



Reading in EYFS (30 - 50mths to ELGs)

30 – 50 months

40 – 60 months

Early Learning Goals

Word reading

Phonics and Decoding

To enjoy rhyming and rhythmic activities.

To show an awareness of rhyme and alliteration.

To recognise rhythm in spoken words.

To continue a rhyming string.

To hear and say the initial sound in words.

To segment the sounds in simple words and blend them together and know which letter represents some of them.

To link sounds to letters, naming and sounding the letters of the alphabet.

To use phonic knowledge to decode regular words and read them aloud accurately.

Common Exception Words

To read some common irregular words.

Fluency

To show interest in illustrations and print in books and print in the environment.

To recognise familiar words and signs such as own name and advertising logos.

To look and handle books independently (holds books the correct way up and turns pages).

To ascribe meanings to marks that they see in different places.

To begin to break the flow of speech into words.

To begin to read words and simple sentences.

To read and understand simple sentences.

Reading – Comprehension

Understanding and Correcting Inaccuracies

To know that print carries meaning and, in English, is read from left to right and top to bottom.

To understand humour, e.g. nonsense rhymes, jokes.

Comparing, Contrasting and Commenting

To listen to stories with increasing attention and recall.

To anticipate key events and phrases in rhymes and stories.

To begin to be aware of the way stories are structured.

To describe main story settings, events and principal characters.

To enjoy an increasing range of books.

To follow a story without pictures or props.

To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

To demonstrate understanding when talking with others about what they have read.

Words in Context and Authorial Choice

To build up vocabulary that reflects the breadth of their experiences.

To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Inference and Prediction

To suggest how a story might end.

To begin to understand 'why' and 'how' questions.

To answer 'how' and 'why' questions about their experiences and in response to stories or events.

Poetry and Performance

To listen to and join in with stories and poems, one-to-one and also in small groups.

To join in with repeated refrains in rhymes and stories.

To use intonation, rhythm and phrasing to make the meaning clear to others.

To develop preference for forms of expression.

To play cooperatively as part of a group to develop and act out a narrative.

To express themselves effectively, showing awareness of listeners' needs.

Non-Fiction

To know that information can be relayed in the form of print.

To know that information can be retrieved from books and computers.