

Nursery

Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
<p>W1. Understand the five key concepts about print: - print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom</p> <p>W2. recognise words with the same initial sound, such as money and mother.</p> <p>W3. spot and suggest rhymes</p>	<p>D1. <u>To develop curiosity and enjoyment in books, a motivation to read, vocabulary and understanding.</u></p> <p>D2. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>F1. count or clap syllables in a words</p> <p>F2. spot and suggest rhymes</p>	<p>D1. spot and suggest rhymes</p> <p>D2. Engage in extended conversations about stories, learning new vocabulary.</p>
Sentence Stems		Vocabulary	
My favourite...		Book, story, who, what, where, syllables, clap, rhyme, phoneme, initial, front cover, back cover, contents, blurb, author, pages, turn, grapheme, word, sentence	
I like...			

Reception

Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
<p>W1. Read individual letters by saying the sounds for them.</p> <p>W2. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>W3. Read a few common exception words matched to the school's phonic programme.</p>	<p>P1. <u>To develop curiosity and enjoyment in books, a motivation to read, vocabulary and understanding.</u></p> <p>P2. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>F1. Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.</p> <p>F2. Read some letter groups that each represent one sound and say sounds</p>	<p>D1. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>D2. Demonstrate understanding of what has been read to them by</p>

<p>W4. Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.</p> <p>W5. Read some letter groups that each represent one sound and say sounds for them.</p> <p>W6. 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. Word Reading ELG</p>		<p>for them.</p> <p>F3. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>F4. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Comprehension ELG</p>	<p>retelling stories and narratives using their own words and recently introduced vocabulary. Comprehension ELG</p> <p>D3. Anticipate (where appropriate) key events in stories. Comprehension ELG</p>
<p style="text-align: center;">Sentence Stems</p>		<p style="text-align: center;">Vocabulary</p>	
<p style="text-align: center;">I like.../ I don't like...</p> <p style="text-align: center;">One day... Next... In the end...</p> <p style="text-align: center;">I think...because</p>		<p style="text-align: center;">Word, letter, sentence, page, story, tale, phoneme, blend, letter-sound correspondence, common exception words, story, poem, poet, author, front cover, blurb, title page, contents page, illustrator, beginning, ending</p>	

