



The Warren Wood Progression of Skills Model



Reading Skills

Expected by the End of EYFS

Three and Four-Year-Olds

Reception

Early Learning Goals

Phonics and decoding	Fluency
<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound, such as money and mother • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending 	<ul style="list-style-type: none"> • Understand the five key concepts about print: print has meaning the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception Words	Words in Context and Authorial Choice
<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme. • To read some common irregular words. 	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Engage in extended conversations about stories, learning new vocabulary. • Learn new vocabulary. • Use new vocabulary throughout the day. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.



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	<ul style="list-style-type: none"> • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
<p>Comprehension</p>	<p>Comparing, Contrasting and Commenting</p>
<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions • Listen to and talk about stories to build familiarity and understanding. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. • Compare and contrast characters from stories, including figures from the past. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Anticipate (where appropriate) key events in stories. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.



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Inference and Prediction	Poetry and Performance
<ul style="list-style-type: none"> • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction	
<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 	



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Reading Assessment Expected by the End of EYFS			
Word Reading		Phonics	
Below Expectations	Above Expectations	Below Expectations	Above Expectations