

# Carlton VC Nursery and Primary School

## EYFS Reading Progression of Skills and Assessment Checkpoints



Please also see the Phonics Curriculum Progression Document

### Word Reading and awareness of words and text

Range 2	Range 3	Range 4	Range 5	Range 6	Word Reading-ELG .
<ul style="list-style-type: none"> <li>• Handles books, printed and digital reading material with interest</li> <li>• Responds to sounds in the environment such as cars, sirens and birds</li> <li>• Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments</li> <li>• Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes</li> <li>• Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Is interested in and anticipates books and rhymes and may have favourites</li> <li>• Begins to join in with actions and sounds in familiar song and book sharing experience</li> </ul>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles</li> <li>• Repeats and uses actions, words or phrases from familiar stories</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...</li> <li>• Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>• Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>• Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</li> <li>• Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>• Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>• Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b></li> <li>• <b>Read words consistent with their phonic knowledge by sound-blending.</b></li> <li>• <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></li> </ul>

<b>Verbal rhyming and alliteration</b>	Listens to and enjoys songs and rhymes. Joins in with songs and rhymes and says some of the words.	Singing songs and rhymes independently.	Developing phonological awareness so I can hear rhymes. I can then suggest rhymes.	Counts or claps syllables in a word e.g. but/ter/fly cat/er/pill/ar.	Recognise words with the same initial sound e.g. mum and monkey		
<b>Joining in with stories read to me.</b>	Enjoys sharing books with adults. Paying attention to the pictures or words in the book.	Has a favourite book that they find to share with others. Repeats words from familiar stories	Developing play around a story read to them.	In conversation demonstrates that they understand print has meaning and can have different purposes.	Understands text is read left to right and top to bottom and can follow my finger along text, even if I do not know the words.		
<b>Recognising print and books.</b>	Knows a story can be read to them.	Notices print around them e.g. logos or the first letter of their name.	Understands print has meaning and I can read books or be read to.	Knows the names of the different parts of a book.			
<b>Common exception words</b>	Understands some words cannot be sounded out.	Reads a few common exception words linked to my schools reading scheme.	Reads common exception words when they are included in simple phrase or sentence.	Reads simple sentences and books that include common exception words			
<b>Reading fluently</b>	Developing some phonological awareness – for example spotting words with the same initial sound.	Blends sounds to create words.	Reads simple phrases and sentences in books with some fluency.	Re-reads books to develop confidence in reading, fluency and expression.	Identify all the sounds in Levels 2 -3 phonics	Blends words confidently in their phonics book matched to attainment.	Reads aloud sentences with good fluency from their phonically matched book.

## Comprehension

<b>Range 2</b>	<b>Range 3</b>	<b>Range 4</b>	<b>Range 5</b>	<b>Range 6</b>	<b>C&amp;L Speaking- ELG .</b>
<ul style="list-style-type: none"> <li>Handles books, printed and digital reading material with interest</li> <li>Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes</li> <li>Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</li> </ul>	<ul style="list-style-type: none"> <li>Is interested in and anticipates books and rhymes and may have favourites</li> <li>Begins to join in with actions and sounds in familiar song and book sharing experience</li> </ul>	<ul style="list-style-type: none"> <li>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...</li> </ul>	<ul style="list-style-type: none"> <li>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>Begins to be aware of the way stories are structured, and to tell own stories</li> <li>Talks about events and principal characters in stories and suggests how the story might end</li> <li>Shows interest in illustrations</li> <li>Looks at and enjoys print and digital books independently.</li> <li>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>Handles books and touch screen technology carefully and the correct way up with growing competence</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>Describes main story settings, events and principal characters in increasing detail</li> <li>Re-enacts and reinvents stories they have heard in their play</li> <li>Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</b></li> <li><b>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</b></li> </ul>

<b>Questioning</b>	Points to images in the book and invites comments and conversation from the adult through body language		Asks simple questions about the book	Engages in conversation about stories while answering questions.	Engages in conversation about stories then asks questions.	Asks more in-depth questions showing a good understanding of the text.	Asks questions about key events in the story.	Answers more complex questions during discussions about a wide range of texts and answers with confidence and good logic.
<b>Vocabulary</b>	Repeats a word and points to pictures to match.	Joins in with repeated words used in text.	Develops play around favourite stories using props, beginning to use some text related vocab.	Notices words they do not know the meaning of.	Discusses word meanings and links new words to known words.	Uses new vocabulary introduced by the teacher when read in a book.	Uses and understands vocabulary that has been introduced through a book correctly and showing a good understanding of events.	
<b>Inference</b>	Looks at the pictures when reading a story.	Beginning to look more in detail at the pictures and talk about what is happening.	Beginning to understand that when answering questions about the text we have to look in the book when guided by the teacher.	Makes basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher.		Makes rational anticipations of key events in the story through inferences.	Answers questions about the text that requires them to 'read beyond the text' e.g. why do you think...	