



EYFS Reading Concept Map

| Reading Key Concepts  |   |  |  |
|-----------------------|---|--|--|
| Read words accurately |   | Understand texts   |  |
|                       | 30 - 50 months  | 40 - 60 months   | Early Learning Goals   |
| Read words accurately | <ul style="list-style-type: none"><li>• Enjoys rhyming and rhythmic activities.</li><li>• Shows awareness of rhyme and alliteration.</li><li>• Recognises rhythm in spoken words.</li><li>• Shows interest in illustrations and print in books and print in the environment.</li><li>• Recognises familiar words and signs such as own name and advertising logos.</li><li>• Looks at books independently.</li><li>• Handles books carefully.</li></ul> | <ul style="list-style-type: none"><li>• Continues a rhyming string.</li><li>• Hears and says the initial sound in words.</li><li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>• Begins to read words and simple sentences.</li></ul> | <ul style="list-style-type: none"><li>• Read and understand simple sentences.</li><li>• Use phonic knowledge to decode regular words and read them aloud accurately.</li><li>• Read some common irregular words.</li></ul> |
| Understand texts      | <ul style="list-style-type: none"><li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li><li>• Joins in with repeated refrains and anticipates key</li></ul>  | <ul style="list-style-type: none"><li>• Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</li><li>• Enjoys an increasing range of books.</li></ul>  | <ul style="list-style-type: none"><li>• Demonstrate understanding when talking with others about what they have read.</li><li>• Listens to stories, accurately anticipating key events and respond to what</li></ul>       |

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|  | <p>events and phrases in rhymes and stories.</p> <ul style="list-style-type: none"> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> </ul> | <ul style="list-style-type: none"> <li>• Knows that information can be retrieved from books and computers.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul> | <p>they hear with relevant comments, questions or actions.</p> <ul style="list-style-type: none"> <li>• Answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>• Develop their own narratives and explanations by connecting ideas or events.</li> </ul> |
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