

RECEPTION READING OVERVIEW – RED ROSE LAPS

<p>EYFS Early Learning Goal - Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by accurately sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words. 		<p>EYFS Early Learning Goal – Comprehension</p> <ul style="list-style-type: none"> • 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.
<p>Reception LAP 1 Autumn 1 Word Reading and Phase 2 GPCs</p>	<p>Reception LAP 1 Autumn 1 Tricky Words & HFW</p>	<p>Reception LAP 1 Autumn 1 Comprehension</p>
<ul style="list-style-type: none"> - Blend phonemes orally within VC and CVC words. - Recognise and correctly enunciate GPCs introduced. - Read words consistent with their phonic knowledge by accurately sound blending. - Read words, sentences and decodable texts containing the graphemes: <i>s a t</i> - Read words, sentences and decodable texts containing the graphemes: <i>p i n</i> - Read words, sentences and decodable texts containing the graphemes: <i>m d g</i> - Read words: sentences and decodable texts containing the graphemes: <i>o c k</i> - Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding. - Distinguish between a word, a letter and a space. 	<ul style="list-style-type: none"> - Read word, sentences and decodable texts with the tricky word: <i>the</i>. - Read High Frequency Words <i>as is his has</i> linked to <i>s</i> pronounced /z/ where appropriate. <p>BOOKS Each group will have a book that is matched to the weekly phonics being taught from Red Rose Phonics scheme, or matched to their phonic knowledge and understanding</p>	<ul style="list-style-type: none"> - Listen to stories or information that has been read to them. - Recite simple rhymes. - Understand the difference between text and illustrations. - Knows that in English print is read from left to right and top to bottom. - Hold a book correctly and turn pages from front to back. - Talk about the front cover, title and illustrations in stories. - Discuss specific information in non-fiction texts e.g. labels, images. - Look closely at the illustrations to develop understanding of a story. - Activate knowledge linked to own experiences, e.g. tell me about your family. - Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes. - Use recently introduced vocabulary appropriately during discussions. - Say how they feel about stories.

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Reception LAP 2 Autumn 2 Word Reading and Phase 2 GPCs	Reception LAP 2 Autumn 2 Tricky Words	Reception LAP 2 Autumn 2 Comprehension
<ul style="list-style-type: none"> - Blend phonemes orally within CVC words. - Recognise and correctly enunciate GPCs introduced. - Read words consistent with their phonic knowledge by accurately sound blending. - Read words, sentences and decodable texts containing the graphemes: <i>ck e u</i> - Read words, sentences and decodable texts containing the graphemes: <i>r h b</i> - Read words, sentences and decodable texts containing the graphemes: <i>ff l</i> - Read words, sentences and decodable texts containing the graphemes: <i>ll ss</i> - Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding. - Distinguish between a word, a letter and a space. 	<ul style="list-style-type: none"> - Read words, sentences and decodable texts with the tricky words: <i>l to</i> - Read words, sentences and decodable texts with the tricky words: <i>no go</i> - Read word, sentences and decodable texts with the tricky word: <i>into</i> <p>BOOKS</p> <p>Each group will have a book that is matched to the weekly phonics being taught from Red Rose Phonics scheme, or matched to their phonic knowledge and understanding</p>	<ul style="list-style-type: none"> - Listen to and discuss stories or information that has been read to them. - Recite simple rhymes and songs. - Understand the difference between text and illustrations. - Knows that in English print is read from left to right and top to bottom and that print conveys meaning. - Hold a book correctly and turn pages from front to back. - Talk about the front cover, title and illustrations in stories. - Discuss specific information in non-fiction texts e.g. labels, images. - Make predictions and anticipate key events based on illustrations and title in stories that have been read to them. - Look closely and discuss the illustrations to develop understanding of the story. - Activate knowledge linked to own experiences, e.g. What do you know about where you live? - Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. - Use recently introduced vocabulary appropriately during discussions about texts. - Respond to questions using who and what linked to texts and illustrations. - Identify the main characters in stories. - Explore what a character might say. - Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story. - Use actions and pictures to orally retell stories in their own words. - Role play stories using simple props and recently introduced vocabulary. - Say how they feel about stories.

RECEPTION READING OVERVIEW – RED ROSE LAPS

Reception LAP 3 Spring 1 Word Reading and Phase 3 GPCs	Reception LAP 3 Spring 1 Tricky Words	Reception LAP 3 Spring 1 Comprehension
<ul style="list-style-type: none"> - Blend phonemes orally within CVC words. - Recognise and correctly enunciate GPCs introduced. - Read words consistent with their phonic knowledge by accurately sound blending. - Read words, sentences and decodable texts containing the graphemes: <i>j v w</i> - Read words, sentences and decodable texts containing the graphemes: <i>x y z zz</i> - Read words, sentences and decodable texts containing the graphemes: <i>qu ch sh</i> - Read words, sentences and decodable texts containing the graphemes: <i>th/th ng</i> - Recognise upper case letters of the alphabet alongside lower case to support decoding. 	<ul style="list-style-type: none"> - Read words, sentences and decodable texts with the tricky words: <i>he she</i> - Read words sentences and decodable texts with the tricky words: <i>we be me</i> - Read words, sentences and decodable texts with the tricky words: <i>was my</i> - Read words, sentences and decodable texts with the tricky words: <i>you they</i> <p>BOOKS Each group will have a book that is matched to the weekly phonics being taught from Red Rose Phonics scheme, or matched to their phonic knowledge and understanding</p>	<ul style="list-style-type: none"> - Listen to and discuss stories or information that has been read to them. - Recite simple rhymes and songs. - Understand and discuss the difference between text and illustrations. - Knows that in English print is read from left to right and top to bottom and that print conveys meaning. - Talk about the front cover, title and illustrations in stories. - Discuss specific information in non-fiction texts e.g. labels, images, captions and contents page. - Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them. - Look closely and discuss the illustrations to develop understanding of the story. - Activate prior knowledge, e.g. What do you know about the Queen? - Explore, discuss and revisit new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. - Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories. - Respond to questions using who, what and where linked to texts and illustrations. - Respond to questions about how and why something is happening. - Identify and describe the main characters in stories. - Explore what a character might say or feel. - Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story. - Use actions and pictures to orally retell stories in their own words.

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<p>Reception LAP 4 Spring 2 Word Reading and Phase 3 GPCs</p>	<p>Reception LAP 4 Spring 2 Tricky Words</p>	<p>Reception LAP 4 Spring 2 Comprehension</p>
<ul style="list-style-type: none"> - Blend phonemes orally within CVC words. - Recognise and correctly enunciate GPCs introduced. - Read words consistent with their phonic knowledge by accurately sound blending. - Read words, sentences and decodable texts containing the graphemes: <i>ai ee</i> - Read words, sentences and decodable texts containing the graphemes: <i>igh oa</i> with two-syllable words - Read words, sentences and decodable texts containing the graphemes: <i>oo/oo</i> with two-syllable words - Read words, sentences and decodable texts containing the graphemes: <i>ar or</i> with two-syllable words - Recognise upper case letters of the alphabet alongside lower case to support decoding. 	<ul style="list-style-type: none"> - Read words, sentences and decodable texts with the tricky words: <i>her all</i> (Phase 3) - Read words, sentences and decodable texts with the tricky words: <i>are</i> (Phase 3) <i>like</i> (Phase 4) - Read words, sentences and decodable texts with the tricky words: <i>said when</i> (Phase 4) - Read words, sentences and decodable texts with the tricky words: <i>have one</i> (Phase 4) <p>BOOKS Each group will have a book that is matched to the weekly phonics being taught from Red Rose Phonics scheme, or matched to their phonic knowledge and understanding</p>	<ul style="list-style-type: none"> - Listen to and discuss stories or information that has been read to them, or they have read themselves. - Recite a range of simple rhymes and songs. - Understand and discuss the difference between text and illustrations. - Knows that in English print is read from left to right and top to bottom and that print conveys meaning. - Talk about the front cover, title and illustrations in stories. - Discuss specific information in non-fiction texts e.g. labels, images, captions and contents page. - Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. - Look closely and discuss the illustrations to develop understanding of the story. - Activate prior knowledge, e.g. Where might you see some animals? - Explore, discuss and revisit new vocabulary linked to stories, nonfiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. - Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories. - Respond to questions using who, what, where and when linked to texts and illustrations. - Respond to questions about how and why something is happening. - Identify and describe the main characters in stories. - Explore what a character might say and feel.

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<p>Reception LAP 5 Summer 1 Word Reading and Phase 3 GPCs and Phase 4</p>	<p>Reception LAP 5 Summer 1 Tricky Words</p>	<p>Reception LAP 5 Summer 1 Comprehension</p>
<ul style="list-style-type: none"> - Blend phonemes orally within CVC words. - Recognise and correctly enunciate GPCs introduced. - Read words consistent with their phonic knowledge by accurately sound blending. - Read words, sentences and decodable texts containing the graphemes: <i>ur ow</i> - Read words, sentences and decodable texts containing the graphemes: <i>oi ear</i> - Read words, sentences and decodable texts containing the graphemes: <i>air ure er</i> - Read words, sentences and decodable texts containing: CVCC & CCV words - Recognise upper case letters of the alphabet alongside lower case to support decoding. 	<ul style="list-style-type: none"> - Read words, sentences and decodable texts with the tricky words: <i>come do</i> (Phase 4) - Read words, sentences and decodable texts with the tricky words: <i>so were</i> (Phase 4) - Read words, sentences and decodable texts with the tricky words: <i>some there</i> (Phase 4) - Read words, sentences and decodable texts with the tricky words: <i>out little what</i> (Phase 4) <p>BOOKS Each group will have a book that is matched to the weekly phonics being taught from Red Rose Phonics scheme, or matched to their phonic knowledge and understanding</p>	<ul style="list-style-type: none"> - Listen to and discuss stories or information that has been read to them, or they have read themselves. - Recite a range of simple rhymes, songs and poems. - Understand the difference between text and illustrations in a range of text types. - Knows that in English print is read from left to right and top to bottom and that print conveys meaning in a range of texts. - Talk about the front and back cover in stories, discuss the title and illustrations. - Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary. - Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. - Look closely and discuss in more detail the illustrations to develop understanding of the story. - Activate prior knowledge e.g. What do you know about sharks? - Explore, discuss and revisit new vocabulary linked to stories, nonfiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree. - Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes and themes, and when retelling stories.

RECEPTION READING OVERVIEW – RED ROSE LAPS

Reception LAP 6 Summer 2 Word Reading and Phase 4	Reception LAP 6 Summer 2 Tricky Words	Reception LAP 6 Summer 2 Comprehension
<ul style="list-style-type: none"> - Blend phonemes orally within Phase 4 words. - Recognise and correctly enunciate GPCs introduced. - Read words consistent with their phonic knowledge by accurately sound blending. - Read words, sentences and decodable texts containing: CCVC & CCVCC words - Read words, sentences and decodable texts containing: CCCVC & CCCVCC words. - Read words, sentences and decodable texts containing: Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. - Recognise upper case letters of the alphabet alongside lower case to support decoding. 	<ul style="list-style-type: none"> - Read words, sentences and decodable texts with the tricky words: <i>come do</i> (Phase 4) - Read words, sentences and decodable texts with the tricky words: <i>so were</i> (Phase 4) - Read words, sentences and decodable texts with the tricky words: <i>some there</i> (Phase 4) - Read words, sentences and decodable texts with the tricky words: <i>out little what</i> (Phase 4) - Read word, sentences and decodable texts with the high frequency word: <i>it's</i> <p>BOOKS Each group will have a book that is matched to the weekly phonics being taught from Red Rose Phonics scheme, or matched to their phonic knowledge and understanding</p>	<ul style="list-style-type: none"> - Listen to and discuss stories or information that has been read to them, or they have read themselves. - Recite a range of simple rhymes, songs and poems. - Understand the difference between text and illustrations in a range of text types. - Knows that in English print is read from left to right and top to bottom and that print conveys meaning in a range of texts. - Talk about the front and back cover in stories, discuss the title and illustrations. - Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary. - Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in stories that have been read to them, or they have read themselves. - Look closely and discuss in more detail the illustrations to develop understanding of the story. - Activate prior knowledge, e.g. Do you know any stories about bears? - Explore, discuss and revisit new vocabulary linked to stories, nonfiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree. - Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes poetry and themes, and when retelling stories. - Respond to questions using who, what, where and when linked to texts and illustrations. - Respond to questions about how and why something is happening. - Identify, describe and discuss the main characters in stories. - Explore what a character might say, feel and/or think. - Identify, discuss and sequence the main events in stories. - Use actions and pictures to orally retell stories in their own words. - Role play stories and events using simple props and recently introduced vocabulary. - Say how they feel about stories, songs, rhymes, non-fiction and poems.