

## Chillerton and Rookley and Godshill Primary – Whole School Reading Progression (ARE)

### Early Years Foundation Stage

	<b>16 – 26 months</b>	<b>22 – 36 months</b>	<b>30 – 50 months</b>	<b>40 – 60 months</b>	<b>Above 40 – 60 months</b>
<p><b>Development Matters Literacy – Reading</b></p> <p>Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.</p>	<ul style="list-style-type: none"> <li>• Interested in books and rhymes and may have favourites.</li> </ul>	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in</li> </ul>	<ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>	<p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>

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			<p>books and print in the environment.</p> <ul style="list-style-type: none"><li>• Recognises familiar words and signs such as own name and advertising logos.</li><li>• Looks at books independently.</li><li>• Handles books carefully.</li><li>• Knows information can be relayed in the form of print.</li><li>• Holds books the correct way up and turns pages.</li><li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li></ul>		
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