

EYFS Reading Progression Grid

EYFS - Word Reading

What should be seen in the classroom?

Nursery

- Phonological awareness - tracking end of year expectations
- Phase 1 Phonics in every day.
- Tracking, end of year expectations
- Storytelling, songs and rhymes
- Daily story time x3 per day
- selection of books to take home and read with parents
- Reading in groups - sharing in book corner
- Nursery and Reception: Word Aware. Rhyme and story with the concept crocodile and is used to develop new vocabulary and puts it in a context. (T-drive, word aware, EYFS)
- Helicopter stories - children tell their own stories with the teacher scribing before acting them out together. Characters, action etc are discussed. The aim is to boost literacy, confidence, and communication skills.

Reception

- Phonics teaching, using Essential Letters and Sounds that is tracked to age related expectations. Phase 2-5
- Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on.
(children are grouped for reading and texts are adjusted for children working below their age)
- Storytelling, songs and rhymes
- Daily story time x3 per day
- Daily action words.
- Daily individual reading with books appropriate to the reading age of the child which include targeted sounds they are developing and can recognise. (in groups)
- Those making better than expected progress begin to read Year 1 common exception words. (next 45 action words)

-Nursery and Reception: Early Years professional development course attended by JG and RM called Building on Success. One of the elements is speech, language and communication. It provides class-based activities to identify where children are. Those identified then receive either small group or 1:1 support.

-Helicopter stories - children tell their own stories - they draw and label them for display and then they are added to books. Characters, action etc are discussed. The aim is to boost literacy, confidence, and communication skills.

EYFS - Reading Comprehension

What should be seen in the classroom?

Nursery

- Hear questions being asked to children throughout reading both whole class and individual.
- Can you find the front cover? Can you find/point to the title/ blurb?
- Helicopter stories

Reception

- Hear questions being asked to children throughout reading both whole class and individual.
- Can you find the front cover? Can you find/point to the title/ blurb?
- Wordless books weekly
- Helicopter stories
- Talk for Writing strategies (from Spring 2) - children can retell a story, with support, using a text map.

Question Examples

EYFS - Vocabulary	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	What does this word mean?
EYFS Inference	<p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	(Looking at pictures) What might they be feeling? How do you know?
EYFS Prediction	<p>To anticipate key events and phrases in rhymes and stories.</p> <p>To suggest how a story might end.</p>	What might happen at the end of the story? What might happen in the story? What might happen next?
EYFS Retrieval	<p>To describe main story settings, events and principal characters.</p>	What did you find out? What can you see on the front cover?
EYFS Sequence	<p>To begin to be aware of the way stories are structured.</p> <p>To follow a story without pictures or props.</p>	Can you order these parts of the story? What happened first, next....?