



REDROSE

Letters and Sounds

Learning and Progression
Steps for Reading in Reception



Red Rose Letters and Sounds Learning and Progression Steps for Reading

<p>EYFS Early Learning Goal - Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by accurately sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words. 		<p>EYFS Early Learning Goal - Comprehension</p> <ul style="list-style-type: none"> • 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.
<p>Reception LAP 1 Autumn 1 Word Reading and Phase 2 GPCs</p>	<p>Reception LAP 1 Autumn 1 Tricky Words and High Frequency Words</p>	<p>Reception LAP 1 Autumn 1 Comprehension</p>
<ul style="list-style-type: none"> • 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: s a t • Read words, sentences and decodable texts containing the graphemes: p i n • Read words, sentences and decodable texts containing the graphemes: m d g • Read words: sentences and decodable texts containing the graphemes: o c k • Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding. • Distinguish between a word, a letter and a space. 	<ul style="list-style-type: none"> • Read word, sentences and decodable texts with the tricky word: the • Read High Frequency Words as is his has linked to s pronounced /z/ where appropriate. 	<ul style="list-style-type: none"> • 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 a story. • Activate knowledge linked to own experiences, e.g. <i>tell me about your family</i>. • 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.

	<p>the tricky words: out little what (Phase 4)</p> <ul style="list-style-type: none"> • Read word, sentences and decodable texts with the high frequency word: it's 	<ul style="list-style-type: none"> • Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. <i>word rap, vocabulary wall, 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, what, where</i> and <i>when</i> linked to texts 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 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.
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