

Reading Skills Progression

EYFS (Reception)

This document is supported by the Letters and Sounds programme.

	Autumn		Spring		Summer	
Word reading	1.1	Develop their phonological awareness to: <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Identify initial sounds. Recognise words with the same initial sound. 	1.9	Develop their phonological awareness to: <ul style="list-style-type: none"> Able to complete a rhyming string. Begin to use robot arms and fingers to identify how many sounds are in a word. Can supply words with the same initial sound for Phase 2 single sounds. 	1.17	Develop their phonological awareness to: <ul style="list-style-type: none"> Recognises and uses rhyme in daily conversation. Use robot arms to segment and read words. Can identify words containing the same digraph or trigraph
	1.2	Begin to read individual letters by saying the sounds for them.	1.10	Recognise all taught Phase 2 sounds including some Phase 3 digraphs. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	1.18	ELG Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.
	1.3	Begin to orally blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	1.11	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	1.19	ELG Word Reading Read words consistent with their phonic knowledge by sound-blending
	1.4	Begin to read CVC words containing known letter-sound correspondences.	1.12	Some children may read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.	1.20	ELG Word Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Twitter Links https://twitter.com/DanesfieldR/status/1331979494664642561 - starting to blend to read CVC words https://twitter.com/DanesfieldR/status/1316672937156632577 - reading the sounds on their bananas at snack time https://twitter.com/DanesfieldR/status/1316429773598588930 - hitting the sounds on the xylophone		Twitter Links https://twitter.com/DanesfieldR/status/1367869464310669315 - finding digraph sounds in the sandpit https://twitter.com/DanesfieldR - using our phonics skills to break the code https://twitter.com/DanesfieldR - phonics sports day during home learning https://twitter.com/DanesfieldR/status/1353709034130518017 - tricky word and sound hunts in the snow https://twitter.com/DanesfieldR - building our own reading dens		Twitter Links https://twitter.com/DanesfieldR/status/1386618622915796992 - enjoying books in the reading corner with friends	

		<p>Lesson Examples</p> <p>We played Silly Soup (I'm making silly soup, in goes something beginning with m) and children had to sing something beginning with the initial sound.</p> <p>We played What's The Word Mr Wolf. The Wolf said a word and children orally segmented the word whilst walking.</p> <p>We played Simon Says. For example, Simon says can you r-u-n. Children blended the word and did the action.</p> <p>Playing Musical Chairs in Phonics. Children dance to music and when the music stops, they segment and blend a CVC word.</p>		<p>Lesson Examples</p> <p>Playing Musical Chairs in Phonics. Children dance to music and when the music stops, they segment and blend a CVC word.</p> <p>Playing Phonics Disco. Children danced the music and when the music stopped, they found a word and read it.</p> <p>Word Hunts in Phonics. Children go on word hunts in the Learning Garden and classroom, they find the word and read it.</p> <p>We play Cross the River. Children read the sounds as they cross the river and blend the sounds together before the crocodiles snap them up!</p> <p>Provision ideas: Musical band - putting words on pots and pans for children to read. Read and splat the word as quickly as you can Bingo</p>		<p>Lesson Examples</p> <p>During Linked Learning time, children read and match the captions to pictures.</p> <p>1:1 reading with an adult.</p>
Comprehension	1.5	Asks questions about stories.	1.13	Answer questions about a text that has been read to them.	1.21	<p>ELG Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>
	1.6	Repeat words and phrases from familiar stories.	1.14	Begin to predict what might happen next in a story.	1.22	<p>ELG Comprehension</p> <p>Anticipate – where appropriate – key events in stories</p>
	1.7	Repeat new vocabulary in a context of a story.	1.15	Begin to use modelled vocabulary during role play for example in the Small World.	1.23	<p>ELG Comprehension</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
	1.8	Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	1.16	Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.	1.24	Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.
		<p>Twitter Links</p> <p>https://twitter.com/DanesfieldR/status/1330815117475401735/photo/1 - retelling the story of owl babies</p> <p>https://twitter.com/DanesfieldR/status/1324300915898277889 - own storytelling around the fire pit</p>		<p>Twitter Links</p> <p>https://twitter.com/DanesfieldR/status/1367464073944834049 - virtual session with two authors sharing their books with Reception</p> <p>https://twitter.com/DanesfieldR/status/1367385076519096323 - Reception joined the 'Masked reader' competition</p> <p>https://twitter.com/DanesfieldR/status/1367378903652839424 - recreating their own book covers for their favourite books</p>		<p>Twitter Links</p> <p>https://twitter.com/DanesfieldR/status/1390707666306088963 - hot seating characters from Jack and the Beanstalk</p> <p>https://twitter.com/DanesfieldR/status/1389990392909778945 - writing questions for the caretaker about whether he has seen the giant</p> <p>https://twitter.com/DanesfieldR/status/1389913736123662338 - we received a letter from the giant in Jack and the</p>

	<p>https://twitter.com/DanesfieldR - activities following the story of 'Stickman'</p>	<p>https://twitter.com/DanesfieldSch/status/1377571527017832451 - children shared their favourite jokes with the class to contribute towards the Danesfield School joke book</p> <p>https://twitter.com/DanesfieldR - The Naughty bus during home learning</p>	<p>beanstalk and a beanstalk magically appeared in our classroom!</p>
	<p>Lesson Ideas</p> <p>We have a class 'vocabulary book.' We add new pieces of vocabulary to the book and encourage children to use the new piece of vocabulary in their talk.</p> <p>Our indoor and outdoor reading area includes a variety of familiar texts and texts that are linked to our topic. Children independently access the areas and choose which books they would like to engage with.</p> <p>During a topic, we read 4-5 books during English lessons and encourage children to make predictions and answer questions.</p>	<p>Leson Ideas</p> <p>Our indoor and outdoor reading area includes a variety of familiar texts and texts that are linked to our topic. Children independently access the areas and choose which books they would like to engage with.</p> <p>During a topic, we read 4-5 books during English lessons and encourage children to make predictions and answer questions.</p>	<p>Lesson Ideas</p> <p>Indoor and outdoor role play reflects the topic theme, allowing them to re tell the narrative in their own words.</p> <p>Hot seating characters from Jack and the Beanstalk to ask questions about their role in the story.</p> <p>We held a debate to decide whether Jack should go to jail for stealing the golden eggs.</p>