



Reading in EYFS: What English Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2021 Development Matters are prerequisite skills for reading within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for reading.

The most relevant statements for reading are taken from the following areas of learning:

- Communication and Language
- Literacy
- Expressive Arts and Design
- Understanding the World

Taken from the Our Lady & St Benedict Catholic Academy EYFS LTP

Nursery	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
	<p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Staff will use the PEER framework to support, children will develop comprehension skills from responding and expanding their answers.</p> <p>Word Reading Children will recognise their name and try to write at least the first letter from it.</p> <p>Writing Children will know</p>	<p>Children will be able to use some vocabulary learnt through fortnightly story focus. Children will start to use longer sentences to answer and ask questions.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading Children will clap syllables in a word.</p> <p>Start to recognise words with the same initial sound.</p>	<p>Children will know print has different purposes by exploring a range of different types of text.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading Children will know more familiar words with the same initial sound such as mum and milk.</p> <p>Children will extend their listening skills through wet walks.</p>	<p>Children will know the names of different parts of a book including the cover, title, author.</p> <p>Children will be encouraged to speak in more detail about the marks they have made.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading Children will recognise some familiar letters and be able to say the corresponding</p>	<p>Children will know how to turn the pages of a book carefully.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading Children will know the sounds s, a, t, p, l, n, m, d, g, o, c, k, ck. Through a range of Bug Club Phase 1 games and activities.</p> <p>Children will be able to say the initial sound for many of their peers names.</p>	<p>Children will know that we read from left to right and top to bottom.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p>Word Reading Children will know the sounds e, u, h, b, r, f, l.</p> <p>Children will use taught phonemes to blend some simple CVC words.</p> <p>Children will begin to recognise some tricky words – I, no, go, to, the, into</p>

	<p>how to draw horizontal lines.</p> <p>Mark make in a variety of ways, including writing pretend shopping lists, discussing some of marks they have made.</p>	<p>Writing Children will know how to draw vertical lines.</p> <p>Children will attempt to write more of their name.</p>	<p>Writing Children mark make familiar letters using a range of art resources</p> <p>Children will begin to work on Phase 1 of Bug Club Phonics.</p>	<p>phoneme for them.</p> <p>Writing Children will know how to write their name.</p>	<p>Writing Children will form some lower-case letters in a recognisable way.</p>	<p>Writing Children will write their first name with growing confidence.</p>
<p>ception</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky words l, the, no, go, to.</p> <p>Writing Children will know how to correctly form the letters s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the phonemes k, ck, e, u, h, b, r, f, l, j, v, w, y, x, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words into, her, me, be.</p> <p>Writing Children will know how to correctly form the letters h, b, r, f, l, j, v, w, y, x, z.</p> <p>Children will know how to correctly form the digraphs and trigraphs - ll, ss, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo</p> <p>Children will practice writing short sentences using the taught sounds to make phonetically plausible attempts at unknown words.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the digraphs and trigraphs ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words he, my, by, she, they</p> <p>Writing Children will know how to correctly form the digraphs and trigraphs ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Children will know how to write some CVC/CVCC words.</p> <p>Children will begin to use story maps to compose their short sentences and take more ownership of their written work.</p> <p>Children will write most letters in the correct formation.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds from across all Phase 2 and 3 learning.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words we, are, you, all, was, give, live.</p> <p>Writing Children will know how to correctly form the letters for all learnt letter sound correspondences.</p> <p>Children will know how to write a short sentence.</p> <p>Children will be able to make phonetically plausible attempts at some CCVC, CVCC words in the context of writing a sentence.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds from Phase 2 and 3 and work on Phase 4 of Bug Club looking at adjacent consonants in cvcc, ccvc, ccvcc words.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words, said, have, like, do, so.</p> <p>Writing Children will know how to correctly form all letters learnt, and practice size and position.</p> <p>Children will know how to write a short sentence independently that can be read by others.</p>	<p>Comprehension Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p>Word Reading Children will sound and blend words with Bug Club Phase 2 and 3 sounds and continue to work on Phase 4 of Bug Club.</p> <p>Children will recognise taught sounds in a range of contexts including during Guided Reading and independent reading.</p> <p>Children will tricky words some, come, were, little, there, one, when, out, what.</p> <p>Writing Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>

Outcomes from Development Matters

Reading: Word Reading		
Phonics and Decoding		
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy	<ul style="list-style-type: none"> • 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.
ELG	Literacy	Word Reading
		<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception Words		
Reception	Literacy	<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme.

Fluency			
Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother 	
Reception	Literacy	<ul style="list-style-type: none"> • 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. 	
ELG	Literacy	Reading	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading: Comprehension		
Understanding and Correcting Inaccuracies		
Three and Four-Year-Olds	Communication and Language	<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.
	Literacy	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

ELG	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Comparing, Contrasting and Commenting			
Three and Four-Year-Olds	Communication and Language		<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.
Reception	Understanding the World		<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • 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.
		Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Words in Context and Authorial Choice			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		<ul style="list-style-type: none"> • 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. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • 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.
Inference and Prediction			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories.

Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		<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.
	Expressive Arts and Design		<ul style="list-style-type: none"> • 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 pitch of a tone sung by another person ('pitch match'). • 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.
Reception	Communication and Language		<ul style="list-style-type: none"> • Engage in storytimes. • 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.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • 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			
Reception	Communication and Language		<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.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

