

Waterville Primary School Progression of Skills in English – Reading

EYFS	<p>Three areas of the EYFS are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:</p> <ul style="list-style-type: none"> • communication and language • physical development <p>personal, social and emotional development.</p>			
	<p>Educational Programme for Communication and Language The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>			
Non-Fiction	<p>3-4-year olds: Know that information can be relayed in the form of print.</p> <p>4-5-year olds: Know that information can be retrieved from books and computers.</p>		Common Exception Words ELG - Read some common irregular words.	
Poetry and Performance	<p>3-4-year olds: Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains in rhymes and stories. Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression.</p> <p>4-5-year olds: Play cooperatively as part of a group to develop and act out a narrative.</p> <p>ELG - express themselves effectively, showing awareness of listeners’ needs.</p>			
Phonics and Decoding	Vocabulary	Listening and Discussing	Inference and Prediction	Fluency
<p>3-4-year olds Enjoy rhyming and rhythmic activities. Show an awareness of rhyme and alliteration. To recognise rhythm.</p>	<p>Build up vocabulary that reflects the breadth of their experiences.</p>	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom. Listen to stories with increasing attention and recall. Anticipate key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Describe main story settings, events and principal characters.</p>	<p>Suggest how a story might end. Begin to understand ‘why’ and ‘how’ questions.</p>	<p>Show interest in illustrations and print in books and print in the environment. Recognise familiar words and signs such as own name and advertising logos. Look and handle books independently (holds books the correct way up and turns pages).</p>
<p>4-5-year olds Continue a rhyming string. Hear and say the initial sound in words. Segment the sounds in simple words and blend them together and know which letter represents some of them. Link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Understand humour, e.g. nonsense rhymes, jokes. Enjoy an increasing range of books. Follow a story without pictures or props.</p>		<p>Ascribe meanings to marks that they see in different places. Begin to break the flow of speech into words. Begin to read words and simple sentences.</p>
<p>ELG Use phonic knowledge to decode regular words and read them aloud accurately</p>		<p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	<p>Read and understand simple sentences.</p>