

Learning and Progression Steps for Reading in Reception



What are Learning and Progression Steps for Reading in Reception?

The Learning and Progression Steps for Reading in Reception are designed to support progression for the teaching of reading in the Reception year.

They outline the phonic progression application for word reading, tricky words and high frequency words, alongside comprehension development. Insert the specific phonic progression, tricky words and high frequency words for your systematic, synthetic programme alongside each Learning and Progression Step.

The comprehension statements have been derived from the Early Years Foundation Stage Statutory Framework, and 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.

SAMPLE

Learning and Progression Steps for Reading in Reception

<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 with GPCs</p>	<p>Reception LAP 1 Autumn 1 Tricky Words and High Frequency Words</p>	<p>Reception LAP 1 Autumn 1 Comprehension</p>
<p>Insert GPCs according to phonics programme trajectory progression.</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: • Read words, sentences and decodable texts containing the graphemes: • Read words, sentences and decodable texts containing the graphemes: • Read words: sentences and decodable texts containing the graphemes: • Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding. 	<p>Insert tricky words and high frequency words:</p> <p>Read words, sentences and decodable texts with the tricky words and high frequency words according to phonics programme trajectory progression.</p>	<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.

<ul style="list-style-type: none"> Distinguish between a word, a letter and a space. 		
Reception LAP 2 Autumn 2 Word Reading with GPCs	Reception LAP 2 Autumn 2 Tricky Words and High Frequency Words	Reception LAP 2 Autumn 2 Comprehension
<p>Insert GPCs according to phonics programme trajectory progression.</p> <ul style="list-style-type: none"> 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: Read words, sentences and decodable texts containing the graphemes: Read words, sentences and decodable texts containing the graphemes: Read words, sentences and decodable texts containing the graphemes: Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding. Distinguish between a word, a letter and a space. 	<p>Insert tricky words and high frequency words:</p> <p>Read words, sentences and decodable texts with the tricky words and high frequency words according to phonics programme trajectory progression.</p>	<ul style="list-style-type: none"> 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> Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree</i>. Use recently introduced vocabulary appropriately during discussions about texts. Respond to questions using <i>who</i> and <i>what</i> linked to texts and illustrations. Identify the main characters in stories. Explore what a character might say. Identify the main events in stories, e.g. <i>discuss what happened at the beginning, during and end of a story.</i>