

Reading Progression in EYFS

	Reception 30-50mths 40-60mths ELG
Decoding	<ul style="list-style-type: none"> • enjoy rhyming and rhythmic activities • show an awareness of rhyme & alliteration • recognise rhythm in spoken words • continue a rhyming string • hear & say the initial sound in words • segment the sounds in simple words & blend them together & know which letter represents some of them • link sounds to letters, naming and sounding the letters of the alphabet • use phonic knowledge to decode regular words and read them aloud accurately • read some common irregular words • show interest in illustrations and print in books and print in the environment. • recognise familiar words and signs such as own name and advertising logos • look and handle books independently (holds books the correct way up and turns pages) • begin to break the flow of speech into words (<i>literacy, writing</i>) • begin to read words and simple sentences • To read and understand simple sentences
Range of reading & familiarity	<ul style="list-style-type: none"> • listen to stories with increasing attention and recall • enjoy an increasing range of books • <i>listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (Comm& lang - listening& attention)</i>
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Discussing and understanding reading	<ul style="list-style-type: none"> • know that information can be relayed in the form of print • know that information can be retrieved from books and computers • know that print carries meaning and, in English, is read from left to right and top to bottom • understand humour, e.g. nonsense rhymes, jokes. • demonstrate understanding when talking with others about what they have read. • <i>confident to speak in a familiar group, will talk about their ideas (PSED-self-confidence)</i>

<p>Poetry and Performance</p>	<ul style="list-style-type: none"> • listen to and join in with stories and poems, one-to-one and also in small groups • join in with repeated refrains in rhymes and stories • use intonation, rhythm and phrasing to make the meaning clear to others (Comm&lang - speaking) • develop preference for forms of expression (EAD- being imaginative) • play cooperatively as part of a group to develop and act out a narrative (EAD- being imaginative) • express themselves effectively, showing awareness of listeners' needs (Comm&lang -speaking)
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	Reception		
	30-50mths	40-60mths	ELG
<p>Content Domain 1a draw on knowledge of vocabulary to understand texts</p>	<ul style="list-style-type: none"> • build up vocabulary that reflects the breadth of their experiences (Comm&lang- speaking) • extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (Comm&lang, speaking) • use vocabulary and forms of speech that are increasingly influenced by their experiences of books 		
<p>Content Domain 1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<ul style="list-style-type: none"> • describe main story settings, events and principal characters 		
<p>Content Domain 1c Identify and explain the sequence of events in texts</p>	<ul style="list-style-type: none"> • begin to be aware of the way stories are structured. • follow a story without pictures or props (Comm& lang- understanding). 		
<p>Content Domain 1d make inferences from the text</p>	<ul style="list-style-type: none"> • begin to understand 'why' and 'how' questions (Comm& lang - understanding). • answer 'how' and 'why' questions about their experiences and in response to stories or events (Comm&lang- understanding). 		
<p>Content Domain 1e predict what might happen on the basis of what has been read so far</p>	<ul style="list-style-type: none"> • anticipate key events and phrases in rhymes and stories • suggest how a story might end 		