

Year Reception Reading

Phonological Awareness

Spot words that rhyme.

- Suggest words that rhyme.
- Count or clap syllables in a word.
- Match words with the same initial sound.
- Hear and identify first sounds in CVC words.
- Hear and identify final sounds in CVC words.
- Hear and identify medial sounds in CVC words.
- Orally segment all the sounds in a simple word.
- Orally blend all the sounds in a simple word.

Word Reading

- Know that letters represent different sounds.
- Begin to read a few digraphs and trigraphs (a group of two or three letters that represent one sound) and say the sounds for them.
- Blend sounds together to read simple words using phonic knowledge.
- Read a few common exception words.
- Read a simple phrase using phonic knowledge.
- Read a simple sentence using phonic knowledge.
- Read a simple sentence using phonic knowledge and also a few common exception words.
- Read a simple book aloud and talk about what they have read.
- Reread a simple book to demonstrate some fluency.

Exploring Print and Books

- Show an interest in illustration and print.
- Understand that print has meaning.
- Understand that print can have different purposes.
- Understand that print is read from left to right and from top to bottom (in English).
- Know the names of some different parts of the book.
- Understand page sequencing and turn the pages in a book.
- Use illustrations to make predictions about characters and events in the story.

Comprehension

- Engage in story times and show an understanding of what has been read
- Engage with, and talk about, non-fiction books Join in with repeated refrains.
- Recall a few familiar rhymes.
- Recall some verses from poems or songs.
- Retell a familiar story with some exact repetition of language but also use some of their own words.
- Describe events, setting and main characters in some detail.
- Ask questions about a story to find out more.
- Engage in conversations about stories, rhymes and Poems.

Key Reading Skills

Vocabulary.

- discussing word meanings, linking new meanings to those already known
- join in with predictable phrases
- Demonstrate an understanding of new vocabulary in story books, poems and rhymes.
- Demonstrate an understanding of new vocabulary and knowledge from non-fiction books.
- Use new vocabulary in discussions about books and texts.

Suggested question stems for whole class reading

- What does the word mean in this sentence?
- Find and copy a word which means
- Which word in do you think is the most important? Why?
- Which of the words best describes the character or setting?
- Why do you think they repeat this word in the story?

<p>Prediction</p> <ul style="list-style-type: none"> • Use illustrations to make predictions about characters and events in the story • Anticipate key events and explain why they might happen • make simple predictions based on the story and on their own life experience • begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? <p>I wonder what this book will be about?</p> <ul style="list-style-type: none"> • Can you predict what the story may be about? • What might.....say about that? • Can you say what might happen next? <p>I wonder what will happen next?</p>
<p>Retrieval</p> <ul style="list-style-type: none"> • Understand and answer questions, such as who, why, when, where and how. • answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognise characters, events, titles and information. • recognise differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> • Who is your favourite character? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know <p>I wonder if this is a fiction or a non-fiction book?</p> <p>I wonder where this story is set?</p>
<p>Inference</p> <ul style="list-style-type: none"> • Understand and answer questions, such as who, why, when, where and how. • children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events 	<ul style="list-style-type: none"> • How do you think. ...? • When do you think. ...? • Where do you think. ? • How does make you feel? • Why did happen? <p>I wonder how he/she is feeling?</p> <p>I wonder what he/she is thinking?</p>
<p>Explaining</p> <ul style="list-style-type: none"> • give my opinion including likes and dislikes • link what they read or hear to their own experiences • begin to explain their understanding of what has been read to them 	<ul style="list-style-type: none"> • What do you like about this text? • Who is your favourite character? Why?
<p>Sequence/Summarise</p> <ul style="list-style-type: none"> • Listen to a short story and remember a few key details. • Listen to a longer story and remember much of the plot • retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with 	<ul style="list-style-type: none"> • What happens in the beginning of the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in your own words? • What happened before that? • Can you sequence the key moments in this story? <p>I wonder what happened before that?</p> <p>I wonder what happened in the end?</p>