</p> <p>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. (R)</p>	<p>Articulate their ideas and thoughts in well-formed sentences. (C&L)</p> <p>Describe events in some detail. (C&L)</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. (C&L)</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (C&L)</p>

<p>Speaking and Listening</p>	<p>Compare and contrast</p>	<p>Enjoy listening to longer stories and can remember much of what happens. (C&L)</p> <p>To be able to talk about familiar books, and be able to tell a long story. (C&L)</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (C&L)</p>	<p>Articulate their ideas and thoughts in well-formed sentences. (C&L)</p> <p>Connect one idea or action to another using a range of connectives. (C&L)</p> <p>Describe events in some detail. (C&L)</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. (C&L)</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (C&L)</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (R)</p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG)</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding. (ELG)</i></p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG)</i></p>
	<p>Authorial intent</p>	<p>The concept of an author is introduced.</p>	<p>Linking books to specific authors, e.g. books by Julia Donaldson.</p>
	<p>Discussion</p>	<p>Use longer sentences of four to six words. (C&L)</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (C&L)</p> <p>Can start a conversation with an adult or a friend and continue it for many turns. (C&L)</p> <p>To be able to talk about familiar books, and be able to tell a long story. (C&L)</p>	<p>Engage in story times. (C&L)</p> <p>Ask questions to find out more and to check they understand what has been said to them. (C&L)</p> <p>Articulate their ideas and thoughts in well-formed sentences. (C&L)</p> <p>Describe events in some detail. (C&L)</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. (C&L)</p>

		<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (C&L)</p> <p>Engage in extended conversations about stories, learning new vocabulary. (R)</p>	<p>Engage in non-fiction books. (C&L)</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L)</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (R)</p> <p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG)</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding. (ELG)</i></p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG)</i></p>
<p>Reading Fluency</p>	<p>Phonics and decoding</p>	<p>Little Wandle Letters and Sounds Revised – a DfE validated systematic synthetic phonics programme</p> <p>Foundations for phonics: to ensure children are well prepared to begin grapheme–phoneme correspondence and blending at the start of Reception.</p> <p>Foundations for phonics: developing an awareness of sound, through activities that develop focused listening and attention, including oral blending.</p> <p>Sing a large repertoire of songs (C&L)</p> <p>Know many rhymes (C&L)</p> <p>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. (R)</p>	<p>Little Wandle Letters and Sounds Revised – Phases 2 and 3</p> <p>Read individual letters by saying the sounds for them. (R) Phase 2</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (R) (Phase 2)</p> <p>Read some letter groups that each represent one sound and say sounds for them. (R)</p> <p>Phase 3 digraphs to include words with –s /s/ added at the end (hats sits) Reading words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p> <p>Reading words including the graphemes ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Reading words with double letters, including longer words Reading: -words with double letters -longer words, words with two or more digraphs -words ending in –ing,</p>

			<p>-compound words -words with s /z/ in the middle -words with –s /s/ /z/ at the end -words with –es /z/ at the end</p> <p>Phase 4 Reading; -Short vowels with adjacent consonants -CVCC CCVC CCVCC CCCVC CCCVCC -longer words and compound words -words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est -Phase 3 long vowel graphemes with adjacent consonants -CVCC CCVC CCCVC CCV CCVCC -words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est -longer words</p>
	<p>Common Exception Words</p>		<p>Read a few common exception words matched to the school’s phonic programme - Little Wandle Letters and Sounds Revised</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. (R)</p>
	<p>Understanding words in context</p>		<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. (R)</p>
	<p>Familiarity with texts</p>	<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding (C&L)</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (C&L)</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (R)</p>

	<p>Reading a range of texts</p>	<p>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. (R)</p>	<p>Engage in non-fiction books. (C&L)</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L)</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (C&L)</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (R)</p> <p>Developing prosody – reading with meaning, stress and intonation</p>
--	--	---	--