



Resilience Empathy Self-Awareness Positivity Excellence Communication Teamwork

Early Years Reading comprehension: Progression map

Reading Comprehension (Poetry- Recite and learn off by heart)	
Understanding and Correcting Inaccuracies	
Development Matters	Statements
Three-Four year olds: Communication and Language Literacy	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. Engage In Extended Conversations About Stories, learning new vocabulary.



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<p>Reception: Communication and Language</p>	<p>Listen to and talk about stories 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.</p> <p>Listen to and talk about selected non-fiction develop deep familiarity with new knowledge and vocabulary.</p>
<p>ELG</p>	<p>Statement</p>
<p>Literacy- Comprehension</p>	<p>Demonstrate Understanding 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.</p>
<p>Comparing, contrasting and commentating</p>	
<p>Development matters</p>	<p>Statement</p>
<p>Three and four year olds: Communication and language</p>	<p>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.</p>
<p>Reception: Understanding the world</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>
<p>ELG</p>	<p>Statement</p>
<p>Communication and language</p>	<p>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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>



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Words in Context and Authorial Choice	
Development matters	Statement
Three and four year olds: Communication and language Literacy	Use a wide range of vocabulary. Engage In Extended Conversations About Stories, learning new vocabulary.
Reception: Communication and language	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	Statement
Communication and language- speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Literacy	Demonstrate Understanding 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	
Development matters	Statement
Three and four year olds: Communication and language	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"



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ELG	Statement
Communication and language-speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Literacy-comprehension	Anticipate (where appropriate) key events in stories.
Poetry and Performance	
Development matters	Statement
Three and four year olds: Communication and language Expressive art and design	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Take part in simple pretend play, using 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 Expressive art and design	Engage in story times. Retell The Story, once they have developed deep familiarity with the text, some as exact repetition and some in their own words. Learn Rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play
ELG	Statement
Literacy-comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own



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	words and recently introduced vocabulary.
Expressive art and design	Make use of props and materials when roleplaying characters in narratives and stories. 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	
Development matters	Statement
Reception: Communication and language	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Statement
Communication and language- speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Literacy- Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.