EYFS PROGRESSION MAP-READING

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| 2-3 Years | 3-4 years | Reception | Early Learning Goals |
| I can join in with actions, words  or phrases from my favourite stories, rhymes and songs.  I can learn new words and use  them when talking to others.  I enjoy sharing books with an adult.  I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  I can repeat words and phrases from familiar stories.  I can ask questions about the book. | 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. | 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 these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | WORD READING  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.  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, nonfiction, rhymes and poems and during role play. |