

RECEPTION READING OVERVIEW – RED ROSE LAPS

<p><b>EYFS Early Learning Goal - Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by accurately sound blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</li> </ul>		<p><b>EYFS Early Learning Goal – Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role play.</li> </ul>
<p><b>Reception LAP 1 Autumn 1 Word Reading and Phase 2 GPCs</b></p>	<p><b>Reception LAP 1 Autumn 1 Tricky Words &amp; HFW</b></p>	<p><b>Reception LAP 1 Autumn 1 Comprehension</b></p>
<ul style="list-style-type: none"> <li>- Blend phonemes orally within VC and CVC words.</li> <li>- Recognise and correctly enunciate GPCs introduced.</li> <li>- Read words consistent with their phonic knowledge by accurately sound blending.</li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>s a t</i></li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>p i n</i></li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>m d g</i></li> <li>- Read words: sentences and decodable texts containing the graphemes: <i>o c k</i></li> <li>- Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding.</li> <li>- Distinguish between a word, a letter and a space.</li> </ul>	<ul style="list-style-type: none"> <li>- Read word, sentences and decodable texts with the tricky word: <i>the</i>.</li> <li>- Read High Frequency Words <i>as is his has</i> linked to <i>s</i> pronounced /z/ where appropriate.</li> </ul> <p>Whole class – weekly shared story book and shared decodable phonic book (matched to the week’s phonics taught)</p> <p>All groups – weekly shared text in small groups to foster a love of reading and develop comprehension skills, and a decodable book matched to phonic knowledge and/or phonics taught that week.</p>	<ul style="list-style-type: none"> <li>- Listen to stories or information that has been read to them.</li> <li>- Recite simple rhymes.</li> <li>- Understand the difference between text and illustrations.</li> <li>- Knows that in English print is read from left to right and top to bottom.</li> <li>- Hold a book correctly and turn pages from front to back.</li> <li>- Talk about the front cover, title and illustrations in stories.</li> <li>- Discuss specific information in non-fiction texts e.g. labels, images.</li> <li>- Look closely at the illustrations to develop understanding of a story.</li> <li>- Activate knowledge linked to own experiences, e.g. tell me about your family.</li> <li>- Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes.</li> <li>- Use recently introduced vocabulary appropriately during discussions.</li> <li>- Say how they feel about stories.</li> </ul>

RECEPTION READING OVERVIEW – RED ROSE LAPS

<b>Reception LAP 2</b> <b>Autumn 2</b> <b>Word Reading and Phase 2 GPCs</b>	<b>Reception LAP 2</b> <b>Autumn 2</b> <b>Tricky Words</b>	<b>Reception LAP 2</b> <b>Autumn 2</b> <b>Comprehension</b>
<ul style="list-style-type: none"> <li>- Blend phonemes orally within CVC words.</li> <li>- Recognise and correctly enunciate GPCs introduced.</li> <li>- Read words consistent with their phonic knowledge by accurately sound blending.</li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>ck e u</i></li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>r h b</i></li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>ff l</i></li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>ll ss</i></li> <li>- Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding.</li> <li>- Distinguish between a word, a letter and a space.</li> </ul>	<ul style="list-style-type: none"> <li>- Read words, sentences and decodable texts with the tricky words: <i>l to</i></li> <li>- Read words, sentences and decodable texts with the tricky words: <i>no go</i></li> <li>- Read word, sentences and decodable texts with the tricky word: <i>into</i></li> </ul> <p><b>BOOK BANDS</b>                      Yellow Group – Red                      Red Group – Red/Pink                      Green Group – Pink                      Blue Group – Pink</p>	<ul style="list-style-type: none"> <li>- Listen to and discuss stories or information that has been read to them.</li> <li>- Recite simple rhymes and songs.</li> <li>- Understand the difference between text and illustrations.</li> <li>- Knows that in English print is read from left to right and top to bottom and that print conveys meaning.</li> <li>- Hold a book correctly and turn pages from front to back.</li> <li>- Talk about the front cover, title and illustrations in stories.</li> <li>- Discuss specific information in non-fiction texts e.g. labels, images.</li> <li>- Make predictions and anticipate key events based on illustrations and title in stories that have been read to them.</li> <li>- Look closely and discuss the illustrations to develop understanding of the story.</li> <li>- Activate knowledge linked to own experiences, e.g. What do you know about where you live?</li> <li>- Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree.</li> <li>- Use recently introduced vocabulary appropriately during discussions about texts.</li> <li>- Respond to questions using who and what linked to texts and illustrations.</li> <li>- Identify the main characters in stories.</li> <li>- Explore what a character might say.</li> <li>- Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story.</li> <li>- Use actions and pictures to orally retell stories in their own words.</li> <li>- Role play stories using simple props and recently introduced vocabulary.</li> <li>- Say how they feel about stories.</li> </ul>
<p><b>Reception LAP 3</b>  <b>Spring 1</b>  <b>Word Reading and Phase 3 GPCs</b></p> <ul style="list-style-type: none"> <li>- Blend phonemes orally within CVC words.</li> <li>- Recognise and correctly enunciate GPCs introduced.</li> <li>- Read words consistent with their phonic knowledge by accurately sound blending.</li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>j v w</i></li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>x y z zz</i></li> </ul>	<p><b>Reception LAP 3</b>  <b>Spring 1</b>  <b>Tricky Words</b></p> <ul style="list-style-type: none"> <li>- Read words, sentences and decodable texts with the tricky words: <i>he she</i></li> <li>- Read words sentences and decodable texts with the tricky words: <i>we be me</i></li> <li>- Read words, sentences and decodable texts</li> </ul>	<p><b>Reception LAP 3</b>  <b>Spring 1</b>  <b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Listen to and discuss stories or information that has been read to them.</li> <li>- Recite simple rhymes and songs.</li> <li>- Understand and discuss the difference between text and illustrations.</li> <li>- Knows that in English print is read from left to right and top to bottom and that print conveys meaning.</li> <li>- Talk about the front cover, title and illustrations in stories.</li> <li>- Discuss specific information in non-fiction texts e.g. labels, images, captions and contents page.</li> <li>- Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them.</li> <li>- Look closely and discuss the illustrations to develop understanding of the story.</li> </ul>

RECEPTION READING OVERVIEW – RED ROSE LAPS

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

RECEPTION READING OVERVIEW – RED ROSE LAPS

<ul style="list-style-type: none"> <li>- Recognise upper case letters of the alphabet alongside lower case to support decoding.</li> </ul>	<p><b>BOOK BANDS</b>                  Yellow Group – Yellow/Blue                  Red Group – Red/Yellow                  Green Group – Red                  Blue Group – Pink</p>	<ul style="list-style-type: none"> <li>- Respond to questions about how and why something is happening.</li> <li>- Identify and describe the main characters in stories.</li> <li>- Explore what a character might say and feel.</li> </ul>
<p><b>Reception LAP 5                  Summer 1                  Word Reading and Phase 3                  GPCs and Phase 4</b></p>	<p><b>Reception LAP 5                  Summer 1                  Tricky Words</b></p>	<p><b>Reception LAP 5                  Summer 1                  Comprehension</b></p>
<ul style="list-style-type: none"> <li>- Blend phonemes orally within CVC words.</li> <li>- Recognise and correctly enunciate GPCs introduced.</li> <li>- Read words consistent with their phonic knowledge by accurately sound blending.</li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>ur ow</i></li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>oi ear</i></li> <li>- Read words, sentences and decodable texts containing the graphemes: <i>air ure er</i></li> <li>- Read words, sentences and decodable texts containing: CVCC &amp; CCV words</li> <li>- Recognise upper case letters of the alphabet alongside lower case to support decoding.</li> </ul>	<ul style="list-style-type: none"> <li>- Read words, sentences and decodable texts with the tricky words: <i>come do</i> (Phase 4)</li> <li>- Read words, sentences and decodable texts with the tricky words: <i>so were</i> (Phase 4)</li> <li>- Read words, sentences and decodable texts with the tricky words: <i>some there</i> (Phase 4)</li> <li>- Read words, sentences and decodable texts with the tricky words: <i>out little what</i> (Phase 4)</li> </ul> <p><b>BOOK BANDS</b>                  Yellow Group –Blue                  Red Group – Red/Yellow                  Green Group – Red                  Blue Group – Pink/Red</p>	<ul style="list-style-type: none"> <li>- Listen to and discuss stories or information that has been read to them, or they have read themselves.</li> <li>- Recite a range of simple rhymes, songs and poems.</li> <li>- Understand the difference between text and illustrations in a range of text types.</li> <li>- 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.</li> <li>- Talk about the front and back cover in stories, discuss the title and illustrations.</li> <li>- Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary.</li> <li>- 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.</li> <li>- Look closely and discuss in more detail the illustrations to develop understanding of the story.</li> <li>- Activate prior knowledge e.g. What do you know about sharks?</li> <li>- Explore, discuss and revisit new vocabulary linked to stories, nonfiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree.</li> <li>- Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes and themes, and when retelling stories.</li> </ul>

RECEPTION READING OVERVIEW – RED ROSE LAPS

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