

St Bernadette's Catholic Primary School
Literacy – Word Reading / Comprehension / Communication & Language / Expressive Arts & Design
EYFS Progression of Skills and Knowledge in Reading

Playing & Exploring - Engagement			Active Learning - Motivation			Creating & Thinking Critically - Thinking		
- Finding out & exploring - Playing with what they know - Being willing to 'have a go'			- Being involved & concentrating - Keep on trying - Enjoying achieving what they set out to do			- Having their own ideas (creative thinking) - Making links (building theories) - Working with ideas (critical thinking)		
ELG								
Comprehension								
-Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary								
-Anticipate, where appropriate, key events in stories								
-Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play								
Word Reading								
-Say a sound of each letter in the alphabet & at least 10 digraphs								
-Read words consistent with their phonic knowledge by sound-blending								
-Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words								
Focus	Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading
Reception	- Read Phase 2 and 3 sounds (individual, digraoh and trigraph) - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences - Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception ('tricky') words - Read aloud phonically decodable texts	- Enjoy an increasing range of print & digital books, both fiction and non-fiction - Know that information can be retrieved from books, computers & mobile digital devices	Describe main story settings, events & principal characters in increasing detail	- Re-enact and reinvent stories / poems they have heard in their play - Begin to understand humour, e.g. nonsense rhymes - Use combinations of art forms, e.g. moving and singing, making and dramatic play	Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	- Engage with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text - Use talk to organise, sequence & clarify thinking, ideas, feelings and events - Give explanation of why events happened in a story	Predict what might happen based on similar texts e.g. 'they all lived happily ever after'.	- Can recall & discuss stories or information that has been read to them, or they have read themselves - Listen & respond to ideas expressed by others in conversation or discussion - Understand questions such as who; why; when; where and how - Link statements & sticks to a main theme or intention