

EYFS

early years foundation stage



Reading Group Grids

Key Learning for EYFS

Lancashire Literacy Team

Lancashire

County
Council



Reading Level	Early Years Foundation Stage – Expected				
	<p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ or ‘why’ questions about their experiences and in response to stories or events.</p>				
Year:		Groups:		Prime Areas: Listening and Attention Understanding	Towards Expected Towards Exceeding

	Names							
Listening and Attention	<ul style="list-style-type: none"> Listen with enjoyment to stories, songs, rhymes and poems. 							
	<ul style="list-style-type: none"> Sustain attentive listening in a range of situations. 							
	<ul style="list-style-type: none"> Respond with relevant, comments, questions or actions. 							
	<ul style="list-style-type: none"> Give attention to what others say and respond appropriately. 							
	<ul style="list-style-type: none"> Follow instructions. 							
	<p>Exceeding:</p> <ul style="list-style-type: none"> Follow more complex/several part instructions accurately. 							
	<p>Exceeding:</p> <ul style="list-style-type: none"> Ask for clarification e.g. about instructions given to them. 							
	<p>Exceeding:</p> <ul style="list-style-type: none"> Listen with sustained concentration for longer periods. 							
Understanding	<ul style="list-style-type: none"> Answer questions in response to who, what, where, when about experiences, stories and events. 							
	<ul style="list-style-type: none"> Answer questions in response to why to how about experiences, stories and events. 							
	<ul style="list-style-type: none"> Recognise own name, familiar words and advertising logos. 							
	<p>Exceeding:</p> <ul style="list-style-type: none"> Express views about characters in a story or the story as a whole. 							
	<p>Exceeding:</p> <ul style="list-style-type: none"> Answer questions using ‘think, say, feel’ prompts about experiences, stories and events. 							
	<p>Exceeding:</p> <ul style="list-style-type: none"> Answer questions about why things happen in a story. 							

Reading Level	Early Years Foundation Stage – Expected							
	Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas and events.							
Year:		Groups:		Prime Areas: Speaking		Towards Expected Towards Exceeding		

	Names							
Speaking	<ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. 							
	<ul style="list-style-type: none"> • Use talk to organise and sequence ideas, feelings and events 							
	<ul style="list-style-type: none"> • Use talk to clarify thinking 							
	<ul style="list-style-type: none"> • Use talk to express themselves effectively in a range of situations 							
	<ul style="list-style-type: none"> • Show awareness of listeners’ needs when communicating 							
	<ul style="list-style-type: none"> • Use past, present and future forms when discussing events and experiences 							
	<ul style="list-style-type: none"> • Develop own narratives by connecting ideas or events 							
	<p>Exceeding:</p> <ul style="list-style-type: none"> • Show awareness of the listener (audience) by making changes to language and non-verbal features 							
	<p>Exceeding:</p> <ul style="list-style-type: none"> • Recount experiences and stories 							
	<p>Exceeding</p> <ul style="list-style-type: none"> • Use a range of vocabulary to add information, express ideas and explain actions or events 							
<p>Exceeding:</p> <ul style="list-style-type: none"> • Justify ideas and experiences 								

Reading Level	Early Years Foundation Stage – Phonics				
Year:		Groups:		Phonics: Phase 2 and 3 Phase 4 – CVCC and CCVC	Towards Expected Towards Exceeding

Phonics	Names							
Phonics application into reading simple texts	Phase 1 • Blend VC words orally e.g. at, it, in, up,							
	• Blend CVC words orally e.g. top, run, bed, rat							
	Phase 2 • VC words using phonemes s, a, t, p, i, n - e.g. at, in, is, it							
	• Blend CVC words using phonemes s, a, t, p, i, n - e.g. sit, pit, pat, pan, tip							
	• Blend CVC words using all above and m, d, g, o e.g. dog, mad, gap							
	• Blend CVC words using all above and c, k, ck, e, u, r e.g. sock, neck, rack							
	• Blend CVC words using all above and h, b, f, ff, l, ll, ss e.g. huff, hiss, bill							
	Phase 3 • Blend CVC words using all above and j, v, w, x, y, z, zz, qu e.g. jack, buzz, vet, quick							
	• Blend CVC words using all above and ch, sh, th, ng e.g. chip, shop, this, thin, song							
	• Blend CVC words using all above and ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good							
	• Blend CVC words using all above and ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil							
	• Blend CV, CVV and CVC words using all above and ear, air, ure, er e.g. hear, fear, chairs, sure, cure, shower, tower							
	Exceeding - Phase 4 • Blend CVCC words using all phonemes covered in Phase 2 and 3 e.g. Paint, tights, boils, shelf, toast							
	Exceeding – Phase 4 • Blend CCVC words using all phonemes covered in Phase 2 and 3 e.g. spoon, clown, float, sweet							
	Exceeding – Phase 4 • Blend CCVCC, CCCVC, CCCVCC words using all phonemes covered in Phase 2 and 3 e.g. frost, street, scrunch							
Exceeding – Phase 4 • Blend words with more than one syllable e.g. turnip, sister, cooking,								

Reading Level	Early Years Foundation Stage – Reading				
Year:		Group:		Reading:	Book Band 1: Pink Phase 2 Phonics Application

	Names							
Word Reading	<ul style="list-style-type: none"> Differentiates between text and illustration. 							
	<ul style="list-style-type: none"> Understands that print conveys meaning. 							
	<ul style="list-style-type: none"> Decode a number of regular words using phase 2 phonemes with build and blend strategy and read aloud accurately. 							
	<ul style="list-style-type: none"> Read common irregular words from Phase 2 the to I no go into 							
Comprehension	<ul style="list-style-type: none"> Holds a book correctly and turn pages from front to back and recognise front and back cover 							
	<ul style="list-style-type: none"> Knows that, in English, print is read from left to right and top to bottom 							
	<ul style="list-style-type: none"> Predict the storyline e.g. ending 							
	<ul style="list-style-type: none"> Recites rhymes and sings songs. 							
	<ul style="list-style-type: none"> Talks about events, setting and characters 							
	<ul style="list-style-type: none"> Predicts storyline and some vocabulary, aided by the illustrations. 							
	<ul style="list-style-type: none"> Retells narratives in the correct sequence, drawing on language patterns of stories. 							

Reading	Towards the Expected level for EYFS				
Year:		Group:		Reading:	Book Band 2: Red Phase 2/3 Phonics Application

	Names							
Word Reading	<ul style="list-style-type: none"> Use decoding to read -using build and blend strategy - towards automatically reading known words 							
	<ul style="list-style-type: none"> Read common irregular words from Phase 3 he she we me be was you they all are my her 							
	<ul style="list-style-type: none"> Read simple sentences 							
	<ul style="list-style-type: none"> Recognise some capitals and lower case letters. 							
Comprehension	<ul style="list-style-type: none"> Link sounds to letters, naming and sounding letters of the alphabet 							
	<ul style="list-style-type: none"> Respond to questions about who, what, where, when linked to text and illustrations 							
	<ul style="list-style-type: none"> Sequence a simple story or event 							
	<ul style="list-style-type: none"> Use gestures and actions to act out a story, event or rhyme from text or illustrations 							
	<ul style="list-style-type: none"> Make predictions based on illustrations, story content and title 							
	<ul style="list-style-type: none"> Respond to questions about how and why something is happening 							
	<ul style="list-style-type: none"> Say what a character might be thinking, saying or feeling 							
<ul style="list-style-type: none"> Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how 								
	<ul style="list-style-type: none"> Notice relationships between one text and another 							

Reading	Towards the Expected level for EYFS				
Year:		Group:		Reading:	Book Band 3: Yellow Phase 3/4 Application

	Names							
Word Reading	<ul style="list-style-type: none"> • Reads on sight words from Lists 1 and 2. 							
	<ul style="list-style-type: none"> • Distinguish between a word, a letter and a space. 							
	<ul style="list-style-type: none"> • Use phonic knowledge to attempt unknown words. 							
	<ul style="list-style-type: none"> • Make 1 to 1 correspondence between written and spoken words. 							
	<ul style="list-style-type: none"> • Blend phonemes to read a range of words using build and blend towards automaticity – fluency and accuracy. 							
Comprehension	<ul style="list-style-type: none"> • Listen attentively to a story at the appropriate interest level. 							
	<ul style="list-style-type: none"> • Say how they feel about stories and poems. 							
	<ul style="list-style-type: none"> • Recall the main points in texts in the correct sequence. 							
	<ul style="list-style-type: none"> • Use the structure of a simple story when reenacting and retelling. 							
	<ul style="list-style-type: none"> • Talk about the themes of simple texts, e.g. good over evil. 							
	<ul style="list-style-type: none"> • Act out a story in role play. 							
	<ul style="list-style-type: none"> • Use knowledge of simple sentences structures and repeated patterns to make predictions and check reading. 							
	<ul style="list-style-type: none"> • Make simple predictions about what might happen next in a story. 							
<ul style="list-style-type: none"> • Talk about the main events in a text and relates story settings and incidents to own experience. 								

Reading	Towards the Expected level for EYFS				
Year:		Group:		Reading:	Book Band 3: Yellow Phase 3/4 Application

	Names							
Comprehension	<ul style="list-style-type: none"> • Uses the patterns and structures of texts when retelling and reciting. 							
	<ul style="list-style-type: none"> • Understands, and uses correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line. 							
	<ul style="list-style-type: none"> • Identifies aspects of texts – e.g. contents page, author, labels in a book. 							
	<ul style="list-style-type: none"> • Begins to talk about the differences between fiction and non-fiction. 							
	<ul style="list-style-type: none"> • Identifies bullet points and numbers in instruction texts. 							
	<ul style="list-style-type: none"> • Recognises rhyming words with support. 							
	<ul style="list-style-type: none"> • Recognises alliteration with support. 							
	<ul style="list-style-type: none"> • Returns to favourite books, songs, rhyme to be re-read and enjoyed. 							
	<ul style="list-style-type: none"> • Recognises use of humour but may find it difficult to explain. 							
	<ul style="list-style-type: none"> • Begins to state preferences about what is read. 							
	<ul style="list-style-type: none"> • Recognises and reads title. 							
	<ul style="list-style-type: none"> • Talks about the type of book. 							
	<ul style="list-style-type: none"> • Distinguishes between good and bad characters. 							

Reading Level	Working beyond the Expected level for EYFS				
Year:		Group:		Book Band: Blue / Green	Phonics Phase: 4/5

	Names						
Word reading	<ul style="list-style-type: none"> • Read aloud accurately books that are consistent with their developing phonic knowledge. • Apply phonic knowledge and skills as the route to decode words. 						
	<ul style="list-style-type: none"> • Respond speedily with the correct sound to grapheme for the 44 phonemes. 						
	<ul style="list-style-type: none"> • Recognise and use the different ways of pronouncing the same grapheme; e.g. ea in <i>bread</i> and <i>seat</i>; o in <i>post</i> and <i>slot</i>; a in <i>hat</i> and <i>was</i>; ow in <i>snow</i> and <i>cow</i>. 						
	<ul style="list-style-type: none"> • Read accurately by blending sounds in unfamiliar words. 						
	<ul style="list-style-type: none"> • Read common exception words, noting tricky parts (see Year 1 list below). 						
	<ul style="list-style-type: none"> • Read words containing –s, -es endings. 						
	<ul style="list-style-type: none"> • Split two syllable words into the separate syllables to support blending for reading, e.g. <i>jumping</i>, <i>pocket</i>, <i>longer</i>, <i>boxes</i>. 						
	<ul style="list-style-type: none"> • Read the contraction <i>I'm</i>. 						
	<ul style="list-style-type: none"> • Develop fluency, accuracy and confidence by re-reading books. 						
Developing pleasure in reading and motivation to read	<ul style="list-style-type: none"> • When prompted through questioning, relates texts to own experiences, e.g. <i>Have you ever been to the beach?</i> 						
	<ul style="list-style-type: none"> • Recognise and join in with language patterns and repetition during class story times. 						
	<ul style="list-style-type: none"> • Orally retell stories using props and pictures. 						
	<ul style="list-style-type: none"> • Enjoy and recite simple rhymes and poems. 						
	<ul style="list-style-type: none"> • Make personal reading choices, e.g. from the class library. 						

Reading Level	Working beyond the Expected level for EYFS				
Year:		Group:		Book Band: Blue / Green	Phonics Phase: 4/5

	Names						
Understanding books which they can read themselves and those which are read to them	<ul style="list-style-type: none"> • Discuss key vocabulary, linking meanings of new words to those already known. 						
	<ul style="list-style-type: none"> • Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> 						
	<ul style="list-style-type: none"> • Recognise when a text does not make sense while reading. 						
	<ul style="list-style-type: none"> • Develop and demonstrate their understanding of characters through role play and drama. 						
	<ul style="list-style-type: none"> • Give opinions about books, stories and poems. 						
	<ul style="list-style-type: none"> • Demonstrate understanding of texts by answering questions related to who, what, where and when. 						
	<ul style="list-style-type: none"> • Discuss the main events in stories. 						
	<ul style="list-style-type: none"> • Make predictions based on what has been read so far. 						
	<ul style="list-style-type: none"> • Identify the main characters in stories. 						
	<ul style="list-style-type: none"> • Recall information from non-fiction texts, e.g. <i>by saying something they have found out.</i> 						
Participating in discussion	<ul style="list-style-type: none"> • Locate parts of text by naming or labelling e.g. <i>titles, contents page and labelled diagram.</i> 						
	<ul style="list-style-type: none"> • In discussions about books, listen to what others say, responding by nodding or maintaining eye contact. 						

Tricky words linked to Letters and Sounds

List 1 (Phase 2)	List 2 (Phase 3)	List 3 (Phase 4)	List 4 (Phase 5)
<p>is it in at and to the no go I</p>	<p>he she we me be was my you they her all are</p>	<p>said so have like some come were there little one do when out what</p>	<p>oh their people Mr Mrs looked called asked water where who again thought through work mouse many laughed because different any eyes friends once please</p>

List 5 Appendix 1 (100 HFWs) (NB - some words already taught and assessed previously)		List 6 Next 200 common words in order Letters and Sounds (NB – some words already taught and assessed previously)		
a	water	been	room	across
of	away	stop	last	gone
on	good	must	jumped	hard
for	want	red	because	floppy
his	over	door	even	really
but	how	right	am	wind
that	did	sea	before	wish
with	man	these	gran	eggs
can	going	began	clothes	once
up	where	boy	tell	please
had	would	animals	key	thing
this	or	never	fun	stopped
went	took	next	place	ever
not	school	first	mother	miss
then	think	work	sat	most
as	home	lots	boat	cold
mum	who	need	window	park
them	didn't	that's	sleep	lived
down	ran	baby	feet	birds
dad	know	fish	morning	duck
big	bear	gave	queen	horse
it's	can't	mouse	each	rabbit
see	again	something	book	white
very	cat	bed	its	coming
look	long	may	green	he's
don't	things	still	different	river
will	new	found	let	liked
into	after	live	girl	giant
back	wanted	say	which	looks
from	eat	soon	inside	use
children	everyone	night	run	along
him	our	narrator	any	plants
get	two	small	under	dragon
just	has	car	hat	pulled
now	yes	couldn't	snow	we're
came	play	three	air	fly
about	take	head	trees	grow
got	thought	king	bad	
your	dog	town	tea	

put could house old too by day made time I'm If help here off saw make an	well find more I'll round tree magic shouted us other food fox through way	I've around every garden fast only many laughed let's much suddenly told another great why cried keep	top eyes fell friends box dark grandad there's looking end than best better hot sun	
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