



# EYFS English Subject Map: READING



AGE RELATED EXPECTATIONS		
	WORD READING	COMPREHENSION
<b>Phonics and decoding</b>	1. Read individual letters by saying the sounds for them. 2. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. 3. Read some letter groups that each represent one sound and say sounds for them. 4. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 5. Say a sound for each letter in the alphabet and at least 10 digraphs. 6. Read words consistent with their phonic knowledge by sound-blending. 7. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<b>Inaccuracies</b> <b>Understanding and correcting</b> 14. Listen to and talk about stories to build familiarity and understanding. 15. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 16. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
<b>Common Exception Words</b>	8. Read a few common exception words matched to the school's phonic programme. 9. To read some common irregular words.	<b>Comparing, Contrasting and Commenting</b> 17. Compare and contrast characters from stories, including figures from the past. 18. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 19. 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. 20. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 21. Anticipate (where appropriate) key events in stories. 22. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
<b>Fluency</b>	10. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. 11. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 12. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 13. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<b>Words in Context and Authorial Choice</b> 23. Learn new vocabulary. 24. Use new vocabulary throughout the day. 25. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 26. Use new vocabulary in different contexts. 27. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 28. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 29. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 30. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
		<b>Inference and Prediction</b> 31. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 32. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 33. Anticipate (where appropriate) key events in stories.
		<b>Poetry and Performance</b> 34. Engage in story times. 35. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 36. Learn rhymes, poems and songs. 37. Sing in a group or on their own, increasingly matching the pitch and following the melody. 38. Develop storylines in their pretend play. 39. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 40. Make use of props and materials when role playing characters in narratives and stories. 41. Invent, adapt and recount narratives and stories with their peers and their teacher. 42. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
		<b>Non-Fiction</b> 43. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 44. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.