

EYFS progression map from birth to the end of Reception year

Area of Learning Literacy

Concept: Word Reading

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Typical progression within this concept	Discriminating environmental sounds	Discriminating rhyme	Discriminating the sounds in words	Recognising the sounds letters and groups of letters make	Blending to read words	Recognising whole words	Reading groups of words	ELG Children at the expected level of development will:
Progression steps to enable typical progression within this concept 	Birth – 3 I can identify some well-known environmental sounds such as a siren from a police car, the sound of a jet over head or the sounds of common farm animals.	Enjoy songs and rhymes, tuning in and paying attention Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.						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.
	3-4 yrs I can listen closely to the sounds in my environment and list what I can hear – including more subtle sounds such as dripping taps or distant hammering etc. I can listen to simple rhythms made with sounds and play along with them	I can identify when an incorrect word has been said in the rhyming position in a well-known rhyme e.g. Twinkle Twinkle...what you dog. I can identify when words sound the same by choosing from a selection of words that rhyme and those that do not. e.g. cat, bat, mat, frog	I can clap out the syllables in words I can recognise words with the same initial sound	I can notice some print, such as the first letter of my name, a door number, or a familiar logo.	I can listen to words being sound talked and be able to blend these sounds together again (e.g. touch your kn-ee-s and the child touches their knees)	I can recognise my name		
	Reception 	I can suggest a word that rhymes with another	I can hear the initial sound in words I can hear the final sound in words I can hear the medial sound in a CVC word.	I can recognise, and say a sound for, the letters of the alphabet. I can recognise, and say a name for, the letters of the alphabet. I can recognise, and say a sound for, phase 2 digraphs I can recognise, and say a sound for, phase 3 digraphs and trigraphs	I can blend sounds to read VC words made up of known letter-sound correspondences. I can blend sounds to read CVC words made up of known letter-sound correspondences. I can blend sounds to read CCVC/CVCC words made up of known letter-sound correspondences.	I can read a few common exception words matched to the phonics programme I can begin to read some high frequency words automatically - without needing to sound them out.	I can read some simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words I can re-read sentences to build up my confidence, fluency, understanding and enjoyment in word reading.	