



# We speak the language of Reading

## Overview of Progression in Reading from EYFS to Year 6

### EYFS – Little Wrens

**Learning Area**

**Literacy & language**

At Little Wrens, we cultivate a love for language through a carefully crafted program that tunes children into the rhythm and melody of words. By engaging them in the joyful world of rhymes and songs, we set the foundation for literacy. Starting with simple listening and participation, children gradually progress to anticipating and acting out missing words, enhancing their auditory discrimination and memory. Our approach integrates movement with phonics, allowing children to physically embody the sounds they hear. This multisensory method not only makes learning more enjoyable but also solidifies the neural connections necessary for reading. By the program's conclusion, children are expected to confidently recite rhymes and blend sounds, equipping them with the oral and auditory skills that are crucial precursors to fluent reading and clear articulation.

**Milestone I**

- To sit, listen and begin to join in with rhymes and songs.

**Milestone II**

- To be able to join in with rhymes.
- Learn the actions and begin to anticipate the missing word.

**Milestone III**

- To be able to join in with confidence to nursery rhymes.
- To use actions.
- Oral blend sounds into words

**Final Milestone**

- To recite 6 or more familiar nursery rhymes in a small group.
- To be able to orally blend.

## Helping hands

- Focus Rhymes / song shared each week
- Adults to model and teach actions for songs.
- Use traditional rhymes, action songs and interest related songs.
- Focus on circle songs during the daily mile routine.

- Organise and sing daily ring games (outside)
- Adults to model and use actions for songs / rhymes appropriately throughout the session.
- Adults to model orally segmenting words.
- Adults to deliberately miss out a word in a rhyme so that the children have to fill it in.

- Introduce the 7 aspects of Phase 1 phonics.
- Adults to systematically deliver phase 1 phonics activities
- Link sounds to children's names.
- Repetition of rhymes with small groups.
- Model blending during routines i.e. 'c-oa-t'.

**Literacy and language**

## Learning Area

### Engaging with stories

At Little Wrens, our literacy program is a tapestry of experiences designed to bring stories to life for children, teaching them to retell familiar tales with confidence and joy. We begin by cultivating a love for reading, where children are encouraged to listen, engage, and ask questions about the stories shared with them. Through weekly story sessions and daily reading routines that are integrated with our phonics curriculum, children develop an appreciation for narrative structure, character, and setting. Interactive story stations and book club sessions further enrich their learning experience. As children progress, they learn to participate in storytelling, using vocabulary and concepts from the stories they've heard. By the final milestone, children are not just passive listeners but active storytellers, selecting their favorite stories to retell and discuss, demonstrating their understanding of the story's elements and the ability to link narrative to pictures.

## Milestone I

- I am interested and can sit and listen to a story read by an adult.

## Milestone II

- I am beginning to respond to books and stories with some repeated refrains.

## Milestone III

- I know and join in with favourite phrases from books.
- I know about the concepts of print.

## Final Milestone

- To choose a familiar story and talk about what is happening in the pictures.



## Helping hands

- Weekly story (read daily) – linked to Phonics curriculum
- Interest or quality fiction based texts linked to theme used for daily story-time – displayed on reading wall.
- Use Story vote station daily
- Have enticing and well-resourced story baskets with quality texts, puppets and props.
- Book club sessions
- Small world setup linking to texts.
- Ask questions and use vocabulary linked to own experiences.
- Introduce concepts of print – i.e. holding the book the correct way and turning the pages.

- Use vocabulary linked to the stories.
- Use puppets/props /story sacks – model in small groups then leave in continuous provision.
- Introduce Helicopter stories and model how we tell them
- Use Drawing Club to respond to stories

- Adults to ask appropriate questions about the story: Characters, setting, plot, structure.
- Share and discuss non-fiction books linked to the main text or interest.
- Consolidate understanding of concepts of print – i.e. holding the book the correct way and turning the pages.
- Tell and perform Helicopter Stories



## Engaging with stories



## EYFS – Reception Robins

# RECEPTION LONG TERM PLAN 23-24



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
<b>COMMUNICATION AND LANGUAGE</b> Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children’s language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, Helicopter Stories, The Poetry Basket EYFS productions, assemblies  <b>STORY TIME</b> <b>DRAWING CLUB</b>	<b>Welcome to EYFS</b> Make friends Talk about experiences that are familiar to them	<b>Tell me a story!</b> Develop vocabulary Narrate and perform Follow instructions Take part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary.	<b>Tell me why!</b> Use language with accuracy Ask how and why questions Describe events in some detail. Listen to and talk about stories to build familiarity and understanding	<b>Talk it through!</b> Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Sustained focus when listening to a story	<b>What happened?</b> Discuss what is happening in story illustrations and relate it to their own lives	<b>Time to share!</b> Describe and discuss books demonstrating their knowledge of the world

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
LITERACY	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
 DEVELOPING A PASSION FOR READING WORD READING FLOPPY'S PHONICS 						
	<p><b>Phonemic Awareness Phase 1</b>            Oxford Level 1 Books            At the Farm At the Park Out in Town At Home At the Match Fun at School</p> <p><b>Grapheme-phoneme correspondences</b></p> <p>satp            inmd            gock</p> <p><b>Floppy's Phonics sound books</b>            Oxford level 1+            Books 1-3</p>	<p><b>Grapheme-phoneme correspondences</b></p> <p>ck e u r            h b f ff            l ll ie</p> <p>ss</p> <p><b>Floppy's Phonics sound books</b>            Oxford level 1+            Books 4-6</p>	<p><b>Grapheme-phoneme correspondences</b></p> <p>j v w (book 7)            X y z (Book 8)            zz, qu, and ch. (Book 9)            sh, th, and ng. (book 10)</p> <p><b>Floppy's Phonics sound books</b>            Oxford level 2 Books 7-10</p>	<p><b>Grapheme-phoneme correspondences</b></p> <p>Revise and stretch: dge ve wh* (Book 11)            Revise and stretch: cks tch nk* (Book 12)            ai ee igh (Book 13)</p> <p><b>Floppy's Phonics sound books</b>            Oxford level 2 Book 11&amp;12</p>	<p><b>Grapheme-phoneme correspondences</b></p> <p>oa oo (boot/look) (Book 14)            ar or ur (Book 15)            ow oi ear (Book 16)            air er (summer/herbs) (Book 17)            ue and ure. (Book 18)</p> <p><b>Floppy's Phonics sound books</b>            Oxford level 2 Books 11-18</p> <p><b>Consolidation</b></p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	 					
<b>Word Reading</b>						
	<ul style="list-style-type: none"> <li>⊕ Read words containing taught GPCs</li> <li>⊕ Read other words of more than one syllable that contain taught GPCs</li> <li>⊕ Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency</li> <li>⊕ Read all capital letters and the days of the week</li> <li>⊕ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes</li> <li>⊕ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Read most words containing all common suffixes</li> <li>⊕ Read all common exception words with automaticity</li> <li>⊕ Read sufficiently fluently to allow a focus on understanding</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</li> <li>⊕ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>⊕</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</li> <li>⊕ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</li> </ul>	<p>Applying growing knowledge of root words, prefixes, suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</p>

	<ul style="list-style-type: none"> <li>⊕ Read aloud accurately decodable books that are consistent with their developing phonic knowledge</li> <li>⊕ Re-read books to build up fluency and confidence</li> <li>⊕ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> </ul>					
<b>Comprehension</b>						
	<ul style="list-style-type: none"> <li>⊕ Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>⊕ Link what they read or hear read to their own experiences</li> <li>⊕ Recognise and join in with predictable phrases with increased confidence</li> <li>⊕ Recite by heart many poems</li> <li>⊕ Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say</li> <li>⊕ Make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</li> <li>⊕ Discuss their favourite words and phrases using some of them in their writing</li> <li>⊕ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>⊕ Make some inferences on the basis of what is being said and done across the book and drawing on</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>⊕ Participate in discussion about both books that are read to them and those they can read for themselves</li> <li>⊕ Use dictionaries to check the meaning of many unknown words that they have read</li> <li>⊕ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence</li> <li>⊕ Increase their familiarity with a wide range of books and retell some of these</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>⊕ Confidently participate in discussion about both books that are read to them and those they read independently</li> <li>⊕ Begin to use more complex dictionaries to check the meaning of many unknown words that they have read</li> <li>⊕ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence</li> <li>⊕ Increase their familiarity with a wide range of stories and retelling some of these orally</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Read and discuss a range of fiction, poetry, plays, non-fiction and reference books</li> <li>⊕ Recommend books that they have read to their peers, giving simple reasons for their choices</li> <li>⊕ Learn a wider range of age appropriate poetry by heart</li> <li>⊕ With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>• Recommend books that they have read to their peers, giving simple reasons for their choices</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Increase their familiarity with a wide range of books</li> <li>• Learn a wider range of poetry by heart</li> </ul>

