

READING: Implementation and Progression Overview in Reception



A	B	C	D	E	F
EYFS Reading & Themes					
Friendship & Animals	Magic & Stars	Superhero	Traditional Tales	Growing	Seaside
Word Reading					
<p>Throughout Reception Focus On: Recognise relationship between the spoken and written word Develop an understanding of environmental print to inform, advise and instruct Recognise words in print remain the same when repeated</p> <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>					
<ul style="list-style-type: none"> Understand 1:1 correspondence of each spoken word to a written word separated by a space Left to right direction of print Recognise words in print remain the same when repeated <p>*Teach high frequency words for reading: is, it, in, at, and, the</p>	<p>Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach:</p> <p>I, no, go, to</p>	<p>Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach:</p> <p>he, she, we</p>	<p>Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach:</p> <p>me, be, was, no</p>	<p>Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach:</p> <p>my, they, her, all, are</p>	<p>Build on Previous Term & Focus on: *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					
<p>Throughout Reception Focus On: Recall of familiar stories and rhymes Repeat, revisiting and retell stories Discussing meaning and purpose of environmental print Making connections with own experiences Listening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers Extending Language and vocabulary development Sequence main events in a story using props / illustrations Use story language and vocabulary with accompanying actions to retell stories</p>					
<p>Focus on:</p> <ul style="list-style-type: none"> Use prior knowledge, pictures and memorisation techniques (e.g. actions, repeated phrases etc) to repeat known rhymes, stories and texts previously heard Begin to match spoken to written words Talk about texts and connect to own experience Pick out the main characters and key events in stories Sequence main events in a story using props / illustrations 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Repeat and retell known rhymes, stories and texts previously heard Talk about texts and connect to own experiences and prior knowledge Pick out the main characters and key events in stories 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Repeat and retell known rhymes, stories and texts previously heard Talk about texts and connect to own experiences and prior knowledge Pick out the main characters and key events in stories Select a number of key events to retell a story Link and talk about ideas explicit from a text e.g. characters and events Start to make simple predictions 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Talk about texts and connect to own experiences and prior knowledge Pick out the main characters and key events in stories Select a number of key events to retell a story Link and talk about ideas explicit from a text e.g. characters and events Make simple predictions about characters and events Reread specific part of a text to check for meaning 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Talk about texts and connect to own experiences and prior knowledge Pick out the main characters and key events in stories Select a number of key events to retell a story Link and talk about ideas explicit from a text e.g. characters and events Make predictions about characters and events Reread specific part of a text to check for meaning. 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> Become familiar with and talk about several key stories Retell stories using illustrations and / or props and discuss main characters Begin to compare characters Reread specific part of a text to check for meaning Respond to questions by linking question to answers explicitly stated in text or illustration

Skills and Strategies

Book Handling skills – holding the book the correct way and turning pages
 Looking at each page in order and following top to bottom, left to right direction of print
 Use a phonics first approach for decoding unfamiliar words and practicing known graphemes
 Blend known graphemes together when reading words
 Segment known graphemes when decoding words

Identify simple text features such as titles and pictures to indicate what a text is about

Talk *about* 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)

Building on Previous year and throughout Year R Focus on:

- 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

Build on Previous Term & Focus on:

- 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

Build on Previous Term & Focus on:

- 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
- Read accurately

Build on Previous Term & Focus on:

- 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
- Re-read sentence
- Read sentences accurately and fluently

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Development Matters 2021

•read words consistent with their phonic knowledge by sound blending
 • listen carefully to rhymes paying attention to how they sound • Learn rhymes and poems
 • Learn new vocabulary • Articulate ideas and thoughts in well formed sentences
 • Demonstrate understanding of what has been read to them

- Understand print has meaning
- Understand print can have different purposes
- Understand that English text is read from left to right and top to bottom
- name different parts of a book
- understand page sequencing
- spot rhymes
- recognise words with the same initial sounds
- Engage in extended conversations about stories learning new vocabulary

- Say the sounds for individual letters
- Blend sounds into words to read short words made up of known letter sound correspondences
- Read a few common exception words
- Engage in extended conversations about stories learning new vocabulary
- ask questions to find out more and check they understand what has been read to them

- learn and use new vocabulary through the day
- Read some letter groups that each represent one sound and say sounds for them
- Read simple phrases made up of words with known letter-sound correspondences and a few exception words
- Articulate ideas in well formed sentences
- Listen to and talk about stories to develop familiarity and understanding

- listen to and talk about stories to build familiarity and understanding
- engage in non-fiction books
- Use new vocabulary in different contexts
- Engage in extended conversations about stories learning new vocabulary
- Read simple sentences made up of words with known letter-sound correspondences and known exception words
- Re-read to build up confidence in word reading, fluency, understanding and enjoyment

- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in own words.
- use new vocabulary in different contexts
- Read words consistent with their phonic knowledge by sound-blending
- Re-read to build up confidence in word reading, fluency, understanding and enjoyment
- Anticipate -where appropriate- key events in stories.

- 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 (C & L)
- make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (C & L)
- Demonstrate understanding of 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 & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences that are consistent with their phonic knowledge, including some common exception words.

Reading Terminology for Pupils: digraph, trigraph, blend, segment, grapheme, phoneme, cover, title, page

