

# READING: Implementation and Progression Overview in Reception

A	B	C	D	E	F
EYFS Reading & Themes					
Friendship & Animals	Magic & Stars	Superhero	Traditional Tales	Growing	Seaside
Word Reading					
<p>Throughout Reception Focus On:</p> <ul style="list-style-type: none"> <li>Recognise relationship between the spoken and written word</li> <li>Develop an understanding of environmental print to inform, advise and instruct</li> <li>Recognise words in print remain the same when repeated</li> </ul> <p><b>*Words shown below need to be in line with phonics scheme being followed by your school.</b></p> <p>Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when reading words containing taught GPC. This may take place in both during teacher-led activities (e.g. 100% decodable Guided Reading <i>and</i> Shared Reading books) and across the provision as part of a broad and balanced EYFS provision.</p>					
<ul style="list-style-type: none"> <li>Understand 1:1 correspondence of each spoken word to a written word separated by a space</li> <li>Left to right direction of print</li> <li>Recognise words in print remain the same when repeated</li> </ul> <p><b>*Teach high frequency words for reading:</b> is, it, in, at, and, the</p>	<p><b>Build on Previous Term &amp; Focus on:</b> <b>*Secure previous unit high frequency words and teach:</b></p> <p>I, no, go, to</p>	<p><b>Build on Previous Term &amp; Focus on:</b> <b>*Secure previous unit high frequency words and teach:</b></p> <p>he, she, we</p>	<p><b>Build on Previous Term &amp; Focus on:</b> <b>*Secure previous unit high frequency words and teach:</b></p> <p>me, be, was, no</p>	<p><b>Build on Previous Term &amp; Focus on:</b> <b>*Secure previous unit high frequency words and teach:</b></p> <p>my, they, her, all, are</p>	<p><b>Build on Previous Term &amp; Focus on:</b> <b>*Secure previous unit high frequency words and teach:</b></p> <p>have, like, some, come, you, were, little, one, all, do, when, out what</p>
Comprehension					
<p>Throughout Reception Focus On:</p> <ul style="list-style-type: none"> <li>Recall of familiar stories and rhymes</li> <li>Repeat, revisiting and retell stories</li> <li>Discussing meaning and purpose of environmental print</li> <li>Making connections with own experiences</li> <li>Listening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers</li> <li>Extending Language and vocabulary development</li> <li>Sequence main events in a story using props / illustrations</li> <li>Use story language and vocabulary with accompanying actions to retell stories</li> </ul>					
<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>Use prior knowledge, pictures and memorisation techniques (e.g. actions, repeated phrases etc) to repeat known rhymes, stories and texts previously heard</li> <li>Begin to match spoken to written words</li> <li>Talk about texts and connect to own experience</li> <li>Pick out the main characters and key events in stories</li> <li>Sequence main events in a story using props / illustrations</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>Repeat and retell known rhymes, stories and texts previously heard</li> <li>Talk about texts and connect to own experiences and prior knowledge</li> <li>Pick out the main characters and key events in stories</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>Repeat and retell known rhymes, stories and texts previously heard</li> <li>Talk about texts and connect to own experiences and prior knowledge</li> <li>Pick out the main characters and key events in stories</li> <li>Select a number of key events to retell a story</li> <li>Link and talk about ideas explicit from a text e.g. characters and events</li> <li>Start to make simple predictions</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>Talk about texts and connect to own experiences and prior knowledge</li> <li>Pick out the main characters and key events in stories</li> <li>Select a number of key events to retell a story</li> <li>Link and talk about ideas explicit from a text e.g. characters and events</li> <li>Make simple predictions about characters and events</li> <li>Reread specific part of a text to check for meaning</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>Talk about texts and connect to own experiences and prior knowledge</li> <li>Pick out the main characters and key events in stories</li> <li>Select a number of key events to retell a story</li> <li>Link and talk about ideas explicit from a text e.g. characters and events</li> <li>Make predictions about characters and events</li> <li>Reread specific part of a text to check for meaning.</li> </ul>	<p><b>Build on Previous Term &amp; Focus on:</b></p> <ul style="list-style-type: none"> <li>Become familiar with and talk about several key stories</li> <li>Retell stories using illustrations and / or props and discuss main characters</li> <li>Begin to compare characters</li> <li>Reread specific part of a text to check for meaning</li> <li>Respond to questions by linking question to answers explicitly stated in text or illustration</li> </ul>

## Skills and Strategies

Book Handling skills – holding the book the correct way and turning pages  
 Looking at each page in order and following top to bottom, left to right direction of print  
 Use a phonics first approach for decoding unfamiliar words and practicing known graphemes  
 Blend known graphemes together when reading words  
 Segment known graphemes when decoding words  
 Identify simple text features such as titles and pictures to indicate what a text is about

Talk *about* books make meaning from visual features of the text, e.g. illustrations and captions to help discussions about books and characters (when not decoding words)

### Building on Previous year and throughout Year R Focus on:

- Recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters)
- Recognising high-frequency words
- Self-correction using phonics first strategy

### Build on Previous Term & Focus on:

- Read simple captions
- Recognising increased amount of high-frequency words
- Show an awareness of full stops when reading
- Self-correction using phonics
- Identify simple text features such as titles and pictures to indicate what the text is about

### Build on Previous Term & Focus on:

- Read simple captions
- Recognise an increased amount of high-frequency words
- Show an awareness of full stops when reading
- Show an awareness of the difference between stories and information texts
- Choose reading materials and explain what the text is about and why they like it
- Use prior knowledge to help understanding
- Self-correction using phonics
- Read accuracy

### Build on Previous Term & Focus on:

- Read captions
- Recognising increased amount of high-frequency words
- Show an awareness of full stops and question marks when reading
- Show an awareness of the difference between stories and information texts
- Choose reading materials and explain what the text is about and why they like it
- Use prior knowledge to help understanding
- Self-correction using phonics
- Re-read sentence
- Read sentences accurately and fluently

### Build on Previous Term & Focus on:

- Read captions
- Recognising increased amount of high-frequency words
- Show an awareness of full stops and question marks when reading
- Show an awareness of the difference between stories and information texts
- Choose reading materials and explain what the text is about and why they like it
- Use prior knowledge to help understanding
- Self-correction using phonics
- Re-read sentence
- Read sentences accurately and fluently

### Build on Previous Term & Focus on:

- Read captions
- Recognising increased amount of high-frequency words
- Show an awareness of full stops and question marks when reading
- Show an awareness of the difference between stories and information texts
- Choose reading materials and explain what the text is about and why they like it
- Use prior knowledge to help understanding
- Self-correction using phonics
- Re-read sentence
- Read sentences accurately and fluently

## Development Matters

•Use phonic knowledge to decode regular words and read them aloud accurately

- Continue a rhyming string
- Hear and say the initial sound in words
- Segment the sounds in simple words and blend them together and know which letters represent some of them
- Link sounds to letters, naming and sounding the letters of the alphabet
- Begin to read words and simple sentences

- Continue a rhyming string
- Hear and say the initial sound in words
- Segment the sounds in simple words and blend them together and know which letters represent some of them
- Link sounds to letters, naming and sounding the letters of the alphabet
- Begin to read words and simple sentences

- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books
- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate understanding when talking with others about what they have read

- Read phonically regular words of more than 1 syllable
- Read some common irregular words
- Use phonic knowledge to decode regular words and read them aloud accurately

- Enjoy an increasing range of books
- Know that information can be retrieved from books and computers
- Read many irregular but high frequency words
- Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary
- Demonstrate understanding when talking with others about what they have read
- Describe the main events in the simple stories they have read

- Enjoy an increasing range of books
- Knows that information can be retrieved from books and computers
- Read many irregular but high frequency words
- Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary
- Demonstrate understanding when talking with others about what they have read
- Describe the main events in the simple stories they have read

## Reading Terminology for Pupils

digraph, trigraph, blend, segment, grapheme, phoneme, cover, title, page