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 form 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 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.

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 Graphemes: ff ll ss j v w x y z zz gu ch sh th ng nk Word Graphemes: satpinmdqockckeurhbfl 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: is, I, the Tricky words: as, and, has, his, her, go, no, to, into, she, he, of, we, me, be (D) BIG CAT 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. 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. **Fiction** Non Fiction Poetry Engage in story times. Engage in non-fiction books. • Join in with predictable words, phrases and refrains Join in with predictable words, phrases and refrains Begin to listen to and talk about simple and topic related non-fiction books Listen carefully to rhymes and songs, paying attention to how they Begin to answer simple questions about a familiar book/text orally to develop a deep familiarity with new knowledge and vocabulary. **Teaching Focus** Understand how to listen carefully and why listening is important. 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. 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. **IDENTIFY & SEQUENCE & CONTENT & ENHANCED COMPARISON VOCABULARY INFER PREDICT RETRIEVE SUMMARISE STRUCTURE MEANING** Identify and explain key Predict what might happen on Draw on knowledge of aspects of fiction and non-Identify and explain the Understand the features and Understand impact of word Draw comparisons across a Make inferences from the text the basis of what has been vocabulary to understand texts fiction texts such as characters, sequence of events in texts structures of texts choice and language tools text and between texts read so far events, titles and information Children use vocabulary from Answer simple questions about Be able to link a story to their Make simple predictions, for Identify the beginning and end Identify whether a word is a Say if a story reminds them of Recognise the beginning, middle a text orally and possibly in and end of stories. Put these own lives 'That happened to example, what the book might stories in their own conversation of stories e.g. knowing once noun, verb or 'another kind of any other that they may have and explanations. shared or independent writing. pictures in order. be about from the title, how the upon a time is an opener, and word'. Join in and continue with (ELG: LAU) Listen attentively (ELG: Comprehension) Use illustrations to support talk story might develop and how happily ever after is an ending Demonstrate understanding of predictable words, phrases and and respond to what they hear about how a character is the story might end. with relevant questions, what has been read to them by (ELG: Comprehension) refrains. feelina (ELG: LAU) Make comments comments and actions when retelling stories and narratives (ELG: Speaking) Offer Anticipate – where appropriate key events in stories; about what they have heard being read to and during whole using their own words and explanations for why things class discussions and small recently introduced vocabulary; and ask questions to clarify their might happen, making use of group interactions; understanding: recently introduced vocabulary (ELG: Comprehension) Use and from stories, non-fiction, rhymes and poems when appropriate; understand recently introduced vocabulary during discussions

about stories, non-fiction, rhymes and poems and during

role-play

	Reception							
	Spring							
Class	A THING CALLED SNOW	PEOPLE WI	HO HELP US	MR WOLF'S PANCAKES	What Will I Be?	Windows and the second	to adybird teard	We're going on an egg of the grant parties grant grant parties grant parties grant parties grant parties grant par
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 Engage in extended conversations about stories, learning new vocabulary Join in with and continue predictable words, phrases and refrains Answer simple questions about a familiar book/text orally Answer simple questions about a familiar book/text orally Answer simple questions about a familiar book/text orally						Poetry in with predictable words, phrases and refrains		
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	
	 Children use vocabulary from stories in their own conversation and explanations. Join in and continue with predictable words, phrases and refrains. (ELG: LAU) Make comments about what they have heard and ask questions to clarify their understanding; (ELG: Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role-play. 	 Answer simple questions about a text orally and possibly in shared or independent writing. (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; 	 Recognise the beginning, middle and end of stories. Put these pictures in order. (ELG: Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; 	 Be able to link a story to their own lives 'That happened to me!' Use illustrations to support talk about how a character is feeling. (ELG: Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 	 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. (ELG: Comprehension) Anticipate — where appropriate — key events in stories; 	Identify the beginning and end of stories e.g. knowing once upon a time is an opener, and happily ever after is an ending	Identify whether a word is a noun, verb or 'another kind o word'.	Say if a story reminds them of any other that they may have read.

Reception Summer Gnormous **Class Texts** Word types: Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVC, longer words, compound words, root Word types: long vowel sounds CVCC, CCVC, CCVC, CCVC, Phase 4 words with -s /s/, -s /z/ and Word words ending in -ing, -ed /t/ /id/ /ed/, -est -es /z/ at the end, longer words, root words ending in -ing, -ed /t/ /id/ /ed/, -er, -est Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, our, Tricky words: Review words taught so far today 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. 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. 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 • Engage in extended conversations about stories, demonstrating the correct use of • Answer simple questions about a familiar book/text in shared or independent • Join in with predictable words, phrases and refrains new vocabulary and demonstrating their understanding by using the new writing vocabulary in the correct context and in conversation **Teaching Focus** 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 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 **IDENTIFY & SEQUENCE & CONTENT & ENHANCED VOCABULARY COMPARISON INFER PREDICT RETRIEVE SUMMARISE STRUCTURE MEANING** Identify and explain key Predict what might happen on Understand the features and Understand impact of word Draw on knowledge of aspects of fiction and non-Identify and explain the Draw comparisons across a Make inferences from the text the basis of what has been vocabulary to understand texts fiction texts such as characters, sequence of events in texts structures of texts choice and language tools text and between texts read so far events, titles and information Comprehension Children use vocabulary from Answer simple questions about Recognise the beginning, middle Be able to link a story to their Make simple predictions, for Identify the beginning and end Identify whether a word is a Say if a story reminds them of stories in their own conversation a text orally and possibly in and end of stories. Put these own lives 'That happened to example, what the book might of stories e.g. knowing once noun, verb or 'another kind of any other that they may have and explanations. shared or independent writing. pictures in order. be about from the title, how the upon a time is an opener, and read. word' (ELG: LAU) Listen attentively (ELG: Comprehension) Use illustrations to support talk story might develop and how happily ever after is an ending Join in and continue with Demonstrate understanding of predictable words, phrases and and respond to what they hear the story might end. about how a character is (ELG: Comprehension) with relevant questions, what has been read to them by feeling. (ELG: LAU) Make comments comments and actions when retelling stories and narratives (ELG: Speaking) Offer Anticipate – where appropriate about what they have heard being read to and during whole using their own words and explanations for why things key events in stories; and ask questions to clarify their class discussions and small recently introduced vocabulary; might happen, making use of understandina: group interactions; recently introduced vocabulary (ELG: Comprehension) Use and from stories, non-fiction, rhymes and poems when appropriate; understand recently introduced vocabulary during discussions

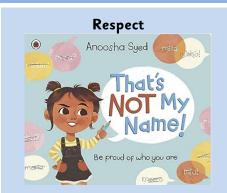
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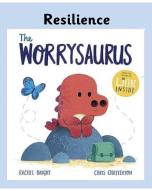
Reception

We Love To Read Time Class Book Choices

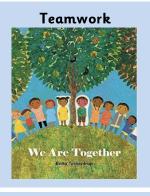
Values Texts













Fiction



















































Fiction Non

































Poetry Spine





Twinkle Twinkle Chocolate Bar by Anon

Spring 1



Mix a Pancake by Christina Rossetti



Mud by John Smith



by Elizabeth Gould

Summer 2

Sand Castle by Lynette Streeter

Nursery Rhymes













Other Poetry

Autumn 1

- Incy Wincy Spider
- If You're Happy and You Know It
- The Wheels on the Bus
- Twinkle Twinkle
- Head, Shoulders, Knees and Toes
- Dingle Dangle Scarecrow

Autumn 2

- Five Currant Buns
- One Two Three Four Five

Two Little Dickie Birds

- Five Little Monkeys
- This Little Piggy
- Humpty Dumpty

- Rain, Rain, Go Away
- Five Little Speckled Frogs Five Little Dugs
- Five little Men in a Flying Saucer
- Teddy Bear, Teddy Bear
- Horsie, Horsie

Spring 2

- Baa Baa Black Sheep
- Mary had a Little Lamb
- Old Macdonald Sleeping Bunnies
- Hot Cross Buns

Summer 1

- I'm a Little Teapot
- Miss Polly had a Dolly
- Pat-a-cake
- Row Row Your Boat
- The Grand Old Duke of York

Summer 2

- Wind the Bobbin Up
- The Big Ship Sails throung the Ally-Ally-
- Rock-a-bye, baby
- Round and Round the Garden
- Ten Green Bottles