

Progression of Skills and Knowledge for Early Reading

Reading

EYFS are pivotal year groups for developing the skill of reading and immersing children in the wonder of stories. Children will have daily exposure to stories, and an introduction to the world of children’s literature. At Park View and Blacklow Brow, we have chosen some key picture books that will help lay the foundation for engagement and enjoyment towards reading. For the class books, the teachers have chosen many books that they use to enrich the EYFS curriculum and prepare children for the National Curriculum in Year 1.

The building blocks of our learning journey in reading start in EYFS and incorporate aspects of the Early Year Framework with regards to Listening, Speaking and Reading. Books and activities are situated in every learning area within our provision and children have many opportunities to show their learning with the statements below.

The objectives below, we consider, are the end points of children’s learning for Foundation Stage 1 and Foundation Stage 2.

Listening, Attention and Understanding

Nursery	Reception
<ul style="list-style-type: none"> ➤ understanding ‘what’ and ‘who’ questions, like: “What is the dog doing?” “Who is this?” when sharing picture books. ➤ listening and attending to a dialogue in a small group of 3 or more children ➤ understanding a question or instruction in a familiar context that has two parts, such as “Get your coat and wait at the door”. ➤ understanding ‘who’ and ‘where’ questions, like: “Where is the monkey?” ➤ listening to longer stories and can remember key events and rhyme phrases ➤ listening and attend to a dialogue in a larger group and begin to respond appropriately ➤ understanding a question or instruction given by an adult or peer. ➤ understanding ‘why’ questions, like: “Why do you think the caterpillar got so fat?” ➤ beginning to ask simple questions related to stories. 	<ul style="list-style-type: none"> ➤ listening attentively to stories and non-fiction and respond to what they hear with relevant questions, comments and actions. ➤ listening attentively in large group discussions and respond to what they hear with relevant questions, comments and actions. ➤ asking questions to find out more and to check I understand what has been said to me. ➤ holding longer conversations when engaged in back-and-forth exchanges with my teacher and peers.

Speaking

<ul style="list-style-type: none"> ➤ using a wider range of key vocabulary ➤ using a larger range of verbs and nouns in short sentences and phrases. ➤ using a wider range of key vocabulary ➤ using a larger range of verbs and nouns in short sentences and phrases ➤ using the future and past tense but I may have problems with irregular tenses and plurals such as: ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. 	<ul style="list-style-type: none"> ➤ using a wider range of key vocabulary to explain and express my ideas. ➤ speaking in full sentences in the correct tense using conjunctions and plurals. ➤ using talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ➤ developing my own narratives, using new vocabulary accurately in context and in different play situations such as story-telling and role play.
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Early Years Framework – Early Learning Goals

inventing, adapting and recounting narratives and stories with my peers and teachers.

Reading

<ul style="list-style-type: none"> ➤ talking about my favourite part of a book ➤ using story talk when playing independently and begin to use new vocabulary from a story ➤ recognising my own name ➤ knowing print is read from left to right ➤ saying and recognise some letter sounds from my name ➤ naming different parts of a book ➤ talking about my favourite part of a book and say why it is my favourite ➤ correctly using new vocabulary from a story ➤ I know some rhymes and can talk about familiar books ➤ use props and repeated refrains to retell a short familiar story ➤ I am beginning to recognise some letters from my name in other words 	<ul style="list-style-type: none"> ➤ demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. ➤ joining in with repeated refrains and anticipating key events and phrases in books and stories adapting and recounting stories with my peers and teacher. ➤ using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ➤ saying a sound for each letter in the alphabet and at least 10 digraphs. ➤ using phonic knowledge to decode regular words and read them aloud accurately. ➤ reading aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
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