

What are Red Rose Letters and Sounds Learning and Progression Group Grids for Reading in Reception?

The Red Rose Letters and Sounds Learning and Progression Group Grids for Reading in Reception have been organised into half termly grids which support planning for reading, and can be used to support formative and summative assessment. These are to be utilised flexibly as small steps of progression, considering children's starting points and their individual journey through the skills of reading.

They outline the Red Rose Letters and Sounds phonic progression for word reading, including grapheme, phoneme correspondences, tricky words and high frequency words, alongside comprehension development.

The comprehension statements have been derived from the Early Years Foundation Stage Statutory Framework, Development Matters, Birth to Five and the expertise of LPDS Early Literacy Consultants. They are designed to support teachers to plan appropriate learning opportunities for the whole class, groups, and individual children, in order to meet end of year expectations in reading.

The grids can be used by practitioners for groups and/or individual children in order to support record keeping of a child's reading development and track progress.

Graphemes in bold print within the Word Reading Learning and Progression steps identify the half termly expectations, as stated in Red Rose Letters and Sounds. Additional bold print within the comprehension steps, highlight the changes in progression towards the Key Learning statement.

Reception Reading LAP 2 - Autumn 2

	Name					
Word Reading with GPCs						
Blend phonemes orally within CVC words.						
Recognise and correctly enunciate GPCs introduced.						
Read words consistent with their phonic knowledge by accurately sound blending.						
Read words, sentences and decodable texts containing the graphemes: ck e u						
Read words, sentences and decodable texts containing the graphemes: r h b						
Read words, sentences and decodable texts containing the graphemes: ff l						
Read words, sentences and decodable texts containing the graphemes: ll ss						
Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding.						
Distinguish between a word, a letter and a space.						
Tricky Words and High Frequency Words						
Read words, sentences and decodable texts with the tricky words: l to						
Read words, sentences and decodable texts with the tricky words: no go						
Read words, sentences and decodable texts with the tricky words: into						
Comprehension						
Listen to and discuss stories or information that has been read to them.						
Recite simple rhymes and songs .						
Understand the difference between text and illustrations.						
Knows that in English print is read from left to right and top to bottom and that print conveys meaning .						
Hold a book correctly and turn pages from front to back.						
Talk about the front cover, title and illustrations in stories.						
Discuss specific information in non-fiction texts, e.g. <i>labels, images</i> .						
Make predictions and anticipate key events based on illustrations and title in stories that have been read to them.						
Look closely and discuss the illustrations to develop understanding of the story.						
Activate knowledge linked to own experiences , e.g. <i>What do you know about where you live?</i>						

Reception Reading LAP 5 – Summer 1

Name						
Word Reading with GPCs						
Blend phonemes orally within CVC words.						
Recognise and correctly enunciate GPCs introduced.						
Read words consistent with their phonic knowledge by accurately sound blending.						
Read words, sentences and decodable texts containing the graphemes: ur ow						
Read words, sentences and decodable texts containing the graphemes: oi ear						
Read words, sentences and decodable texts containing the graphemes: air ure er						
Read words, sentences and decodable texts containing: CVCC & CCV words						
Recognise upper case letters of the alphabet alongside lower case to support decoding.						
Tricky Words and High Frequency Words						
Read words, sentences and decodable texts with the tricky word: come do (Phase 4)						
Read words, sentences and decodable texts with the tricky word: so were (Phase 4)						
Read words, sentences and decodable texts with the tricky word: some there (Phase 4)						
Read words, sentences and decodable texts with the tricky word: out little what (Phase 4)						
Comprehension						
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 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 an range of texts.						
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, images, captions, contents page and glossary.</i>						
Make predictions and anticipate key events 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>What do you know about sharks?</i>						