



Manor Primary School

Early Years – Reading Progression of Knowledge & Skills Overview

| Progression of Skills | AK 16-26 months | BN 22-36 months | AN 30-50 months | BR 40-60 months | AR Early Learning Goal | AR+ Exceeding |
|-----------------------|--|--|---|---|---|---|
| Reading | <p>Developing interest in books and rhymes Looking at pictures in stories.</p> | <p>Talk about favourite stories, rhymes, songs, poems or jingles. Repeat words or phrases from familiar stories. Join in with rhyming and rhythmic activities. Identify the missing word or phrase in a known rhyme, story or game. Exploring books, lifting flaps or finding hidden words Beginning to turn pages in books. Make links between print in the environment Select own name supported by a picture prompt. Enjoy using story resources to retell parts of familiar stories.</p> | <p>Saying a familiar nursery rhyme. Performing actions to nursery rhymes. Showing an awareness of rhyme and alliteration using stories, rhymes and poems. Recognising words that rhyme. Identify the rhyming word at the end of a familiar rhyme. Recognising rhythm in spoken words by clapping and tapping syllables in words. Singing or chanting a rhyming string along with an adult. Listening to and join in with stories and poems, one-to-one and in small groups. Listening to stories with increasing attention and recall. Joining in with repeated refrains and anticipate key events and phrases in familiar rhymes and stories. Identifying the beginning and end of a story. Describing the main setting, events and principal characters in a story.</p> | <p>Recognising rhyming words in familiar rhymes, poems and stories. Recognising a rhyming pair Continuing a rhyming string. Hearing and saying initial sounds in words. Hearing and saying the end sound in words. Sorting objects by their initial sound. Sorting objects by their end sounds. Blending the sounds in simple words Segmenting the sounds in simple words and know which letters represent some of them. Saying the correct sound to grapheme for the 26 phonemes in the alphabet. Reading my own name. Reading some 1 syllable words by blending using some of the grapheme-phoneme correspondence. Beginning to read simple sentences. Using words and phrases that I have learnt from my experiences of books.</p> | <p>Reading and understanding simple sentences. Using phonic knowledge to decode common words and read them aloud accurately. Reading by sight the phase 2 and 3 common exception words Demonstrating an understanding when talking with others about what has been read. Suggesting what a story might be about from the title, blurb or illustrations. Saying who the main characters are in a familiar story. Retelling simple familiar stories in the correct order. Choosing and share favourite books.</p> | <p>Reading phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Using phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Describing the main events in the simple stories that have been read.</p> |



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| | | | <p>Using sounds imaginatively to represent a story character. Retelling a familiar story in the correct order. Talking about illustrations and print in books. Talking about print in the environment Looking at books independently. Handling a book carefully. Holding books the correct way up and turn the pages one at a time. Learning information from print. Developing top to bottom and from left to right.</p> | <p>Choosing a book that I would like to read. Identifying the title on a book Enjoying exploring a range of books. Understanding that words and pictures in books and computers give information.</p> | | |
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| Reading – Word | | <p>Talk about favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeat words or phrases from familiar stories.</p> <p>Identify the missing word or phrase in a known rhyme, story or game.</p> <p>Make links between print in the environment</p> <p>Select own name supported by a picture prompt.</p> | <p>Talking about illustrations and print in books.</p> <p>Talking about print in the environment</p> <p>Looking at books independently.</p> <p>Handling a book carefully.</p> <p>Holding books the correct way up and turn the pages one at a time.</p> <p>Learning information from print.</p> <p>Developing top to bottom and from left to right.</p> | <p>Hearing and saying initial sounds in words.</p> <p>Hearing and saying the end sound in words.</p> <p>Sorting objects by their initial sound.</p> <p>Sorting objects by their end sounds.</p> <p>Blending the sounds in simple words</p> <p>Segmenting the sounds in simple words and know which letters represent some of them.</p> <p>Saying the correct sound to grapheme for the 26 phonemes in the alphabet.</p> <p>Reading my own name.</p> <p>Reading some 1 syllable words by blending using some of the grapheme-phoneme correspondence.</p> <p>Beginning to read simple sentences.</p> <p>Using words and phrases that I have learnt from my experiences of books.</p> <p>Choosing a book that I would like to read.</p> <p>Identifying the title on a book</p> <p>Enjoying exploring a range of books.</p> | <p>Reading and understanding simple sentences.</p> <p>Using phonic knowledge to decode common words and read them aloud accurately.</p> <p>Reading by sight the phase 2 and 3 common exception words</p> | <p>Reading phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> <p>Using phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> |



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| | | | | Understanding that words and pictures in books and computers give in-formation. | | |
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| Reading - Comprehension | | Understanding more complex sentences, Understanding 'who', 'what', 'where' in simple questions Developing an understanding of simple concepts. | Understanding how to use of objects Showing understanding of prepositions by carrying out an action or selecting the correct picture for 'under', 'on top', 'behind'. Responding to simple instructions. Beginning to understand 'why' and 'how' questions. | Understanding that words and pictures in books and computers give in-formation. Responding to instructions involving a two-part sequence. Understanding humour, Following a story without pictures or props. Listening and responding to ideas expressed by others in conversation or discussion. | Reading and understanding simple sentences. Following instructions involving several ideas or actions. Answering 'how' and 'why' questions about experiences and in response to stories or events. Answering 'how' and 'why' questions in response to stories or events. | Expressing views about events or characters in the story after listening to the story. Answering questions about why things happened in a story. Carrying out instructions which contain several parts in a sequence. |