



EYFS Reading Progression

EYFS Development Matters - Literacy	<ul style="list-style-type: none">• 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.• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Activities to support reading	<ul style="list-style-type: none">• Model and demonstrate directionality and correct book handling• Relate spoken words to written words in context• Learn a selection of songs and poems (with actions where appropriate)• Encourage children to act out parts of the story and retell the story in their own words• Transcribe the children’s oral responses into written ones• Choral response – Encourage children to read as a group or popcorn ideas to share• MTYT – Allow children to discuss in partners or read together

	Skills	Question stems
EYFS Vocabulary	<ul style="list-style-type: none"> • discuss word meaning, linking new meaning to those already known • join in with repeated refrains • use vocabulary introduced by the teacher • discuss favourite words and phrases • use vocabulary given by the teacher when reading non-fiction texts 	<ul style="list-style-type: none"> • What does the word _____ mean in the sentence? • Which word means the same as _____? • Which word best describes the character? • Why do you think they repeat that word/phrase?
EYFS Inference	<ul style="list-style-type: none"> • make basic inferences about characters' feelings by using what they say or do • infer basic points with direct reference to the pictures and words in the text • demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> • How does the character feel? • Why do you think that? • What do you think ____ is thinking? • Why do you think that? • How does it make you feel? • Why did _____ happen?
EYFS Prediction	<ul style="list-style-type: none"> • predict what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience • explain predictions verbally 	<ul style="list-style-type: none"> • What do you think the book is about? • What might happen in this story? • What do you think will happen next? • How do you think that this will end? • Can you tell me what might happen next?
EYFS Explaining	<ul style="list-style-type: none"> • share opinion including likes and dislikes • link what they have read or hear to their own experiences • explain what has been read to them • express ideas and views about events or characters 	<ul style="list-style-type: none"> • What do you like about this book? • Who is your favourite character? Why? • Was there anything about the book that you didn't like? • Do you like this author? Why?

EYFS Retrieval	<ul style="list-style-type: none"> • answer questions about what has just happened in a story • develop knowledge of retrieval through images • recognise characters, events, titles and key information • recognise differences between fiction and non-fiction texts • retrieve information by finding a few key words 	<ul style="list-style-type: none"> • What is your favourite character? • Who are the main characters? • When is this story set? • Where is this story set? • Which is the best/worst/funniest/scariest part of the story? • Is this a fiction or non-fiction book? How do you know?
EYFS Summarise	<ul style="list-style-type: none"> • retell familiar stories orally with the aid of a story map • sequence the events of a story they are familiar with 	<ul style="list-style-type: none"> • What happens at the beginning of the story? • What happens at the end of the story? • Can you retell the story to me?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Decoding RWI phonics	<p>Children are taught their Set 1 sounds <i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</i></p>	<p>Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i></p> <p>Children are taught to blend sounds into words orally.</p> <p>Children are taught to blend single-letter sounds (word time 1.1-1.4)</p>	<p>Ditty</p> <p>Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i></p> <p>Secure blending of words with special friends (word time 1.5 and 1.6).</p>	<p>Red</p> <p>Recap on any set 1 sounds (addressing sound gaps).</p> <p>Secure blending on words containing all set 1 sounds</p> <p>Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7).</p> <p>To be exposed to some common exception words: <i>put, the, l, no, of, my</i></p>	<p>Green</p> <p>Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i></p> <p>To recall previous common exception words and be exposed to new common exception words: <i>your, said, you, be, are</i></p>	<p>Green/Purple</p> <p>Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i></p> <p>Children are taught to blend words containing set 2 sounds</p> <p>Children to build speed of reading words containing set 1 sounds</p>

Power of Reading	Harry and his Bucket Full of Dinosaurs Goes to School We're Going on a Bear Hunt Oi Frog! Hooray for Fish!	The Naughty Bus The Old Woman and the Pumpkin The Nativity	On Sudden Hill Anna Hibiscus Song	A New House for Mouse Tanka Tanka Skunk! What the Ladybird Heard	Stanley's Stick The Bog Baby Yucky Worms	Biscuit Bear Here's a Little Poem The Train Ride
VIPERS	V – join in with repeated refrains I – make basic inferences about characters' feelings by using what they say or do P – predict what might happen on the basis of what has been read so far in terms of story,	V – use vocabulary introduced by the teacher (including non-fiction texts) I – make basic inferences about characters' feelings by using what they say or do P – predict what might happen on the basis of what has been	V – use vocabulary introduced by the teacher (including non-fiction texts) I – demonstrate simple inference from the text based on what is said and done P – make simple predictions based on the story and on	V – discuss word meaning, linking new meaning to those already known I – demonstrate simple inference from the text based on what is said and done P – make simple predictions based on the story and on	V – discuss word meaning, linking new meaning to those already known I – infer basic points with direct reference to the pictures and words in the text P – explain predictions verbally	V – discuss favourite words and phrases I – infer basic points with direct reference to the pictures and words in the text P – explain predictions verbally E – express ideas and views

	<p>character and plot</p> <p>E – share opinion including likes and dislikes</p> <p>R – answer questions about what has just happened in a story</p> <p>S – retell familiar stories orally with the aid of a story map</p>	<p>read so far in terms of story, character and plot</p> <p>E – share opinion including likes and dislikes</p> <p>R – develop knowledge of retrieval through images</p> <p>S – retell familiar stories orally with the aid of a story map</p>	<p>their own life experience</p> <p>E – link what they have read or hear to their own experiences</p> <p>R – recognise differences between fiction and non-fiction texts</p> <p>S – retell familiar stories orally with the aid of a story map</p>	<p>their own life experience</p> <p>E – explain what has been read to them</p> <p>R – recognise characters, events, titles and key information</p> <p>S – sequence the events of a story they are familiar with</p>	<p>E – explain what has been read to them</p> <p>R – recognise characters, events, titles and key information</p> <p>S – sequence the events of a story they are familiar with</p>	<p>about events or characters</p> <p>R – retrieve information by finding a few key words</p> <p>S – sequence the events of a story they are familiar with</p>
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