|  |  |  |  |
| --- | --- | --- | --- |
| **Cale Green Primary School**Reading Progression for knowledge and skills  | **EYFS expectations towards****Early Learning Goal for Word reading**Children at the expected level of development will:* 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.
 | **EYFS expectations towards****Early Learning Goal for Comprehension**Children at the expected level of development will:* Demonstrate an 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 during role-play
 | **Links to Key Stage One Curriculum**Word-reading and Comprehension statutory requirements |
| **Concepts about print**  | All children learn:1. Print has meaning
2. Print can have different purposes
3. We read English text from left to right and top to bottom
4. The names of the different parts of a book
5. Page sequencing
 |  |
| **Phonological awareness** | **Nursery children:*** Take part in Letters and Sounds Phase One activities so they can:
* Recognise and respond to familiar environmental sounds
* Remember and repeat simple rhythms
* Join in with words and actions to familiar songs
* Spot and suggest rhymes
* Count or clap syllables in a word
* Recognise words with the same initial sound
* Orally segment and blend simple words
 | **Reception children:*** Take part in daily, systematic phonics activities
* 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 – Letters and Sounds
* Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
 | **Year One children:*** Apply phonic knowledge and skills as the route to decode words
* Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
* Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
* Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
* Read other words of more than one syllable that contain taught GPCs
* Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)
* Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
* Re-read these books to build up their fluency and confidence in word reading.
 |
| **Range of** **reading and familiarity with texts** | **Nursery children:*** Engage in story times using books that will develop their vocabulary
* Have access to a well-resourced book area and books within areas of provision
* Share home-school reading books which are of good quality for children to read and talk about with their families
* Engage with non-fiction books
* Enjoy listening to longer stories and can remember much of what happens
* Know many rhymes, are able to talk about familiar books and are able to tell a ‘long’ story
* Engage with the interdependent strands of language experiences – speaking, listening, reading and mark-making through carefully planned phases of child and adult-led experiences based on quality texts
* Know that their stories can be drawn or written to be retold or re-read.
 | **Reception children:*** Engage in story times using books that will develop their vocabulary
* Have access to a well-resourced book area and books within areas of provision
* Share home-school reading books which are of good quality for children to read and talk about with their families
* Engage in non-fiction books
* Listen to and talk about stories to build familiarity and understanding
* Retell a story, once they have developed a deep familiarity with a text, some as exact repetition and some in their own words
* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
* Describe events in some detail
* Engage in Talk for Writing based on quality texts
* Use their developing understanding of stories (through Talk for writing and Tales Toolkit) to create their own stories to be read.

  | **Year One children:**Develop pleasure in reading, motivation to read, vocabulary and understanding by: * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
* Being encouraged to link what they read or hear read to their own experiences
* Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
* Recognising and joining in with predictable phrases
* Learning to appreciate rhymes and poems, and to recite some by heart
* Discussing word meanings, linking new meanings to those already known
 |
| **Understanding** | **In Nursery:*** Understand ‘why’ questions, like, “Why do you think the caterpillar got fat?”
* Engage in extended conversations about stories, learning new vocabulary
* Develop an understanding of stories through Tales Toolkit
 | **In Reception:*** Understand how to listen carefully and why listening is so important
* Learn new vocabulary
* Ask questions to find out more and to check they understand what has been said to them
* Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
* Develop an understanding of stories through Tales Toolkit
 | **In Year One:**Understand both the books they can already read accurately and fluently and those they listen to by: * Drawing on what they already know or on background information and vocabulary provided by the teacher
* Checking that the text makes sense to them as they read and correcting inaccurate reading
* Discussing the significance of the title and events
* Making inferences on the basis of what is being said and done
* Predicting what might happen on the basis of what has been read so far
* Participate in discussion about what is read to them, taking turns and listening to what others say
* Explain clearly their understanding of what is read to them.
 |