



EYFS Progression Documents - Nursery and Reception

Reading

Long Row Primary and Nursery School
Inspire, Respect, Belong

Nursery	The children will learn to ...	The adults will support children by ...
Autumn Term	Value books and identify favourite books. Hold a book the correct way and turn the pages carefully. Enjoy sharing a book with an adult and friends. Join in with actions and repetitive refrains / verses.	Providing 'Book Talk' opportunities to discuss likes, dislikes as well as pictures, puzzles and patterns. Having a daily book vote so children can democratically choose the daily class story. Highlighting, using and discussing new vocabulary. Using sensory stories. Facilitating many opportunities for story times. Acting out familiar stories with groups of children. Planning regular 'Stay & Read' sessions with parents, carers or other close trusted adults. Implementing Supersonic Phonic Friends: Basics 1 Firm Foundations
Spring Term	Sing songs and rhymes. Listen to simple poems. Identify and talk about their favourite rhymes, songs and stories. Recognise familiar logos / signs. Enjoy rhythmic and musical activities and accompany using clapping and playing musical instruments with the beat. Begin telling and creating their own stories.	As above and... Providing daily rhyme and song time opportunities. Story time provision throughout provision. Providing and using puppets and story sacks Ensuring familiar stories are freely available. Highlighting and using new vocabulary. Starting to use wordless books with children (exposure and familiarity). Showing a passion and enthusiasm for stories, tales, poems, rhymes and songs.
Summer Term	Fill in missing words in a familiar rhyme or story. Describe what is happening to characters in a picture book. Clap out syllables in words. Recognise when two words begin with the same letter. Identify the difference between pictures and words. Tell their own story. Describe events in a story using pictures.	Continuing to implement 'Book Talk' opportunities. Continuing to have regular book votes and encouraging children to explain their reasoning behind their choices. Having daily whole class story time opportunities. Extending familiar stories. Highlight new vocabulary Using a variety of stories, rhyming texts, non-fiction, tales, rhymes and songs. Having story sequencing activities Developing story retell using puppets and props

Reception	The children will learn to ...	The adults will support children by ...
Autumn Term	Handle books with increasing competency and care. Listen to stories and join in when reading 1:1, small group or whole class. Begin to show an awareness of the way stories are structured. Tell their own stories independently. Talk about events and the main characters in familiar stories. Show continued interest in illustrations. Recognise familiar words e.g. own name and names of people who are important to them. Read individual letter sounds and recognise corresponding graphemes – linked to Supersonic Phonic Friends. Begin to blend sounds into words, so that they can read short words made up of known letter (sound correspondences) – linked to SSPF Clap out the syllables in words. Begin recognising some high frequency words.	As above and... Having name cards around the setting to be used by the children. Putting books in different areas of the classroom & provision Further extending 'Book Talk' opportunities – make predictions (VIPERS), book walk and book talk to develop comprehension & extend understanding. Encouraging children to predict events. Displaying an alphabet frieze – Supersonic Phonic Friends. Ensuring access to spelling mats – Supersonic Phonic Friends. Providing access to a wide range of books within provision. Regular 1:1 reading with children – wordless books progressing to SSPF linked books (Basics 2). Daily story time – vote for the book Visiting the school library weekly. Using story mountains and story maps to retell familiar stories – sequence beginning, middle & end (VIPERS). Implementing Drawing Club – traditional tales, animations & stories. Implementing Supersonic Phonic Friends: Basics 1 Firm Foundations (revisit/recap) Basics 2 – <i>see phonics progression overview</i>
Spring Term	Know that print carries meaning from left to right and top to bottom. Recognise a rhyming string. Know the difference between a letter and a word. Begin to recognise digraphs. Blend sounds to read VC and CVC words. Begin reading some high frequency words. Talk about events in stories which are read to them.	As above and... Modelling text orientation, pointing from left to right / top to bottom e.g. when reading stories, modelling reading and writing. Talking about features of books e.g. author, illustrator, blurb, title, front cover... Talking about characters and key events. Playing rhyming games. Reading a range of rhymes and rhyming stories. Teaching daily SSPF phonics – direct teaching. Introducing digraphs – SSPF ditties and rhymes to explain and identify Adding words to picture labels for resources to support early reading. Children making own labels with pictures for the environment. Playing reading games e.g. lotto, treasure hunt – SSPF resources Story time discussions – encouraging children to ask and answer questions. Implementing Supersonic Phonic Friends: Basics 2 (revisit/recap) Basics 3

Summer Term	Continue or generate a rhyming string. Read simple phonetically decodable words using their knowledge of sounds. Read some high frequency words on sight. Enjoy sharing a range of texts – fiction, non-fiction, magazines with an adult / peer. Show a deeper interest in books, drawing on their phonic knowledge, experience of other books and illustrations to interpret a text. Retell a familiar story in the correct sequence. Create their own stories. Adapt familiar stories to add their own ideas. Read a simple sentence. Re-read their own sentences aloud to an adult / peer.	<i>As above and...</i> Playing games to rehearse and consolidate high frequency word knowledge e.g. lotto, quick read, matching comprehension– use SSPF resources and activities. Including literacy artefacts in the environment – signs, instructions, labels. Sharing children’s written work and encouraging them to read it aloud. Providing a range of good quality texts in the reading area and around the environment. Highlight new / exciting vocabulary. Sharing successful reading experiences with parents. Creating class books to enjoy reading together. Implementing Supersonic Phonic Friends: Basics 3 (revisit/recap) Basics 4
	Statutory ELG: Word Reading Children at the expected level of development will: - 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.	
	Educational Programme: Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	