

Reception Key Learning in Literacy - Reading

Word Reading		Comprehension
<p>Oral blending, GPC recognition, blending for reading words and sentences</p> <ul style="list-style-type: none"> • Blend phonemes orally to say Phase 2, Phase 3 and Phase 4 words. • Recognise and enunciate correctly GPCs in Phase 2 and 3. • Blend to read VC and CVC words using Phase 2 GPCs. • Blend to read VC and CVC words using Phase 3 GPCs. • Blend to read two syllable words using Phase 2 and 3 GPCs, e.g. <i>cobweb</i>, <i>raincoat</i>. • Blend to read a combination of adjacent consonants (Phase 4) at the beginning, within and at the end of words, including Phase 2 and 3 graphemes. • Blend to read polysyllabic words with Phase 2 and 3 graphemes, and adjacent consonants, e.g. <i>toothbrush</i>, <i>sandpit</i>, <i>Manchester</i>. • Recognise upper case letters alongside lowercase GPCs introduced to support decoding. • Distinguish between a word, letter and a space. • Read words consistent with their phonic knowledge by accurately sound blending. • Read phonetically decodable words within sentences using Phase 2 words. • Read phonetically decodable words within sentences using Phase 3 words. • Read phonetically decodable words within sentences using Phase 4 words. 	<p>Common exception (tricky) words</p> <ul style="list-style-type: none"> • Read Phase 2 common exception (tricky) words. • Read Phase 3 common exception (tricky) words. • Read Phase 4 common exception (tricky) words. • Read sentences including Phase 2 common exception (tricky) words. • Read sentences including Phase 3 common exception (tricky) words. • Read sentences including Phase 4 common exception (tricky) words. • Read books consistent with their phonic knowledge. 	<ul style="list-style-type: none"> • Listen to and discuss stories or information that has been read to them, or they have read themselves. • Recite a range of simple rhymes, songs and poems. • Understand and discuss the difference between text and illustrations in a range of text types. • Knows that in English print is read from left to right and top to bottom, and that print conveys meaning in a range of texts. • Hold a book correctly and turn pages from front to back. • Talk about the front and back cover in stories, discuss the title and illustrations. • Discuss specific information in non-fiction texts, e.g. <i>labels</i>, <i>images</i>, <i>contents page</i>, <i>captions</i>, <i>glossary</i>. • Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in stories that have been read to them, or they have read themselves. • Look closely and discuss in more detail the illustrations to develop understanding of the story. • Activate prior knowledge, e.g. <i>Do you know any stories about bears?</i> • Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. <i>word rap</i>, <i>vocabulary wall</i>, <i>word tree</i>. • Use and show understanding of recently introduced vocabulary appropriately, during discussions linked to non-fiction, rhymes, poetry and themes, and when retelling stories. • Respond to questions using <i>who</i>, <i>what</i>, <i>where</i> and <i>when</i> linked to text and illustrations. • Respond to questions about <i>how</i> and <i>why</i> something is happening. • Identify, describe and discuss the main characters in stories. • Explore what a character might say, feel and/or think. • Identify, discuss and sequence the main events in stories. • Use actions and pictures to orally retell stories and rhymes in their own words. • Role-play stories and events, using simple props and recently introduced vocabulary. • Say how they feel about stories, songs, rhymes, non-fiction and poems.

ELG Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG Comprehension

- 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 and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.