



Kew Woods Early Years Foundation Stage



Progression Chart - Reading

<p>Personal, Social & Emotional Development</p>	<p>Communication & Language</p> <p>22-36 months</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Beginning to use word endings (e.g. going, cats). <p>30-50 months</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Uses a range of tenses (e.g. play, playing, will play, played). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). <p>40-60 months</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Introduces a storyline or narrative into their play. <p>ELG</p> <ul style="list-style-type: none"> • listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • Answer 'how' and 'why' questions about their experiences and in response to stories or events. • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • They develop their own narratives and explanations by connecting ideas or events. 	<p>Physical Development</p>
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Reading	Writing
Number	Shape, Space and Measure
Understanding the World	Expressive Art and Design

English Reading

30-50 months	<p>Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>
40-60 months	<p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p>
ELG	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
Exceeding	<p>Children can read phonetically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonics, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>
Year One (KS1)	<p><u>Word Reading</u> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including, where applicable sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. 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 the developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up fluency and confidence in word reading.</p> <p><u>Comprehension</u> Children should be taught to 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 to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>

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 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 discussions about what is read to them, taking turns and listening to what others say.
 Explain clearly their understanding of what is read to them

EARLY YEARS EXPECTATIONS

Early Learning Goals

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

EXCEEDING EARLY YEARS EXPECTATIONS

Exceeding

Children can read phonetically regular words of more than one syllable as well as many irregular but high frequency words.
 Children use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
 Children can describe the main events in the simple stories they have read.

FUTURE LEARNING

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Pupils should be taught to:

- 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 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
- re-read these books to build up their fluency and confidence in word reading.