

| Reading: Word Reading | | | |
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| Phonics and Decoding | | | |
| 3 and 4 year olds | Literacy | | Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound, such as money and mother |
| Reception | Literacy | | 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. |
| ELGs | Literacy | Word Reading | 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 | | Read a few common exception words matched to the school's phonic programme. |
| Fluency | | | |
| 3 and 4 year olds | Literacy | | Understand the five key concepts about print: print has meaning, print can have different purposes, we can read English text from left to right and from top to bottom, the names of different parts of a book and page sequencing. Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound, such as money and mother |
| Reception | Literacy | | 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. |

EYFS MATHS PROGRESS

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| | | | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |
| ELGs | Literacy | Reading | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |

Reading: Comprehension

Understanding and Correcting Inaccuracies

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| 3 and 4 year olds | Communication and Language | | Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 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. |
| | Literacy | | Engage in extended conversations about stories, learning new vocabulary. |
| Reception | Communication and Language | | 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. |
| ELGs | Literacy | Comprehension | 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

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| Three and Four-Year-Olds | Communication and Language | | 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. |
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EYFS MATHS PROGRESS

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| Reception | Understanding the world | | Compare and contrast characters from stories, including figures from the past. |
| ELG | Communication and Language | Listening, Attention and Understanding | 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 | 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 | | | |
| Three and Four-Year-Olds | Communication and Language | | Use a wider range of vocabulary. |
| | Literacy | | Engage in extended conversations about stories, learning new vocabulary. |
| Reception | Communication and Language | | 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 | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| | Literacy | Comprehension | 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 | | | |
| Three and Four-Year-Olds | Communication and Language | | Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" |
| ELG | Communication and Language | Speaking | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| | Literacy | Comprehension | Anticipate (where appropriate) key events in stories. |

| Poetry and Performance | | | |
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| Three and Four-Year-Olds | Communication and Language | | Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. |
| | Expressive Arts and Design | | Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know |
| Reception | Communication and Language | | 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 | | 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 | 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 | Make use of props and materials when role playing characters in narratives and stories. |
| | | Being Imaginative and Expressive | 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 | | |
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| Reception | Communication and Language | Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |

EYFS MATHS PROGRESS

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| ELG | Communication and Language | Speaking | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| | Literacy | Comprehension | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |