

 

**Progression in Reading in EYFS**

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| **Listening, attention and engagement** |
| Enjoys looking at books and other printed material with familiar people |
| Handles books and printed material with interest |
| Is interested in books and rhymes and may have favourites |
| Uses small world play to engage with songs, rhymes and stories |
| Fills in the missing word or phrase in a known rhyme, story or game |
| Listens to and joins in with stories and poems, one-to-one and also in small groups |
| Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories |
| Shows interest in illustrations and print in books and print in the environment |
| Recognises rhythm in spoken words |
| Holds books the correct way up and turns pages |
| Continues a rhyming string |
| **Word reading** |
| Recognises familiar words and signs such as own name and advertising logos |
| Knows information can be relayed in the form of print |
| Knows that print carries meaning and, in English, is read from left to right and top to bottom |
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| Can tune in, remember, talk about and make different sounds (in the environment, instrumental, body percussion, rhythm and rhyme, alliteration and voice)  |
| Can orally blend and segment the sounds that letters make |
| Hears and says the initial sound in words |
| Can segment the sounds in simple words and blend them together and knows which letters represent some of them |
| Links sounds to letters, naming and sounding the letters in the alphabet |
| Begins to read words and simple sentences |
| Can read accurately phonically decodable words up to and including Phase 4 (Letters and Sounds)/Set 2 (RWI) |
| Can read some irregular common words |
| **Vocabulary** |
| Understands single words in context (first objects, then actions) |
| Identifies words by pointing to the right picture and selects familiar objects by name |
| **Retrieval** |
| Begins to understand 'who', 'what', 'where, 'why' and 'how' questions when **listening** to a story |
| Describes main story settings, events and principal characters |
| Knows that information can be retrieved from books and computers |
| Demonstrates understanding when talking with others about what **they have read** |
| **Inference** |
| When listening to a story, is beginning to be aware of the way stories are structured and suggests how the story might end  |
| Listens to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions |