

## EYFS Literacy - Reading

### Birth - 12months

- Notices and responds to sounds and images in the environment.
- Enjoys songs and rhymes; begins to tune in and pay attention.
- As part of sensory exploration, may touch and handle books or digital reading devices.
- Enjoys looking at books and other printed or digital material with familiar people, being read to.

Observation check point: Does the baby show enjoyment and focused attention when listening to songs, rhymes, or looking at books with an adult?

How adults/environment can facilitate development:

- Adults will:**
- Use finger play, rhymes, and familiar songs to capture babies' attention.
  - Share simple books and pictures, using calm and expressive voices.
  - Provide warm, nurturing shared reading time to build early attachment.
  - Respond to babies' sounds, gestures, and gazes to encourage communication.
- Environment:**
- Cloth, board, and sensory books with high-contrast images.
  - Soft spaces for cosy, one-to-one story time.
  - Familiar photos and objects displayed at baby's eye level.
  - Gentle background songs, rhymes, or voice recordings.

### 12-18 months

- Handles books, printed and digital reading material with interest.
- Responds to environmental sounds such as cars, sirens and birds.
- Explores sounds made by banging or tapping familiar objects and simple instruments.
- Waves, bounces or stamps to simple rhythms in songs and rhymes.
- Notices pictures and symbols and begins to recognise what they represent.

Observation check point: Does the child begin to handle books independently, respond to pictures or sounds, and join in with familiar actions or rhymes?

How adults/environment can facilitate development:

- Adults will:**
- Support children to handle books independently and explore pictures.
  - Sing simple rhymes and repeat actions to encourage joining in.
  - Make and model sounds, pauses, and simple words as children explore.
  - Read short rhythmic stories, using gesture, tone, and expression.

- Encourage participation through copying actions and sounds.

**Environment:**

- A variety of sturdy books with clear pictures and textures to explore.
- Simple instruments and household objects for sound-making.
- Displays and props linked to familiar songs and stories.
- Low shelves so children can access books freely.

18-24 months

- Shows anticipation and interest in books and rhymes and may have favourites.
- Begins to join in with familiar actions, sounds, and refrains in song and book sharing.
- Recognises familiar pictures or symbols in books and routines.
- Enjoys sharing books with adults and peers, pointing to pictures and attempting simple words or sounds.

Observation check point: Does the child show anticipation and preference for familiar books and rhymes, joining in with actions, words, or sounds?

How adults/environment can facilitate development:

**Adults will:**

- Encourage children to choose favourite books and rhymes.
- Use different voices and expressions when telling stories.
- Pause for children to add familiar actions or words.
- Build on children's interests and family stories to make reading meaningful.
- Praise and extend attempts to retell or name pictures and sounds.

**The environment will have:**

- A growing collection of picture books, story sacks, and flaps/books with surprises.
- Cosy reading areas for small-group sharing.
- Audio books or digital recordings of familiar rhymes and stories.
- Props, puppets, and instruments for joining in with songs and actions.
- Opportunities for home links – e.g., books to borrow, photo albums, or video calls with family.

2-3 years - Comprehension

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Join in with songs and rhymes, copying simple sounds, rhythms and actions. Begin to pay attention to pictures	Start to recognise and request favourite songs, rhymes or books. Enjoy turning pages and	Choose favourite books to share and seek them out independently or with adults. Begin to	Begin to repeat familiar phrases or fill in missing words in songs or stories (e.g. "Humpty Dumpty sat on a...").	Join in with actions and words in familiar rhymes and stories. Develop simple play	Ask questions or make comments about what they see or hear in books. Begin to share ideas or preferences

and words during shared reading.	pointing to pictures of interest.	recall key events or actions.		around favourite stories using props or puppets.	about favourite stories and rhymes.
2-3 years - Word Reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recognise and repeat some of the words in favourite songs and rhymes. Begin to respond to repeated patterns of sound.	Repeat actions, words or phrases from familiar songs and rhymes. Show awareness of rhythm and rhyme.	Sing and say rhymes independently with growing confidence. Recognise familiar logos and symbols in the environment (e.g. on packaging or apps).	Begin to recognise familiar print or logos linked to their life (e.g. name label, TV logo). Join in with rhythmic and musical activity using clapping or tapping.	Show awareness of print carrying meaning (e.g. first letter of name, numbers on doors). Enjoy looking at print in books, signs or story sacks.	Recognise and comment on familiar symbols, words or sounds in their environment and stories. Begin to talk about words they know or enjoy.
How adults/environment can facilitate development:					
<p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>• Read and revisit familiar stories, pausing for children to join in.</li> <li>• Encourage children to retell or extend stories in their play using props and dress-up.</li> <li>• Highlight and repeat favourite or meaningful words from stories.</li> <li>• Support recognition of signs, logos, and symbols in everyday life.</li> <li>• Encourage children to listen for sounds and rhythms in the environment and use instruments to explore them.</li> </ul> <p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>• Daily opportunities for shared story time with books, puppets, or props.</li> <li>• A range of story books, picture cards, and puppets for retelling and discussion.</li> <li>• Familiar environmental print in role play areas (e.g. signs, logos, labels).</li> <li>• Access to simple percussion instruments for exploring rhythm and sound.</li> <li>• Opportunities for singing, rhymes, and digital interaction (e.g. recognising screen icons).</li> </ul>					
3-4 Years Comprehension:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen to and join in with familiar stories, rhymes, and poems in small groups. Begin to recall and anticipate key events or repeated refrains.	Talk about what happens in stories and name main characters. Begin to suggest what might happen next.	Begin to show understanding of how stories are structured – noticing beginnings, middles and endings.	Retell familiar stories or parts of stories using props or role play. Join in with dialogue or repeated phrases.	Discuss characters' feelings and link events in stories to their own experiences.	Engage in extended conversations about stories and poems, using new vocabulary and predicting alternative endings.

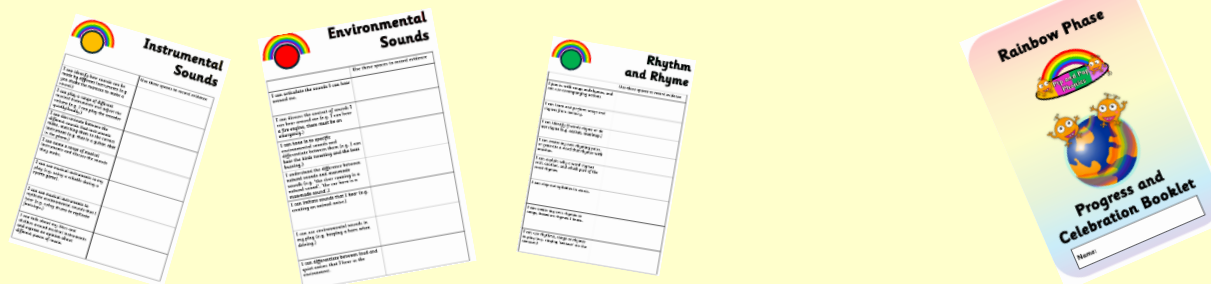
3-4 Years Word Reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recognise familiar logos, signs and symbols in the environment (e.g. name labels, shop signs).	Recognise that print has meaning and appears in different forms – books, labels, screens.	Develop phonological awareness: listen for and identify rhyme in songs and stories.	Continue developing phonological awareness by clapping or counting syllables in words.	Identify initial sounds in familiar words and names.	Recognise some familiar words and names in print; begin to read simple environmental print independently.

Rainbow Phonics overview:

<b>Exploring the world of environmental sounds.</b>	<b>Explore the world of instrumental sounds.</b>	<b>Exploring and creating body percussion and voice sounds.</b>	<b>Exploring and creating rhythms and rhymes.</b>	<b>Exploring and creating alliteration and repetition.</b>	<b>Exploring oral blending and segmenting.</b>
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All six areas are focused upon within the scheme, with the aim of enabling children to gain a good grounding of phonological and phonemic awareness skills; thus being ready to be able to access more formal learning and phonics tuition with focus upon reading and writing when starting school.

Checkpoints: Use the Rainbow Phonics Progress booklet to track objectives covered, understanding, gaps in learning.





**Observation checkpoints/ Progression linked to Pip and Pap Phonics:**

Reception	Focus	Earth Words (Common Exception Words)	Assessment Schedule (after completion of set)	Reading Books (when set of sounds complete)
Autumn 1	Set 1 Orange Phase s a t p i n m d	I the to no go	Orange Assessment 1	Orange Phase Books 1-6 (or Simplified Books 1a-6a)
	Set 2 Orange Phase g o c k		Orange Assessment 2	Orange Phase Books 7-12 (or Simplified Books 7a-12a)
Set 3 Orange Phase c k e u r	Orange Assessment 3		Orange Phase Books 13-18 (or Simplified Books 13a-18a)	
Set 4 Orange Phase h b f l Double consonants with focus on ll ff ss	Orange Assessment 4		Orange Phase Books 19-24 (or Simplified Books 19a-24a)	
Autumn 2				

End of Orange Phase. Opportunity to consolidate or progress to Pink Phase - based on formative assessment (bespoke resources included)				
Set 1 Pink Phase j v w x	we be me she he	Pink Assessment 1	Pink Phase Books 1-4	

End of Pink Phase. Opportunity to consolidate or progress to Green Phase - based on formative assessment (bespoke resources included)				
Set 2 Pink Phase y z zz qu s a s z / e s a s z	you her my they all are was	Pink Assessment 2	Pink Phase Books 5-7	
Set 3 Pink Phase ch (including tch) sh th ng e s a s z (revisit)	you her my they all are was	Pink Assessment 3	Pink Phase Books 8-12	
Set 4 Pink Phase a l e e (including eer) igh, oa, long oo, short oo	some come do so out one	Pink Assessment 4	Pink Phase Books 13-18	
Set 5 Pink Phase a r o r u r e r	said were when have there like little what	Pink Assessment 5	Pink Phase Books 19-22	

Summer 1	Set 6 Pink Phase ow oi ear air ure	said were when have there like little what	Pink Assessment 6	Pink Phase Books 23-27
Summer 2	Set 1 Green Phase -ed endings ay ou ie ea	oh Mr Mrs people	Green Assessment 1	Green Phase Books 1-4
	Set 2 Green Phase oy ir ue aw	called looked could should asked their would	Green Assessment 2	Green Phase Books 5-8

**How adults/environment can facilitate development:**
**Comprehension:**
**Adults:**

- Read aloud daily, introducing a variety of print and digital texts.
- Encourage children to retell and invent their own stories in their own words.
- Model discussing story events, characters, and information found in non-fiction books.
- Encourage children to recall and talk about familiar words, signs, and books.
- Extend vocabulary through conversation and story discussions.

**Word Reading:**
**Adults:**

- Model blending and segmenting sounds in simple, playful ways.
- Play phonics games to connect letters (graphemes) with sounds (phonemes).
- Scaffold individual reading, encouraging children to decode simple words.
- Use songs, rhymes, and oral blending in daily routines.
- Support alternative communication where needed (e.g. sign language).

<p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>• A wide range of fiction and non-fiction books, both print and digital.</li> <li>• Story sacks, puppets, and props to support retelling and sequencing.</li> <li>• Everyday print in play areas (e.g. lists, menus, labels, recipes).</li> <li>• Books that reflect children's own lives and wider world diversity.</li> <li>• Spaces for shared reading, storytelling, and book exploration.</li> </ul>	<p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>• Story boards, letter cards, and alphabet resources for sound-symbol links.</li> <li>• Games and activities that promote sound recognition and phonics skills.</li> <li>• Multi-sensory materials – e.g. sand, magnetic letters, tracing trays.</li> <li>• Displays with children's names and key vocabulary in print.</li> <li>• Story boxes and props that link reading with imaginative play.</li> </ul>
<p><b>ELG Comprehension</b></p>	<p><b>ELG Word Reading</b></p>
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate - where appropriate - key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role-play.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>