

READING: Implementation and Progression Overview Counts in Year RECEPTION

| A | B | C | D | E | F |
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| Reading Curriculum & Curriculum | | | | | |
| Friendship & Animals | Magic & Stars | Superhero | Traditional Tales | Growing | Seaside |
| Word Reading | | | | | |
| <p>*Words shown below need to be in line with phonics scheme being followed by your school.</p> <p>Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when reading words containing taught GPC. This may take place in both during teacher-led activities (e.g. 100% decodable Guided Reading <i>and</i> Shared Reading books) and across the provision as part of a broad and balanced EYFS provision.</p> | | | | | |
| <p>*Teach high frequency words for reading:</p> <p>is, it, in, at, and, the</p> | <p>Build on Previous Term & Focus on:</p> <p>*Secure previous unit high frequency words and teach:</p> <p>l, no, go, to</p> | <p>Build on Previous Term & Focus on:</p> <p>*Secure previous unit high frequency words and teach:</p> <p>he, she, we</p> | <p>Build on Previous Term & Focus on:</p> <p>*Secure previous unit high frequency words and teach:</p> <p>me, be, was, no</p> | <p>Build on Previous Term & Focus on:</p> <p>*Secure previous unit high frequency words and teach:</p> <p>my, they, her, all, are</p> | <p>Build on Previous Term & Focus on:</p> <p>*Secure previous unit high frequency words and teach:</p> <p>have, like, some, come, you, were, little, one, all, do, when, out what</p> |
| Comprehension | | | | | |
| Build on Previous Year & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: | Build on Previous Term & Focus on: |
| Skills and Strategies | | | | | |
| <p>Use a phonics first approach for decoding unfamiliar words and practicing known graphemes</p> <p>Blend known graphemes together when reading words</p> <p>Segment known graphemes when decoding words</p> <p>Identify simple text features such as titles and pictures to indicate what a text is about</p> <p>Talk <i>about</i> books make meaning from visual features of the text, e.g. illustrations and captions to help discussions about books and characters (when not decoding words)</p> | | | | | |
| <p>Building on Previous year and throughout Year R Focus on:</p> <ul style="list-style-type: none"> Recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters) Recognising high-frequency words Self-correction using phonics first strategy | <p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Read simple captions Recognising increased amount of high-frequency words Show an awareness of full stops when reading Self-correction using phonics Identify simple text features such as titles and pictures to indicate what the text is about | <p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Read simple captions Recognise an increased amount of high-frequency words Show an awareness of full stops when reading Show an awareness of the difference between stories and information texts Choose reading materials and explain what the text is about and why they like it Use prior knowledge to help understanding Self-correction using phonics | <p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Read captions Recognising increased amount of high-frequency words Show an awareness of full stops and question marks when reading Show an awareness of the difference between stories and information texts Choose reading materials and explain what the text is about and why they like it Use prior knowledge to help understanding Self-correction using phonics | <p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Read captions Recognising increased amount of high-frequency words Show an awareness of full stops and question marks when reading Show an awareness of the difference between stories and information texts Choose reading materials and explain what the text is about and why they like it Use prior knowledge to help understanding Self-correction using phonics | <p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Read captions Recognising increased amount of high-frequency words Show an awareness of full stops and question marks when reading Show an awareness of the difference between stories and information texts Choose reading materials and explain what the text is about and why they like it Use prior knowledge to help understanding Self-correction using phonics |

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| | | <ul style="list-style-type: none"> •Read accuracy | <ul style="list-style-type: none"> •Re-read sentence •Read sentences accuracy and fluently | <ul style="list-style-type: none"> •Re-read sentence •Read sentences accuracy and fluently | <ul style="list-style-type: none"> •Re-read sentence •Read sentences accuracy and fluently |
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Development Matters

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| <ul style="list-style-type: none"> •Continue a rhyming string Hear and say the initial sound in words •Segment the sounds in simple words and blend them together and know which letters represent some of them •Link sounds to letters, naming and sounding the letters of the alphabet •Begin to read words and simple sentences | <ul style="list-style-type: none"> •Continue a rhyming string Hear and say the initial sound in words •Segment the sounds in simple words and blend them together and know which letters represent some of them •Link sounds to letters, naming and sounding the letters of the alphabet •Begin to read words and simple sentences | <ul style="list-style-type: none"> •Use vocabulary and forms of speech that are increasingly influenced by their experiences of books •Read and understand simple sentences •Use phonic knowledge to decode regular words and read them aloud accurately •Read some common irregular words •Demonstrate understanding when talking with others about what they have read | <ul style="list-style-type: none"> •Read phonically regular words of more than 1 syllable •Read some common irregular words •Use phonic knowledge to decode regular words and read them aloud accurately | <ul style="list-style-type: none"> •Enjoy an increasing range of books •Knows that information can be retrieved from books and computers •Read many irregular but high frequency words •Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary •Demonstrate understanding when talking with others about what they have read •Describe the main events in the simple stories they have read | <ul style="list-style-type: none"> •Enjoy an increasing range of books •Knows that information can be retrieved from books and computers •Read many irregular but high frequency words •Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary •Demonstrate understanding when talking with others about what they have read •Describe the main events in the simple stories they have read |
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Early Learning Goal 9 Reading

EXPECTED:
EXCEEDING:

Reading Terminology for Pupils

digraph, trigraph, blend, segment, grapheme, phoneme, cover, title, page