Wellfield Infant and Nursery School Reading Progression Grid

Date: Dec 2021 This document aims to give guidance on the progression of Reading knowledge and skills across the year groups.	
	EYFS 30-50 months; 40-60 months; ELG
Phonics and Spelling Rules	Children at the expected level of development will: To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words.

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Phonics and Spelling Rules	To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. 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.

Common Exception Words	To read some common irregular words.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

	EYFS 2021
Comprehension Fluency- Understanding and correcting inaccuracies Comparing, Contrasting and Commenting Inference and Prediction	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To know that print carries meaning and, in English, is read from left to right and top to bottom. To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters. To suggest how a story might end. To begin to understand 'why' and 'how' questions.

	EYFS 2021
Comprehension cont. Poetry Non-Fiction	To listen to and join in with stories and poems, one-to one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To know that information can be relayed in the form of print.
Fluency	To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To understand humour, e.g. nonsense rhymes, jokes. To enjoy an increasing range of books.
Understanding and correcting inaccuracies Comparing Contrasting and Commenting	To follow a story without pictures or props.

	EYFS 2021
Comprehension Developing Vocabulary Poetry Non-Fiction	To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To play cooperatively as part of a group to develop and act out a narrative. To know that information can be retrieved from books and computers. 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, non-fiction, rhymes and poems and during role-play. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.