

End points which show progression of knowledge, understanding and skills in Reading

Year Group: EYFS

	T1	T2	T3	T4	T5	T6
<b>Key TEXTS:</b> <b>*subject to change</b>						
<b>Focus Poet for the year group: Grace Nichols</b>						
<b>Decode / word-reading:</b>	<p>RWI Scheme followed for Phonics and Reading.</p> <p>See RWI plan for more detail.</p> <p>Recognise the initial letter of their name on labels.</p>	<p>RWI Scheme followed for Phonics and Reading.</p> <p>See RWI plan for more detail.</p> <p>Recognise and read their name.</p>	<p>RWI Scheme followed for Phonics and Reading.</p> <p>See RWI plan for more detail.</p> <p>Begin to read simple labels in their environment.</p>	<p>RWI Scheme followed for Phonics and Reading.</p> <p>See RWI plan for more detail.</p> <p>More confidently read labels in their environment.</p>	<p>RWI Scheme followed for Phonics and Reading.</p> <p>See RWI plan for more detail.</p> <p>Recognise and read some common exception words.</p>	<p>RWI Scheme followed for Phonics and Reading.</p> <p>See RWI plan for more detail.</p> <p>Recognise and read some common exception words</p>
<b>Comprehend, locate and retrieve:</b> Children to check that the text makes sense as they read and draw on their knowledge of vocabulary.	<p>Children are able to recall key facts from stories that have been read to them.</p>	<p>Children begin to use visual literacy to talk about the front cover and pictures within books.</p> <p>Children begin to talk about the title and how this relates to the events in the text.</p>	<p>Children use visual literacy to talk about the front cover and pictures within books.</p> <p>Children can talk about the title and how it relates to the events in the text.</p> <p>Children begin to point to information on the page to locate the answer.</p>	<p>Children use visual literacy to talk about the front cover and pictures within books in growing detail.</p> <p>Children can talk about the title and how it relates to the events in the text.</p> <p>Children are able to point to information on the page in order to answer simple retrieval questions.</p>	<p>Children use visual literacy to talk about pictures within books in growing detail.</p> <p>Children can talk about the title and how it relates to the events in the text.</p> <p>Explain key facts about what is read to them from a variety of texts.</p>	<p>In addition to using visual literacy, children begin to use their growing phonic knowledge to recognise words which locate information in a text.</p> <p>Talk about the title and how it relates to the events in the text.</p> <p>Explain key facts about what is read to them from a variety of texts.</p>

<p><b>Inferential understanding:</b> Discuss and clarify the meanings of new words, linking new meanings to known vocabulary.</p>	<p>With support, children explain their understanding of what has been read to them.</p>	<p>Discuss the title and events in a story.</p> <p>With support, children begin to explain their understanding of what has been read to them.</p> <p>With support, children begin to discuss the feelings of characters within texts they have listened to.</p> <p>Children begin to guess what might happen next in a sequenced story.</p>	<p>Discuss the significance of the title and events in a story.</p> <p>With support, children explain their understanding of what has been read to them and using pictures as clues, children discuss the feelings of characters.</p> <p>Children guess what might happen next in a sequenced story.</p>	<p>Discuss the significance of the title and events in a story.</p> <p>Children begin to explain their understanding of what has been read to them and use clues from pictures to talk about characters thoughts and feelings.</p> <p>Children begin to make more plausible predictions about what might happen next in a story using the pictures.</p>	<p>Discuss the significance of the title and events in a story.</p> <p>Children explain their understanding of what has been read to with more confidence and use clues from pictures to talk about the thoughts and feelings of characters as well as the mood of a setting.</p> <p>Children begin to make more plausible predictions about what might happen next in a story using the pictures.</p>	<p>Discuss the significance of the title and events in a story.</p> <p>Children explain their understanding of what has been read to with more confidence and use clues from pictures to talk about the thoughts and feelings of characters as well as the mood of a setting.</p> <p>Children begin to make more plausible predictions about what might happen next in a story using the pictures.</p>
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<p><b>Respond to text:</b> Children listen to, share and discuss a wide range of high-quality books (poetry, picture books, stories and information texts) which are beyond those that they can read themselves to develop a love of reading .</p>	<p>Throughout the year, children are supported to:</p> <p>Children show pleasure in stories being read to them</p> <ul style="list-style-type: none"> <li>* enjoy sharing poems and rhymes together;</li> <li>* sometimes look at a book out of choice, rather than something else;</li> <li>* begin to have favourite texts which they ask for repeatedly;</li> <li>* may pick a favourite character or a favourite story; may be able to say why;</li> <li>* sometimes read a familiar text aloud to themselves, remembering the words they have heard;</li> <li>* know how the pictures relate to the story;</li> <li>* point to parts of the text in answer to questions.</li> </ul>
<p><b>Fluency and phrasing:</b> reading at 90% accuracy without overt segmenting and blending automaticity phrasing appropriate to meaning</p>	<p>Throughout the year, children learn to:</p> <ul style="list-style-type: none"> <li>* recognise and read their name automatically;</li> <li>* join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhymes to a given rhythm, perhaps marching or clapping to the beat;</li> <li>* sing the alphabet with support;</li> <li>* begin to read words and simple sentences, showing understanding by the way they say it;</li> <li>* sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets;</li> </ul> <p>recognise and independently read some common exception words with automaticity.</p> <p>By the end of the year, children should be reading 25 words per minute.</p>