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| **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. |