

EYFS Reading Progression

	Autumn	Spring	Summer
Nursery	<p>Holds books the correct way up and turns pages.</p> <p>Listens to stories and poems both one-to-one and in small groups.</p> <p>Can identify and name the main characters in a story.</p> <p>Looks at books independently.</p> <p>Shows interest in illustrations in books and discusses them with others.</p> <p>Handles books carefully.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Is beginning to point to words in books and pretend to read them</p>	<p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Continues a rhyming string.</p> <p>Listens to and joins in with stories and poems both one-to-one and in small groups.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains in rhymes and stories.</p> <p>Is beginning to discuss the characters, events and settings in a story.</p> <p>Looks at books independently and is beginning to tell their own story using the pictures to guide them.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Points to words in the book and pretends to read them.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Hears and says the initial sound in words.</p> <p>Is beginning to links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Enjoys an increasing range of books.</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured. Suggests how the story might end.</p> <p>Is beginning to describe main story settings and key characters.</p> <p>Looks at books independently and begins to use story language they have heard in stories to retell the story.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Starts to apply phonics learnt to try to read words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Can links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Knows that information can be retrieved from books and computers.</p>

<p>Reception</p> <p>This is the proposed overview – there will be pupils who may be working below these expectations and intervention s/ groups will be created accordingly</p>	<p>Shows awareness of rhyme and alliteration.</p> <p>Suggests how the story might end.</p> <p>Continues a rhyming string.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Can links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Is beginning to describe main story settings, events and key characters.</p> <p>Looks at books independently and begins to use story language they have heard in stories to retell the story.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Engages with illustrations and is beginning to read print in books and print in the environment.</p> <p>Starts to apply the phonics they have learnt (m/a/s/d/t/i/n/p) to try to read words in books at the right phonics level.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>Suggests how the story might end.</p> <p>Describes main story settings, events and characters.</p> <p>Applies the phonics they have learnt to try to read words in books at the right phonics level.</p> <p>Children learn to read and write CVCC and CCVC words using the sounds (phonemes and graphemes) they have learnt (Set 1 RWI sounds).</p> <p>With support, pupils are able to read some red words by sight e.g. me, I , the</p> <p>Can read aloud phonically decodable texts at Set 2 (RWI red, green and purple books)</p> <p>Bookbands – pink/red and yellow</p>	<p>Can describe the setting, events and characters in a story in more detail.</p> <p>Children can read a range of pink, orange and yellow books with increasingly longer words.</p> <p>With support can apply phonics knowledge to decode some simple words.</p> <p>Can read aloud phonically decodable texts at Set 2 (RWI purple, pink and orange)</p> <p>With support, can express views about events or characters in the story and answer some retrieval questions about the story.</p> <p>With support, they can sequence significant events in the story.</p> <p>Demonstrates some enthusiasm for listening and responding to books.</p> <p>With support and prompting pupils can talk about the books linking their own knowledge or experience to what they have read.</p> <p>Book band – red, yellow and blue</p>
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	<p>Children learn to read and write CVC words using the sounds (phonemes and graphemes) they have learnt (m/a/s/d/t/i/n/p). They are able to read these in books at the right phonics level for them.</p>		
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Bookbands – lilac/pink and red

Reading: word reading

Use phonics knowledge to decode regular words and read them aloud accurately.

Read some common irregular words

Continues a rhyming string

Reading: comprehension

Read and understand simple sentences

Demonstrate understanding when talking to others about what they have read.

Listen to and talk about a wide range of poems and stories

Become familiar with key stories, fairy stories and traditional tales and retell parts of them.

Uses vocabulary and speech that are based on books they have been reading.