



Thurcroft Infant School EYFS Progression Document- Word Reading and Comprehension

Word Reading			
	Milestone 1	Milestone 2	Milestone 3
FS1	<ul style="list-style-type: none"> I can listen to and begin to join in with a repetitive story. I can identify some sounds in the environment. I can talk about what I can hear. I know that books have words and pictures I know which way to hold my book and how to turn the pages. I can copy a beat or sound. I can identify which sounds are loud and which ones are quiet. 	<ul style="list-style-type: none"> I can identify and suggest which words rhyme. I can fill in the rhyming word when an adult is reading. I can sing or chant a rhyming string with an adult. I can identify some words/ logos from the local environment eg shop names, good packaging. I can identify which words have the same initial sound. I can say initial sounds clearly and recognisably. I can sort and match objects according to their initial sound. 	<ul style="list-style-type: none"> I can orally blend phonemes to recognise the whole word. I can identify which objects match the phonemes said. I can blend phonemes into words when playing games. I can segment words into phonemes.
FS2	<p>Phonics Phase 2</p> <ul style="list-style-type: none"> I can handle books correctly and follow print left to right, top to bottom I can locate the title I can identify most phase 2 sounds (20+) I can blend and segment in order to read VC and CVC words I can read some Phase 2 tricky words including some tricky word (4) I am beginning to recognise words that rhyme 	<p>Phonics phase 3</p> <ul style="list-style-type: none"> I can use my phonic knowledge to read and decode regular words. I can read CVC words. I can read words containing some Phase 3 sounds. I can read and understand simple sentences. I can Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. I can read all Phase 2 tricky words including some phase 3 tricky words. I can complete a rhyming string. 	<p>Phonics phase 3 & 4</p> <ul style="list-style-type: none"> I can say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending. I can blend to read words with adjacent consonants at beginning and end of words (CCVC/CVCC). I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. I can read most phase 3 tricky words and some phase 4 tricky words. I can identify words which rhyme.
<p>ELG- Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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 			



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Comprehension			
	Milestone 1	Milestone 2	Milestone 3
FS1	<ul style="list-style-type: none"> I know some simple songs, rhymes and stories and can join in with them I can join in with repeated phrases in familiar stories 	<ul style="list-style-type: none"> I know what our core book is about I can attempt to retell a familiar story independently I can identify and talk about my favourite story/ book 	<ul style="list-style-type: none"> I can retell one or two of my favourite stories, using the book to help I can identify and talk about what happens next in a story I can confidently talk about stories I am familiar with and the characters that are in them
FS2	<ul style="list-style-type: none"> I can listen to and engage in conversation about stories; learning new vocabulary. I can retell a simple story using pictures to help me. I can use some story language. I can answer who, and where questions. 	<ul style="list-style-type: none"> I can listen to and engage in conversation about stories; learning new vocabulary I can retell a story using a story map. I can retell a story using repeated refrains/story language. I can answer who, what, and where questions. 	<ul style="list-style-type: none"> I can listen to and engage in conversation about stories; learning new vocabulary I can confidently retell a story using story language. I can anticipate what is going to happen next. I can answer who, what, why, when and when questions.
ELG- Children at the expected level of development will: <ul style="list-style-type: none"> 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. 			