

Learning and Progression Steps for Reading in Reception Group Grids



Reception Reading LAP 1 – Autumn 1

Name						
Word Reading with GPCs						
Blend phonemes orally within VC and 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:						
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Begin 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 word, sentences and decodable texts with the tricky word:						
Read High Frequency Words:						
Comprehension						
Listen to stories or information that has been read to them.						
Recite simple rhymes .						
Understand the difference between text and illustrations.						
Knows that in English print is read from left to right and top to bottom.						
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> .						
Look closely at the illustrations to develop understanding of the story.						
Activate knowledge linked to own experiences, e.g. Tell me about your family.						
Explore new vocabulary, provided by an adult , linked to stories, non-fiction, rhymes and themes.						
Use recently introduced vocabulary appropriately during discussions.						
Say how they feel about stories.						

Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories.						
Respond to questions using <i>who, what, where</i> and when linked to texts and illustrations.						
Respond to questions about <i>how</i> and <i>why</i> something is happening.						
Identify and describe the main characters in stories.						
Explore what a character might say and feel.						
Identify and discuss the main events in stories, e.g. <i>Why did the wolf run away?</i>						
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 and non-fiction.						

SAMPLE