

EYFS progression map from birth to the end of Reception year

Area of Learning Literacy

Concept: Comprehension

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).

	Background Knowledge	Vocabulary	Language Structures	Verbal Reasoning	Literacy Knowledge	ELG
Progression steps to enable typical progression within this concept 	Birth – 3 I enjoy sharing books with an adult. I have favourite books and will seek them out, to share with an adult, with another child, or to look at alone.	I pay attention and respond to the pictures or words in a book.	I can repeat words and phrases from familiar stories. I can develop play around favourite stories using props.	I can ask questions about a book. I can make comments and shares my own ideas about a story.	I am beginning to show book behaviour – holding books and pretending to read. Note book may not be the correct way up.	Children at the expected level of development will: demonstrate understanding of what has been read to them by re-telling 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.
	3-4 yrs I can share my own experiences with my keyworker and listen as they make links between my experiences and what happens in stories. I may choose to share these links with a friend or other adult. I actively engage in a wide variety of new experiences that help to broaden my background knowledge.	I can engage in conversations about stories to help me to learn new vocabulary.	I can use characters and phrases from stories in my own role-play/small world narratives.	When being read to, I can make predictions about the next events in a story based on what has already been read.	I can hold a book the correct way up and turn the pages. I understand the five key concepts about print: <ol style="list-style-type: none"> 1. Print has meaning 2. Print can have different purposes 3. We read English text from left to right and from top to bottom 4. The names of different parts of a book Page sequencing	
	Reception I actively engage in a wide variety of new experiences that help to broaden my background knowledge. I can begin to relate what happens in stories to what has happened in my own experience.	I actively learn new words – asking about their meanings. I try to use the new vocabulary I have learned when discussing stories, non-fiction, rhymes and poems and during role-play. I try to use the new vocabulary I have learned when discussing the world around me.	I can re-tell stories/narratives using my own words perhaps drawing upon some key phrases from the story. I can use the structure of well-known stories to invent new narratives. When being read to, I can anticipate key events in a story.	When being read to, I can infer the meaning of some new words by using the surrounding text to help me.	I know that a full stop completes one whole sentence. I know that a capital letter begins a new sentence.	
Guidance about the reading rope	This refers to the knowledge a reader already has about the information being read which needs to be applied in order to make sense of this new information. The knowledge about the world which children possess is, it seems, fairly crucial to them reading effectively.	Vocabulary – This refers to the breadth of a reader’s vocabulary. Obviously the more words a reader knows in a text, the more fluent his/her reading of that text is likely to be.	Language Structures – A reader needs at least an implicit understanding of how language is structured, that is, grammar. The debate has been about whether that knowledge needs to be explicit. Most children (and adults) sense when a sentence is not grammatically correct without being able to explain what the problem is.	Verbal Reasoning – Readers need to be able to make inferences and construct meanings from the text: that is, they need to be able to THINK logically about what they read in they are to understand it, and its implications.	Literacy Knowledge – It sounds obvious, but it is clearly important for child readers to understand concepts of print such as reading from left to right and top to bottom, how to hold a book, and that full stops complete one sentence (unit of meaning) before the text moves on. These things do not work in the same way in other languages, so they probably need to be taught somehow to English-speaking (and reading) children.	