

**The Federation of Burley and Sopley  
Early Years Foundation Stage Progression of skills for Reading**

*What the children should know and be able to do by the end of Reception.*

<b>Word Reading</b>	<b>Comprehension</b>	<b>Comprehension Fiction</b>	<b>Comprehension Non-Fiction</b>	<b>Comprehension Poetry</b>	<b>Fluency</b>
<ul style="list-style-type: none"> <li>● I can read sentences using decoding skills.</li> <li>● I can read all of the Phase 2 and 3 sounds.</li> <li>● I can read all of the Phase 2, 3 and 4 Tricky Words.</li> <li>● I can identify the trigraphs and digraphs in words before decoding it.</li> <li>● I can use the skills of prosody to add expression to what I have read.</li> <li>● I can re-read a sentence to increase my fluency and add expression.</li> <li>● I can chunk longer words to decode it.</li> <li>● I can read aloud simple sentences and books matched to my phonics knowledge following my phonics assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● I can listen to stories read to me and be able to make a prediction about what might happen next.</li> <li>● I can respond to what I have heard and make relevant comments and questions.</li> <li>● I can answer questions about the text I have read.</li> <li>● I can talk about what I have read.</li> <li>● I can show that I have understood what I have read by retelling stories and narratives in my play.</li> <li>● I can use vocabulary in my play learnt from reading new texts.</li> </ul>	<ul style="list-style-type: none"> <li>● I can retell stories and narratives in my play, using vocabulary introduced in stories I have listened to and read.</li> <li>● I can demonstrate my knowledge of different cultures through using vocabulary learnt from stories I have listened to or read.</li> <li>● I can use knowledge gained from stories to support my play.</li> </ul>	<ul style="list-style-type: none"> <li>● I can demonstrate my knowledge of the past through stories, setting, characters and events.</li> <li>● I can use new and recently introduced vocabulary from non-fiction books within my play.</li> <li>● I can use knowledge gained from sharing non fiction books.</li> <li>● I can use language linking to my aspirational curriculum learnt from sharing non fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use and understand vocabulary during discussions about poems and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>● I can reread words and sentences to increase my fluency.</li> <li>● I can use prosody to add expression to my reading.</li> </ul>

*What the children should know and be able to do at the end of each half term.*

<p><b>Autumn 1 Wordless books</b></p> <ul style="list-style-type: none"> <li>• I can read the sounds s,a,t,m,p,c,g,k,u,h,i,n,r,f,d,ck,e,b and l.</li> <li>• I can orally blend cvc words.</li> <li>• I can read my name.</li> </ul>	<p><b>Autumn 2 Phase 2 set 1, 2 and 3 - books</b></p> <ul style="list-style-type: none"> <li>• I can read all of the Phase 2 sounds.</li> <li>• I can read the consonant digraphs, ch, ng, nk, zz, sh and th.</li> <li>• I can decode and blend cvc words.</li> <li>• I can read the Phase 2 tricky words.</li> <li>• I can recall facts from what I have read.</li> </ul>	<p><b>Spring 1 2 set 4 and 5 books</b></p> <ul style="list-style-type: none"> <li>• I can read some vowel digraphs.</li> <li>• I can read some of the phase 3 tricky words and all of the phase 2 tricky words.</li> <li>• I can blend using the sounds that I have been taught.</li> <li>• I can answer questions about what I have read.</li> </ul>
<p><b>Spring 2 Phase 3 set 1</b></p> <ul style="list-style-type: none"> <li>• I can read all of the Phase 2 and 3 tricky words.</li> <li>• I can blend using all of the sounds I have been taught.</li> <li>• I can answer why and how questions about what I have read or listened to.</li> </ul>	<p><b>Summer 1 Phase 3 set 2 books</b></p> <ul style="list-style-type: none"> <li>• Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</li> <li>• adjacent consonants and short vowels</li> <li>• I can read all of the Phase 2 and 3 tricky words</li> <li>• I can sound out a sentence and then read it back without sounding out each word.</li> </ul>	<p><b>Summer 2 - Phase 4 set 1</b></p> <ul style="list-style-type: none"> <li>• I can read words automatically without sounding them out in order to be fluent enough to read these longer books.</li> <li>• I can read all of the Phase 2, 3 and 4 tricky words</li> <li>• I can answer how and why questions about what I have read.</li> <li>• I can anticipate events in a story.</li> <li>• I am able to adapt mt expressions according to the punctuation used in a piece of text.</li> </ul>