

Literacy/English – Reading Skills Progression Map

School Readiness Intent: At St Francis CE Primary School we will endeavour to provide high quality English skills that will provide children with a voice to share their ideas with the world. The English curriculum is intrinsic to education as it entails the teaching of how to speak, read and write fluently and confidently, to ensure a child's development into a participating and productive member of society. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

Intent: Before children become readers, they need to be confident communicators with a wide vocabulary and a secure understanding of language. Their listening skills need to have developed so that they can hear the sounds and syllables in words (phonological awareness). Children's past experiences will help them to understand that print carries meaning and they will have watched others modelling, enjoying and retrieving information from reading.

Reading features into the Specific Area Of Learning - Literacy – under the strand 'Reading.'

EYFS Stage	Development Matters	Implementation/ Context
F3 	22-36 Months: Literacy – Reading • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 22-36 Months: Physical Development – Moving and Handling • Turns pages in a book, sometimes several at once. • May be beginning to show preference for dominant hand.	Children will be read and told stories written by different authors. When reading stories children will be given opportunities to join in by repeating key words or repetitive phrases. Traditional tales are shared and children will be able to use small world toys and role play areas to rein act key parts. We have a Core Story each term (See Core Stories/Spine Books document), copies of the story are sent home for parents to borrow. Strong links are also made with EAD as children act out stories through role-play activities, taking on roles and using the repetitive language of the story during their play. Core story – advertised on notice board, listed in monthly nursery newsletters, so all parents/carers know which story we are doing. Core story is displayed on the Working Wall, with pictures, photos, labels, captions and key vocabulary. Rhymes are used throughout the day as part of a daily routine e.g. washing hands, register time, tidy time, lining up and sitting in a circle. Poetry and songs are shared and repeated by the children. Each term, the children learn new key rhymes – pictures of the rhymes are shown on the rhyme board. Each rhyme has hands-on resources to reinforce learning and understanding. Rhyme of the week sent home each week, with You Tube link so parents can help their child learn the rhyme at home and sing it in their home language. Children are given simple instructions to follow in games, such as 'Simon says' or 'Copy me do' to encourage listening skills. Parents attend phonics work shop and receive 'Phonics in the Nursery' booklet. (F2 and F3)

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Nursery F2 	30-50 months: Literacy – Reading • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and in the environment • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds book the correct way up and turns pages. • Knows that print carries meaning and in, English, is read from left to right and top to bottom.	Children can recognise and find their name and put it on to the register in their Key Group area, reinforced with name and photograph on the wall. Practitioner use ‘Story Talk Time’ to support children's understanding of books, tailored to suit each Key Group. Children will be read and told stories written by different authors, the children will be given opportunities to join in by repeating key phrases and key words. Children take part in 1:1 and small group reading activities to encourage reading from left to right. We have a Core Story each term (See Core Stories/Spine Books document), copies of the story are sent home for parents to borrow. Strong links are also made with EAD as children act out stories through role-play activities, taking on roles and using the repetitive language of the story during their play. Core story – advertised on notice board, listed in monthly nursery newsletters, so all parents/carers know which story we are doing. Core story is displayed on the Working Wall, with pictures, photos, labels, captions and key vocabulary. Rhymes are used throughout the day as part of a daily routine e.g. washing hands, tidy up time, sitting on the carpet and Key Group song. Overtime children join in with the familiar rhymes. Rhyme board and rhyme of the week is in continuous use. Poetry and songs are shared and repeated by the children building up a bank they can recall from memory. Rhyme of the week is sent home with You Tube link. Children access three reading areas, one in library area, one on large carpet area and one outside under the shelter. Children can select and change their library book each week – focus on holding book correctly, looking at front cover, turning pages in order, looking at illustrations and print for meaning. Children can point out and read logos and signs in the setting, reinforcing the concept that ‘I can read!’ Key vocabulary and speech bubbles noting the child’s voice/comments is shared with the children and then it is displayed on the Learning Wall or around the setting.

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Reception  	40-60 Months: Literacy - Reading • Continues a rhyming string • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. ELGs • Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. • They also read some common irregular words. • They demonstrate understanding when talking with others about what they have read. understanding of what has been read.	Children visit the school library every week and have their own classroom reading area where they can explore books, hold them correctly and begin to read sounds and words that they recognise. Children take part in Story Time Phonic sessions, where real story books are read to them which are linked to their new sounds. Sounds are taught systematically through a mastery whole class approach, then in smaller groups. Parents/carers attend Phonics Workshops and receive 'Phonics in Reception' pack. Teachers/TAs share new vocabulary and ask questions to support children's understanding of what has been read. Vocabulary is then displayed. Author boxes are rotated so children have the opportunity to listen to stories by the same authors and draw on similarities and differences. Guided reading lessons are introduced in the Spring term to encourage independent reading of words and simple sentences. The children are asked carefully planned questions about what they have read and their understanding of texts. 1: 1 reading of phonetically decodable texts takes place at least once a week to encourage independent reading and comprehension skills. 1:1 reading with the lowest 20% of children takes place at least three times a week to diminish differences. Carefully chosen phonetically decodable texts are sent home for children to read each week.

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Impact:

- Pupils will be familiar with and can retell the core texts in nursery
- Pupils will read for pleasure and enjoyment in the nursery and reception classes, both indoors and outdoors
- Pupils will have access to high quality texts within the reading scheme in reception as well as core texts which are topic-related
- Pupils will enjoy reading across a range of genres
- Pupils of all abilities will be able to succeed in all reading sessions (adult-led) and independently (child-led)
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- Pupils working at Greater Depth within each year group will be identified (see Venn diagram) and supported accordingly
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

The Characteristics of Effective Learning and Teaching

Playing and exploring

Engagement:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



Active Learning

Motivation:

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do



Creating and thinking critically

Thinking:

- Having their own ideas
- Making links
- Choosing ways to do things

