

EYFS-Y1 Reading Progression

Callowell Primary School





EYFS-Y1 Reading Progression

Jumping Beans Overview	
Core Focus	Additional Focus
All about Me	Seasons Festivals
Transport	
Story Time	
Exploring and Investigating	
Animals	
The world around us	

Reception Overview	
Core Focus	Additional Focus
All about Me	Seasons Festivals
People who help us	
Exploring the Past	
Butterflies and Beanstalks	
Seaside	
Around the world in 80 days	

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	Development Matters Birth to three	Development Matters 3 and 4 year olds	Development Matters Children in Reception	EYFS Framework Early Learning Goal (ELG)	Y1 National Curriculum
Objectives	C&L Use intonation, pitch and changing volume when 'talking'. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce: l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer'. Listen to simple stories and understand what is happening, with the help of the pictures.	C&L Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	C&L Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with	C&L: Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. C&L: Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from	Word reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and

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	Literacy Enjoys songs and rhymes, tuning in and paying attention. Join in with songs, rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult,	Develop their pronunciation but may have problems saying: -some sounds: r, j, th, ch and sh. -multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Literacy Understand the five key concepts about print: -print has meaning. -print can have different purposes. -we read English text from left to right and from top to bottom. -the names of the different parts of a book. -page sequencing. Develop their phonological awareness, so that they can:	the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Literacy Read individual letters by saying the sounds for them.	stories, non-fiction, rhymes and poems when appropriate. Literacy: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Literacy: Word reading	sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

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	with another child, or to look at alone. Repeat words or phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. EAD Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	-spot and suggest rhymes. -count or clap syllables in a word. -recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. EAD Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	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 the sounds for them. Read a few common exception words. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. EAD: Creating with materials Make use of props and materials when role playing characters in narratives and stories. EAD: Being imaginative and expressive	Re-read these books to build up their fluency and confidence in word reading. Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Being encouraged to link what they read or hear read to their own experiences. -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their
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	Join in with songs and rhymes, making some sounds. Enjoy and take part in action songs, such as 'Twinkle, Twinkle, Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	understanding and enjoyment. EAD Develop storylines in their pretend play.	Invent, adapt and recount narratives and stories with peers and their teachers. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	particular characteristics. -Recognising and joining in with predictable phrases. -Learning to appreciate rhymes and poems, and to recite some by heart. -Discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher. -Checking that the text makes sense to them as they read and
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					correcting inaccurate reading. -Discussing the significance of the title and events. -Making inferences on the basis of what is being said and done. -Predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.
EYFS Vocabulary	Phoneme, grapheme, digraph, trigraph, tricky word, syllable, segment, blend, book, story, song, rhyme, poem, fiction, non-fiction, narrative, retell, recount, print, text, picture, purpose, audience, fluency, vocabulary, decoding, prosody, comprehension, intonation, pitch, volume.				