

Twynning School

Reading Progression: Reception

| Reception—Word Reading | |
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| Phonics and decoding <i>3/4 year olds</i> <u>Children approaching the end of their Reception year.</u> | <p><i>Develop their phonological awareness, so that they can:</i></p> <ul style="list-style-type: none"> • <i>spot and suggest rhymes</i> • <i>count or clap syllables in a word</i> • <i>recognise words with the same initial sound, such as money and mother</i> <ul style="list-style-type: none"> • <u>Read individual letters (and at least 10 digraphs) by saying the sounds for them.</u> • <u>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</u> • <u>Re-read what they have written to check that it makes sense.</u> |
| Common Exception Words/ HFW | <ul style="list-style-type: none"> • To read some common irregular words. |
| Fluency | <ul style="list-style-type: none"> • <i>Understand the five key concepts about print:</i> <ul style="list-style-type: none"> - <i>print has meaning</i> - <i>print can have different purposes</i> - <i>we read English text from left to right and from top to bottom</i> - <i>the names of the different parts of a book</i> - <i>page sequencing</i> • <u>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</u> • <u>Read some letter groups that each represent one sound and say sounds for them.</u> • <u>Read individual letters by saying the sounds for them.</u> • <u>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</u> • <u>Re-read phonically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</u> |
| Comprehension - Objectives (Reading Dogs) | |
| Understanding and correcting inaccuracies | <ul style="list-style-type: none"> • <i>To understand that</i> <ul style="list-style-type: none"> - <i>we read English text from left to right and from top to bottom</i> - <i>print can have different purposes</i> • <i>Engage in extended conversations about stories, learning new vocabulary.</i> • <u>To read and reread phonically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</u> |
| Connecting and becoming familiar with texts | <ul style="list-style-type: none"> • <i>To know many rhymes, be able to talk about familiar books, and be able to tell a long story.</i> • <u>To listen to and talk about stories to build familiarity and understanding.</u> • <u>To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</u> |

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| | <ul style="list-style-type: none"> ● <u>To listen to and talk about stories to build familiarity and understanding.</u> |
| Non Fiction | <ul style="list-style-type: none"> ● <i>Engage in extended conversations about stories/ books, learning new vocabulary.</i> ● <u>Learn new vocabulary.</u> ● <u>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</u> ● <u>Engage in non-fiction books.</u> |
| Poetry and Performance | <ul style="list-style-type: none"> ● <i>Enjoy listening to longer stories and can remember much of what happens.</i> ● <i>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</i> ● <u>Listen to and talk about stories to build familiarity and understanding.</u> ● <u>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their</u> ● <u>Listen carefully to rhymes and songs, paying attention to how they sound own words.</u> |
| Vocabulary | <ul style="list-style-type: none"> ● <i>To use a wider range of vocabulary.</i> ● <u>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</u> |
| Inference and Prediction | <ul style="list-style-type: none"> ● <i>To know many rhymes, be able to talk about familiar books, and be able to tell a long story.</i> ● <u>To listen to and talk about stories to build familiarity and understanding.</u> |
| Retrieval and Sequencing | <ul style="list-style-type: none"> ● <i>To know many rhymes, be able to talk about familiar books, and be able to tell a long story.</i> ● <u>To listen to and talk about stories to build familiarity and understanding.</u> ● <u>To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</u> ● <u>To listen to and talk about stories to build familiarity and understanding.</u> |