

Learning and Progression Steps for Reading in Reception



What are Learning and Progression Steps for Reading in Reception?

The Learning and Progression Steps for Reading in Reception are designed to support progression for the teaching of reading in the Reception year.

They outline the phonic progression application for word reading, tricky words and high frequency words, alongside comprehension development. Insert the specific phonic progression, tricky words and high frequency words for your systematic, synthetic programme alongside each Learning and Progression Step.

The comprehension statements have been derived from the Early Years Foundation Stage Statutory Framework, and are designed to support teachers to plan appropriate learning opportunities for the whole class, groups, and individual children, in order to meet end of year expectations in reading.

Learning and Progression Steps for Reading in Reception

EYFS Early Learning Goal - Word Reading <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. 		EYFS Early Learning Goal - Comprehension <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.
Reception LAP 1 Autumn 1 Word Reading with GPCs	Reception LAP 1 Autumn 1 Tricky Words and High Frequency Words	Reception LAP 1 Autumn 1 Comprehension
Insert GPCs according to phonics programme trajectory progression. <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: • Read words, sentences and decodable texts containing the graphemes: • Read words, sentences and decodable texts containing the graphemes: • Read words: sentences and decodable texts containing 	Insert tricky words and high frequency words: <p>Read words, sentences and decodable texts with the tricky words and high frequency words according to phonics programme trajectory progression.</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. <i>labels, images</i>. • Look closely at the illustrations to develop understanding of a story. • Activate knowledge linked to own experiences, e.g. <i>tell me about your family</i>. • 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.

<p>the graphemes:</p> <ul style="list-style-type: none"> • Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding. • Distinguish between a word, a letter and a space. 		
Reception LAP 2 Autumn 2 Word Reading with GPCs	Reception LAP 2 Autumn 2 Tricky Words and High Frequency Words	Reception LAP 2 Autumn 2 Comprehension
<p>Insert GPCs according to phonics programme trajectory progression.</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: • Read words, sentences and decodable texts containing the graphemes: • Read words, sentences and decodable texts containing the graphemes: • Read words, sentences and decodable texts containing the graphemes: • Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding. • Distinguish between a word, a letter and a space. 	<p>Insert tricky words and high frequency words:</p> <p>Read words, sentences and decodable texts with the tricky words and high frequency words according to phonics programme trajectory progression.</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. <i>labels, images</i>. • 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. <i>What do you know about where you live?</i> • Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree</i>. • Use recently introduced vocabulary appropriately during discussions about texts. • Respond to questions using <i>who</i> and <i>what</i> linked to texts and illustrations. • Identify the main characters in stories. • Explore what a character might say.

		<ul style="list-style-type: none"> • Identify the main events in stories, e.g. <i>discuss what happened at the beginning, during and end of a story.</i> • 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 LAP 3 Spring 1 Word Reading with GPCs	Reception LAP 3 Spring 1 Tricky Words and High Frequency Words	Reception LAP 3 Spring 1 Comprehension
<p>Insert GPCs according to phonics programme trajectory progression.</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: • Read words, sentences and decodable texts containing the graphemes: • Read words, sentences and decodable texts containing the graphemes: • Read words, sentences and decodable texts containing the graphemes: • Recognise upper case letters of the alphabet alongside lower case to support decoding. 	<p>Insert tricky words and high frequency words:</p> <p>Read words, sentences and decodable texts with the tricky words and high frequency words according to phonics programme trajectory progression.</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. <i>labels, images, captions and contents page.</i> • 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. <i>What do you know about the queen?</i> • Explore, discuss and revisit new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i> • Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories. • Respond to questions using <i>who, what</i> and <i>where</i> linked to texts and illustrations. • Respond to questions about <i>how</i> and <i>why</i> something is happening. • Identify and describe the main characters in stories.

		<ul style="list-style-type: none"> • Explore what a character might say or feel. • Identify the main events in stories, e.g. <i>discuss what happened at the beginning, during and end of a story.</i> • 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, songs and rhymes.
Reception LAP 4 Spring 2 Word Reading with GPCs	Reception LAP 4 Spring 2 Tricky Words and High Frequency Words	Reception LAP 4 Spring 2 Comprehension
<p>Insert GPCs according to phonics programme trajectory progression.</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: • Read words, sentences and decodable texts containing the graphemes: with two-syllable words • Read words, sentences and decodable texts containing the graphemes: with two-syllable words • Read words, sentences and decodable texts containing the graphemes: with two-syllable words • Recognise upper case letters of the alphabet alongside lower case to support decoding. 	<p>Insert tricky words and high frequency words:</p> <p>Read words, sentences and decodable texts with the tricky words and high frequency words according to phonics programme trajectory progression.</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. <i>labels, images, captions and contents page.</i> • 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. <i>Where might you see some animals?</i> • Explore, discuss and revisit new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i> • Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories. • Respond to questions using <i>who, what, where</i> and <i>when</i> linked to texts and illustrations. • Respond to questions about <i>how</i> and <i>why</i> something is happening.

		<ul style="list-style-type: none"> • Identify and describe the main characters in stories. • Explore what a character might say and feel. • Identify and discuss the main events in stories, e.g. <i>why did the wolf run away?</i> • 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 and non-fiction.
Reception LAP 5 Summer 1 Word Reading with GPCs	Reception LAP 5 Summer 1 Tricky Words and High Frequency Words	Reception LAP 5 Summer 1 Comprehension
<p>Insert GPCs according to phonics programme trajectory progression.</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: • Read words, sentences and decodable texts containing the graphemes: • Read words, sentences and decodable texts containing the graphemes: • Read words, sentences and decodable texts containing: • Recognise upper case letters of the alphabet alongside lower case to support decoding. 	<p>Insert tricky words and high frequency words:</p> <p>Read words, sentences and decodable texts with the tricky words and high frequency words according to phonics programme trajectory progression.</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 an 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. <i>labels, images, contents page, captions, glossary.</i> • 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. <i>What do you know about sharks?</i> • Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i> • Use and show understanding of recently introduced vocabulary

		<p>appropriately during discussions linked to non-fiction, rhymes and themes, and when retelling stories.</p> <ul style="list-style-type: none"> • Respond to questions using <i>who</i>, <i>what</i>, <i>where</i> and <i>when</i> linked to texts and illustrations. • Respond to questions about <i>how</i> and <i>why</i> something is happening. • Identify, describe and discuss the main characters in stories. • Explore what a character might say and feel. • 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.
Reception LAP 6 Summer 2 Word Reading with GPCs	Reception LAP 6 Summer 2 Tricky Words and High Frequency Words	Reception LAP 6 Summer 2 Comprehension
<p>Insert GPCs according to phonics programme trajectory progression.</p> <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 specific graphemes with adjacent consonants. 	<p>Insert tricky words and high frequency words:</p> <p>Read words, sentences and decodable texts with the tricky words and high frequency words according to phonics programme trajectory progression.</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 an 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. <i>labels, images, contents page, captions, glossary</i>. • 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

<ul style="list-style-type: none"> • Recognise upper case letters of the alphabet alongside lower case to support decoding. 		<ul style="list-style-type: none"> • Activate prior knowledge, e.g. <i>Do you know any stories about bears?</i> • Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i> • 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 <i>who, what, where</i> and <i>when</i> linked to texts and illustrations. • Respond to questions about <i>how</i> and <i>why</i> 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.
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