# Progression in Reading: Reception

## EYFS Development Matters statements 2020

| | 3-4 Year Olds | Children in Reception | Early Learning Goals |
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| **Reading: Word Reading** | | | |
| Decoding | *To develop their phonological awareness, so that they can:<br>-spot and suggest rhymes<br>-count or clap syllables in a word<br>-recognise words with the same initial sound, such as money and mother. | *To read individual letters by saying the sounds for them.<br>*To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br>*To read some letter groups that each represent one sound and say sounds for them.<br>*To read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.<br>*To read a few common exception words matched to the school's phonic programme. | ELG-Word reading<br>*Say a sound for each letter of the alphabet and at least 10 digraphs.<br>*Read words consistent with their phonic knowledge by sound blending.<br>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| Fluency | *To understand the five key concepts about print:<br>-print has meaning<br>-print can have different purposes<br>-we read English from left to right and from top to bottom.<br>-the names of the different parts of a book<br>-page sequencing<br>*To develop their phonological awareness, so that they can:<br>-spot and suggest rhymes<br>-count or clap syllables in a word<br>-recognise words with the same initial sound, such as money and mother. | *To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br>*To read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.<br>*To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |

| Reading: Comprehension | | | |
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| Familiarity with texts and understanding | *To enjoy listening to longer stories and can remember much of what happens.<br>* To understand 'why' questions - eg - 'Why do you think the caterpillar got so fat?'<br>*To be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.<br>*To engage in extended conversations about stories, learning new vocabulary. | *Listen to and talk about stories to build familiarity and understanding.<br>* To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br>*To listen carefully to rhymes and songs, paying attention to how they sound.<br>*To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | ELG-Comprehension<br>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduce vocabulary.<br>*Anticipate (where appropriate) key events in stories.<br>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. |
| Comparing, Contrasting and Commenting | *To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. | *To compare and contrast characters from stories, including figures from the past. | *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.<br>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| Word meanings/Authorial choice | *To use a wider range of vocabulary.<br>*To engage in extended conversations about stories, learning new vocabulary. | *To learn new vocabulary.<br>*Use vocabulary throughout the day.<br>*Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br>*Use vocabulary in different contexts.<br>*Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. |

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| Inference and Prediction | *To understand 'why' questions - eg - 'Why do you think the caterpillar got so fat?' | *Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br>*To develop storylines in their pretend play. | *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br>ELG-Comprehension<br>*Anticipate (where appropriate) key events in stories. |
| Poetry and performance | *To sing a large repertoire of songs.<br>*To know that many rhymes, be able to talk about familiar books, and be able to tell a long story.<br>**EAD**<br>*To take part in simple pretend play, using an object to represent something else even though they are not similar.<br>*To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.<br>*To remember and sing entire songs.<br>*To sing the pitch of a tone song by another person. (pitch match)<br>*To sing the melodic shape (moving a melody, such as up and down and down and up) of familiar songs.<br>*To create their own songs, or improvise a song around one they know. | *To engage in story times.<br>* To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br>*To learn rhymes, poems and songs.<br>*To sing in a group or on their own, increasingly matching the pitch and following the melody.<br>*To develop storylines in their pretend play. | ELG-Comprehension<br>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduce vocabulary.<br>**EAD-ELG-Creating with Materials-**<br>*Make use of props and materials when role playing characters in narratives and stories.<br>**ELG- Being imaginative and expressive-**<br>*Invent, adapt and recount narratives and stories with peers and their teacher.<br>*Perform songs, rhymes and stories with others, and (when appropriate) try to move in time to music. |
| Non Fiction | *To engage in non-fiction books. | *To engage in non-fiction books.<br>*To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play. |