



## **Moorland Primary School – Progression of Skills in Reading – Early Years**



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	<b>Development Matters</b> <b>3 and 4 year olds will be learning to:</b>	<b>Development Matters</b> <b>Children in Reception will be learning to</b>	<b>EYFS Framework</b> <b>ELG</b>
<p style="text-align: center;"><b>Early years</b></p> <p>Development Matters and Statutory ELGs are not the EYFS curriculum. This outlines an overview of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.</p>	<p><b><u>Word reading:</u></b></p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• the names of different parts of a book</li> <li>• print can have different purposes</li> <li>• page sequencing</li> </ul>	<p><b><u>Word reading:</u></b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<p><b><u>Word reading:</u></b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by soundblending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>
	<p><b><u>Comprehension</u></b></p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>	<p><b><u>Comprehension</u></b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text; some as</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling</li> </ul>



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	<ul style="list-style-type: none"><li>• Engage in extended conversations about stories, learning new vocabulary.</li></ul>	<p>exact repetition and some in their own words.</p> <ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>	<p>stories and narratives using their own words and recently introduced vocabulary;</p> <ul style="list-style-type: none"><li>• Anticipate – where appropriate – key events in stories;</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</li></ul>
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