



Widmer End CC School Progression of Skills in Reading

These skills for reading are taken from the following areas of learning: Communication and Language; Literacy; Expressive Arts and Design and Understanding of the World

EYFS			
Reading: Word Reading			
Phonics and Decoding			
Reception	Literacy		<ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words so that they can read short words made up of letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
ELG	Literacy	Word Reading	<ul style="list-style-type: none">• 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			
Reception	Literacy		<ul style="list-style-type: none">• Read a few common exception words matched to the school's RWI phonic programme.
Fluency			
Reception	Literacy		<ul style="list-style-type: none">• Blend sounds into words so that they can read short words made up of letter-sound correspondences.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
ELG	Literacy	Reading	<ul style="list-style-type: none">• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading: Comprehension			
Understanding and Correcting Inaccuracies			
Reception	Communication and Language		<ul style="list-style-type: none">• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Listen carefully to rhymes and songs, paying attention to how they sound.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Literacy	Comprehension	<ul style="list-style-type: none">• 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.
Comparing, Contrasting and Commenting			
Reception	Understanding the World		<ul style="list-style-type: none">• Compare and contrast characters from stories, including figures from the past.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interactions.
		Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Words in Context and Authorial Choice			
Reception	Communication and Language		<ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Use new vocabulary in different contexts.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Inference and Prediction			
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none">• Anticipate (where appropriate) key events in stories.
Poetry and Performance			
Reception	Communication and Language		<ul style="list-style-type: none">• Engage in story times.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none">• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.
ELG	Literacy	Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">• Make use of props and materials when role-playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with their peers and their teacher.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none">• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none">• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

VIPERS - Suggested question stems for book talk				
Vocabulary	Inference	Prediction	Retrieve	Sequence
<ul style="list-style-type: none"> What does this word mean? 	Looking at the pictures: <ul style="list-style-type: none"> What might they be feeling? How do you know? 	<ul style="list-style-type: none"> What might happen at the end of the story? What might happen in the story? What might happen next? 	<ul style="list-style-type: none"> What did you find out? What can you see on the front cover? 	<ul style="list-style-type: none"> To begin to be aware of the way stories are structured. To follow a story without pictures or props.