



EYFS – Word Reading		
Skills	Objectives	What should be seen in the classroom?
<b>Phonics and decoding</b> 30 – 50 months 40 – 60 months Early Learning Goals	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds, blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	<b>Nursery</b>
		<ul style="list-style-type: none"> <li>Phonological awareness – tracking and end of year expectations</li> <li>Phonics using Letters and Sounds daily</li> <li>Tracking, end of year expectations</li> <li>Storytelling, songs and rhymes</li> <li>Daily story time</li> </ul>
		<b>Reception</b>
<b>Common Exception Words/ HFW</b>	To read some common irregular words.	<ul style="list-style-type: none"> <li>Phonics teaching, using Letters and Sounds that is tracked to age related expectations</li> <li>Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.</li> <li>Storytelling, songs and rhymes</li> <li>Daily story time</li> <li>Daily high frequency words, precision folders</li> <li>Daily individual reading with books appropriate to the reading age of the child which include targeted sounds they are developing and can recognise.</li> <li>Those making better than expected progress begin to read Year 1 common exception words.</li> </ul>
<b>Fluency</b> 30 – 50 months 40 – 60 months Early Learning Goals	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.	
EYFS - Comprehension		
Skills	Objectives - 30 – 50 months, 40 – 60 months, Early Learning Goals	What should be seen in the classroom?
Understanding and correcting inaccuracies	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.	<ul style="list-style-type: none"> <li>Hear questions being asked to children throughout reading both whole class and individual.</li> <li>Can you find the front cover? Can you find/point to the title/ blurb?</li> <li>Wordless books weekly</li> </ul>
Connecting and becoming familiar with texts	To listen to stories with increasing attention and recall. To enjoy an increasing range of books. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.	
		<b>Terminology</b>



		<ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Punctuation</li> <li>• Sentence</li> <li>• Full stops</li> <li>• Question Mark</li> <li>• Exclamation Mark</li> <li>• Capital Letter</li> </ul>
		<b>Core Texts</b>
Non Fiction	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	<p>Nursery</p> <ul style="list-style-type: none"> <li>• Where’s Spot?</li> <li>• Dear Zoo</li> <li>• You Choose</li> <li>• We’re Going on a Bear Hunt</li> <li>• Brown Bear, Brown Bear, what do you see?</li> <li>• Jasper’s Beanstalk</li> <li>• The Very Hungry Caterpillar</li> <li>• Hairy MaClairy from Donaldson’s Dairy</li> <li>• Each Peach Pear Plum</li> <li>• The Train Ride</li> <li>• Come on Daisy</li> <li>• Hug</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>• Owl Babies</li> <li>• The Gruffalo</li> <li>• Handa’s Surprise</li> <li>• Mr Gumpy’s Outing</li> <li>• Rosie’s Walk</li> <li>• Six Dinner Sid</li> <li>• Mrs Armitage on Wheels</li> <li>• Whatever Next!</li> <li>• On the Way Home</li> <li>• Farmer Duck</li> <li>• Goodnight Moon</li> <li>• Ssh!</li> </ul>
Poetry and Performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners’ needs.</p>	
Vocabulary	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<b>Question Examples</b>
		What does this word mean?

# St John's Church of England Academy – Reading Progression



Inference	<p>To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>(Looking at pictures) What might they be feeling? How do you know?</p>
Prediction	<p>To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.</p>	<p>What might happen at the end of the story? What might happen in the story? What might happen next?</p>
Retrieval	<p>To describe main story settings, events and principal characters.</p>	<p>What did you find out? What can you see on the front cover?</p>
Sequence	<p>To begin to be aware of the way stories are structured. To follow a story without pictures or props.</p>	<p>Can you order these parts of the story? What happened first, next....?</p>