

Discovery Foundation Stage Two

Literacy: Word Reading / Comprehension

Progression Road Map

On Entry

Autumn

Spring

Summer

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. **WR**

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. **WR**

ELG- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. **C**

Engage in extended conversations about stories, learning new vocabulary. **C**

Read individual letters by saying the sounds for them. **WR**

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. **WR**

ELG- Anticipate – where appropriate – key events in stories. **C**

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. **C**

ELG- Say a sound for each letter in the alphabet and at least 10 digraphs. **WR**

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. **WR**

Read some letter groups that each represent one sound and say sounds for them. **WR**

Read a few common exception words. **WR**

ELG- Use and understand recently introduced vocabulary during discussions. **C**

ELG- Read words consistent with their phonic knowledge by sound-blending. **WR**

ELG- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **WR**