

**Two Mile Ash School**

**Foundation**

**Reading Progression and Assessment Framework 2022-23**

**22-36 Months**

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| 1. Has some favourite stories, rhymes, songs, poems or jingles. |  |  |  |
| 1. Repeats words or phrases from familiar stories. |  |  |  |
| 1. Fills in the missing word or phrase in a known rhyme, story or game. For example; *Humpty Dumpty…* |  |  |  |

**30-50 Months**

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| 1. Enjoys rhyming and rhythmic activities and recognises rhythm in spoken words. *For example; can clap the syllables in their name.* |  |  |  |
| 1. Shows awareness of rhyme and alliteration. *For example; repeating sounds or rhyming words they hear.* |  |  |  |
| 1. Listens to and joins in with stories and poems 1:1 and small groups. |  |  |  |
| 1. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. *For example; anticipating or suggests how a story might end.* |  |  |  |
| 1. Beginning to be aware of the structure of stories. *For example; starting to understand that “once upon a time” signifies the beginning of a story.* |  |  |  |
| 1. Listens to stories with increasing attention. *For example; responds emotionally to events in a story.* |  |  |  |
| 1. Describes main story settings, characters and events. |  |  |  |
| 1. Shows interest in illustration and print in book and the environment. *For example; will discuss illustrations and point out objects / characters in a picture.* |  |  |  |
| 1. Recognises familiar words, logos and signs such as their own name. |  |  |  |
| 1. Looks at books independently, handles them carefully and holds them correctly whilst turning pages. |  |  |  |
| 1. Knows information can be relayed in the form of print. *For example; will bring something written and ask what it says.* |  |  |  |
| 1. Knows that print carries meaning and in English is read from left to right and top to bottom. *For example; with support can track writing with their finger correctly across and down the page or point to where the text begins.* |  |  |  |

**40-60 Months**

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| 1. Continues a rhyming string. *For example; may invent their own rhyming words and may anticipate words or phrases in unfamiliar poems. Can finish a set of rhyming words E.g. cat, sat, mat …* |  |  |  |
| 1. Hears and says initial sounds in words. |  |  |  |
| 1. Can segment the sounds in simple words and blend them together. *For example; hears the word and can say the individual sounds they hear.* Children know what letters represent some sounds. |  |  |  |
| 1. Links sounds to letters, naming and sounding letters of the alphabet. |  |  |  |
| 1. Begins to read words and simple sentences. *For example; when blending they may omit some sounds but demonstrate increased confidence and accuracy.* |  |  |  |
| 1. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. *For example; uses story language, key phrases and characters in independent play.* |  |  |  |
| 1. Enjoys an increasing range of books including non-fiction texts. *For example; can find their favourite page, characters and illustrations and talk about these.* |  |  |  |
| 1. Knows that information can be retrieved from books and computers. |  |  |  |

Early Learning Goal

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| 1. Children read and understand simple sentences. *For example; children will sight read some familiar words but reading will mainly be reliant on decoding and blending.* |  |  |  |
| 1. They use phonic knowledge to decode regular words and read them aloud accurately. |  |  |  |
| 1. They also read some common irregular words. *For example; recognising words that are not phonetically plausible such as “I” and “the”.* |  |  |  |
| 1. They demonstrate understanding when talking to others about what they have read. *For example; children can explain what has happened*, *talk about character feelings and identify whether they are good / bad and use illustrations to support understanding.* |  |  |  |

**Exceeding** Early Learning Goal

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| 1. They also read regular words of more than one syllable as well as many irregular but high frequency words. *For example; children will increasingly sight read some familiar words whilst using segmenting and blending as the root to decoding familiar / unfamiliar words.* |  |  |  |
| 1. They use phonic semantic and syntactic knowledge to understand unfamiliar vocabulary. *For example; children will segment and blend an unfamiliar word and use the context of the sentence and illustration to attempt to infer its meaning.* |  |  |  |
| 1. They can describe the main events of a story that they have read. *For example; explain how characters and settings change over the course of a story and predict actions.* |  |  |  |