



Progression on Skills for Early Reading				
	2 – 3 Year olds	3-4 Year olds	Entering reception	ELG
Decoding		Shows an awareness of rhyme and alliteration. Recognising rhythm in spoken words	Hears and says initial sound in word. 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.	They use phonic knowledge to decode regular words and read them aloud accurately. They read some common irregular words. <i>Children can read phonetically regular words of more than one syllable as well as many irregular but high frequency words.</i>
Range of reading	Shows an interest in books. Enjoys listening to stories, rhymes etc.	Listens to and joins in with stories and poems, one-to-one and also in small groups Shows interest in illustrations and print in books and print in the environment. <ul style="list-style-type: none"> • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. Holds books the correct way up and turns pages. <ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	Begins to read words and simple sentences. Enjoys and increasing range of books	Children read simple sentences.



Familiarity with texts	Repeats phrases from familiar stories	Recognises familiar words and signs such as own name and advertising logos.	Enjoys an increasing range of texts	
Poetry and rhyme	Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.	Enjoys rhyme and rhythmic activities Shows an awareness of rhyme	Continues a rhyming string	
Understanding		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. Listens to stories with increasing attention and recall.	<i>Beginning to be aware of the way stories are structured.</i> Knows information can be relayed in the form of print. <i>Listens to stories with increasing attention and recall.</i> Uses vocab and forms of speech that are increasingly influenced by their experiences.	They understand simple sentences. <i>They use phonic, semantic, syntactic knowledge to understand unfamiliar vocabulary.</i>
Prediction		Suggests how the story might end.	<i>Suggests how a story might end</i>	
Non-fiction		Knows that information can be relayed in the form of print.	Knows that information can be retrieved from books and computers. Enjoys an increasing range of books.	
Reading discussion		Describes the main story settings, events and principal characters	<i>Describes the main story settings, events and principal characters</i>	They demonstrate an understanding when talking with others about what they have read.



				<p><i>They can describe the main events in the simple stories they have read.</i></p>
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