

# Reception

## Reading Assessment Indicators

### Communication and Language: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding

### Communication and Language: Speaking:

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

### Literacy – Comprehension:

Children at the expected level of development will:

- 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.

### Literacy – Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Autumn

### Comprehension:

- Understand the five concepts: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing
- Engage in story times.
- Join in with predictable words, phrases and refrains
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Engage in non-fiction books.
- Begin to answer simple questions about a familiar book/text orally
- Begin to listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- Understand how to listen carefully and why listening is important.
- Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen to and talk about stories to build familiarity and understanding.
- Begin to read and understand simple phrases – link directly to their phonic knowledge stage of development
- Sequence three pictures in order from a very familiar and well-known story – beginning, middle and end
- Identify the main characters in a familiar story/traditional tale
- Begin to make simple predictions about how the story might end
- Retell/join in with traditional tales.

### Word Reading:

- Understand the five concepts: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.
- Have a good phonological awareness: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.
- Read individual letters by saying the sounds for them (following the Little Wandle Letters and Sounds progression).
- Blend GPCs into words, so that they can read short words made up of known letter-sound correspondences.
- Read tricky words matched to the Little Wandle Letters and Sounds progression
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words.

## Spring

### Comprehension:

- Re-read books based on their phonic ability to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Read and understand simple phrases and sentences – based on their phonic ability
- Engage in extended conversations about stories, learning new vocabulary
- Listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
- Join in with and continue predictable words, phrases and refrains
- Answer simple questions about a familiar book/text orally

### Word Reading:

- Read digraphs and trigraphs by saying the sounds for them (following the Little Wandle Letters and Sounds progression).
- Blend new GPCs into words, so that they can read short words made up of known letter-sound correspondences.
- Read tricky words matched to the Little Wandle Letters and Sounds progression
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words.

## Summer

### Comprehension:

- Re-read what they have written to check that it makes sense.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Engage in extended conversations about stories, demonstrating the correct use of new vocabulary and demonstrating their understanding by using the new vocabulary in the correct context and in conversation
- Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly
- Answer simple questions about a familiar book/text in shared or independent writing
- Read and understand more complex captions and sentences – link directly to their phonic knowledge stage of development
- Sequence four/five pictures in order – beginning, middle and end, using narrative language and new vocabulary to retell the story
- Make detailed predictions about how the story might end, develop and anticipate key events within the story
- Retell/join in with retelling more traditional tales

### Word Reading:

- Read words with adjacent consonants by saying the sounds (following the Little Wandle Letters and Sounds progression).
- Blend adjacent GPCs into words, so that they can read short words made up of known letter-sound correspondences.
- Read tricky words matched to the Little Wandle Letters and Sounds progression
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words.

This Reading Long Term Plan contains a variety of texts suitable for Reception. These texts are shared in 'We Love to Read' time which are read to the children. The six core texts that link to our school values must be read over the course of the year. The options of fiction, non-fiction and poetry books can be selected from and added to by the teacher, including re-reading books that the children have enjoyed. Teachers may also select from these texts during our Friday Class Book Vote.

# Reception

## Autumn



**Class Texts**


**Word Reading**

Graphemes: s a t p i n m d g o c k c k e u r h b f l  
Tricky words: is, I, the

Graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk  
Word types: Words with –s /s/ added at the end, words ending in s /z/ and with –s /z/ added at the end  
Tricky words: as, and, has, his, her, go, no, to, into, she, he, of, we, me, be

**Reading Practice**

Initially, wordless books will be used to establish book behaviours, book talk and to grow vocabulary with small groups of children. Once children are blending, they will read books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, focusing on decoding, prosody and comprehension. These could be blending practice books or decodable books.



**Fluency**

**Understand the five concepts: print has meaning, print can have different purposes, we read English text form left to right and from top to bottom, the names of the different parts of a book, page sequencing.**  
**Have a good phonological awareness: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.**  
**Read individual letters by saying the sounds for them (following the Little Wandle Letters and Sounds progression).**  
**Blend GPCs into words, so that they can read short words made up of known letter-sound correspondences.**  
**Read tricky words matched to the Little Wandle Letters and Sounds progression**  
**Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words.**

Text Teaching Focus	Fiction	Non Fiction	Poetry
	<ul style="list-style-type: none"> <li>Engage in story times.</li> <li>Join in with predictable words, phrases and refrains</li> <li>Begin to answer simple questions about a familiar book/text orally</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Sequence three pictures in order from a very familiar and well-known story – beginning, middle and end</li> <li>Identify the main characters in a familiar story/traditional tale</li> <li>Begin to make simple predictions about how the story might end</li> <li>Retell/join in with traditional tales.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Begin to listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Join in with predictable words, phrases and refrains</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Understand how to listen carefully and why listening is important.</li> </ul>

Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> <li>Children use vocabulary from stories in their own conversation and explanations.</li> <li>Join in and continue with predictable words, phrases and refrains.</li> <li>(ELG: LAU) Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>(ELG: Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple questions about a text orally and possibly in shared or independent writing.</li> <li>(ELG: LAU) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the beginning, middle and end of stories. Put these pictures in order.</li> <li>(ELG: Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> </ul>	<ul style="list-style-type: none"> <li>Be able to link a story to their own lives ‘That happened to me!’</li> <li>Use illustrations to support talk about how a character is feeling.</li> <li>(ELG: Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> </ul>	<ul style="list-style-type: none"> <li>Make simple predictions, for example, what the book might be about from the title, how the story might develop and how the story might end.</li> <li>(ELG: Comprehension) Anticipate – where appropriate – key events in stories;</li> </ul>	<ul style="list-style-type: none"> <li>Identify the beginning and end of stories e.g. knowing once upon a time is an opener, and happily ever after is an ending</li> </ul>	<ul style="list-style-type: none"> <li>Identify whether a word is a noun, verb or ‘another kind of word’.</li> </ul>	<ul style="list-style-type: none"> <li>Say if a story reminds them of any other that they may have read.</li> </ul>

# Reception

## Spring



**Word Reading**

Graphemes: ai ee igh oa oo **oo** ar or ur ow oi ear air er  
 Word types: Words with double letters dd mm tt bb rr gg pp, longer words  
 Tricky words: was, you, they, my, by, all, are, sure, pure

Graphemes: Review ai ee igh oa oo **oo** ar or ur ow oi ear air er  
 Word types: Words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words, words with s /z/ in the middle, words with s /z/ at the end, words with –es /z/ at the end  
 Tricky words: Review words taught so far

**Reading Practice**

Most children will be reading books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, focusing on decoding, prosody and comprehension. These could be blending practice books or decodable books. Some children may be reading wordless books alongside additional blending practice.

**Fluency**

**Re-read books based on their phonic ability to build up their confidence in word reading, their fluency and their understanding and enjoyment.**  
**Read digraphs and trigraphs by saying the sounds for them (following the Little Wandle Letters and Sounds progression).**  
**Blend new GPCs into words, so that they can read short words made up of known letter-sound correspondences.**  
**Read tricky words matched to the Little Wandle Letters and Sounds progression**  
**Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words.**

	Fiction	Non Fiction	Poetry
Text Teaching Focus	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>Join in with and continue predictable words, phrases and refrains</li> <li>Answer simple questions about a familiar book/text orally</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about simple and topic related non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Answer simple questions about a familiar book/text orally</li> </ul>	<ul style="list-style-type: none"> <li>Join in with predictable words, phrases and refrains</li> </ul>

Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
	Draw on knowledge of vocabulary to understand texts	Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from the text	Predict what might happen on the basis of what has been read so far	Understand the features and structures of texts	Understand impact of word choice and language tools	Draw comparisons across a text and between texts
	<ul style="list-style-type: none"> <li>Children use vocabulary from stories in their own conversation and explanations.</li> <li>Join in and continue with predictable words, phrases and refrains.</li> <li>(ELG: LAU) Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>(ELG: Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple questions about a text orally and possibly in shared or independent writing.</li> <li>(ELG: LAU) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the beginning, middle and end of stories. Put these pictures in order.</li> <li>(ELG: Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> </ul>	<ul style="list-style-type: none"> <li>Be able to link a story to their own lives 'That happened to me!'</li> <li>Use illustrations to support talk about how a character is feeling.</li> <li>(ELG: Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> </ul>	<ul style="list-style-type: none"> <li>Make simple predictions, for example, what the book might be about from the title, how the story might develop and how the story might end.</li> <li>(ELG: Comprehension) Anticipate – where appropriate – key events in stories;</li> </ul>	<ul style="list-style-type: none"> <li>Identify the beginning and end of stories e.g. knowing once upon a time is an opener, and happily ever after is an ending</li> </ul>	<ul style="list-style-type: none"> <li>Identify whether a word is a noun, verb or 'another kind of word'.</li> </ul>	<ul style="list-style-type: none"> <li>Say if a story reminds them of any other that they may have read.</li> </ul>

# Reception

## Summer



**Word Reading**

Word types: Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending in -ing, -ed /t/ /id/ /ed/, -est  
 Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, our, today

Word types: long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC, Phase 4 words with -s /s/, -s /z/ and -es /z/ at the end, longer words, root words ending in -ing, -ed /t/ /id/ /ed/, -er, -est  
 Tricky words: Review words taught so far

**Reading Practice**

All children will be reading decodable books from the Collins Big Cat for Little Wandle Phonics series in Reading Practice Sessions three times per week, focusing on decoding, prosody and comprehension. These will be linked to their phonic ability.

**Fluency**

**Re-read what they have written to check that it makes sense.**  
**Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.**  
**Read words with adjacent consonants by saying the sounds (following the Little Wandle Letters and Sounds progression).**  
**Blend adjacent GPCs into words, so that they can read short words made up of known letter-sound correspondences.**  
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Text Teaching Focus	Fiction	Non Fiction	Poetry
	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, demonstrating the correct use of new vocabulary and demonstrating their understanding by using the new vocabulary in the correct context and in conversation</li> <li>Retell a familiar story/traditional tale and include repeated words, phrases and refrains correctly</li> <li>Answer simple questions about a familiar book/text in shared or independent writing</li> <li>Sequence four/five pictures in order – beginning, middle and end, using narrative language and new vocabulary to retell the story</li> <li>Make detailed predictions about how the story might end, develop and anticipate key events within the story</li> <li>Retell/join in with retelling more traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple questions about a familiar book/text in shared or independent writing</li> </ul>	<ul style="list-style-type: none"> <li>Join in with predictable words, phrases and refrains</li> </ul>

Comprehension	VOCABULARY	IDENTIFY & RETRIEVE	SEQUENCE & SUMMARISE	INFER	PREDICT	CONTENT & STRUCTURE	ENHANCED MEANING	COMPARISON
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# Reception

## We Love To Read Time Class Book Choices

<b>Values Texts</b>	<p><b>Kindness</b></p> 	<p><b>Respect</b></p> 	<p><b>Resilience</b></p> 	<p><b>Fairness</b></p> 	<p><b>Teamwork</b></p> 	<p><b>Ambition</b></p> 
<b>Fiction</b>						
<b>Non-Fiction</b>						
<b>Poetry Spine</b>	<p><b>Autumn 1</b></p>  <p>We See Leaves by Crystal McGinnis</p>	<p><b>Autumn 2</b></p>  <p>Twinkle Twinkle Chocolate Bar by Anon</p>	<p><b>Spring 1</b></p>  <p>Mix a Pancake by Christina Rossetti</p>	<p><b>Spring 2</b></p>  <p>Mud by John Smith</p>	<p><b>Summer 1</b></p>  <p>The Tadpole by Elizabeth Gould</p>	<p><b>Summer 2</b></p>  <p>Sand Castle by Lynette Streever</p>
<b>Other Poetry</b>						
<b>Nursery Rhymes</b>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Incy Wincy Spider</li> <li>If You're Happy and You Know It</li> <li>The Wheels on the Bus</li> <li>Twinkle Twinkle</li> <li>Head, Shoulders, Knees and Toes</li> <li>Dingle Dangle Scarecrow</li> </ul>	<p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Five Currant Buns</li> <li>One Two Three Four Five</li> <li>Five Little Monkeys</li> <li>This Little Piggy</li> <li>Humpty Dumpty</li> <li>Two Little Dickie Birds</li> </ul>	<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Rain, Rain, Go Away</li> <li>Five Little Speckled Frogs</li> <li>Five Little Dugs</li> <li>Five little Men in a Flying Saucer</li> <li>Teddy Bear, Teddy Bear</li> <li>Horsie, Horsie</li> </ul>	<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Baa Baa Black Sheep</li> <li>Mary had a Little Lamb</li> <li>Old Macdonald</li> <li>Sleeping Bunnies</li> <li>Hot Cross Buns</li> </ul>	<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>I'm a Little Teapot</li> <li>Miss Polly had a Dolly</li> <li>Pat-a-cake</li> <li>Row Row Row Your Boat</li> <li>The Grand Old Duke of York</li> </ul>	<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>Wind the Bobbin Up</li> <li>The Big Ship Sails through the Ally-Ally-O</li> <li>Rock-a-bye, baby</li> <li>Round and Round the Garden</li> <li>Ten Green Bottles</li> </ul>