

Reception Reading Curriculum Map

Our pupils will be able to understand and use spoken and written language and communicate effectively through speaking, listening, **reading** and writing.



Autumn Term	Spring Term	Summer Term
ELG: Word Reading		
<i>Children at the expected level of development will:</i>		
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.		
ELG: Comprehension		
<i>Children at the expected level of development will:</i>		
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.		
RWI		
End of Autumn 1 Read single-letter Set 1 sounds (first 16) Learn to Blend: word time 1.1 to 1.3 Spell using Fred Fingers	Short Ditty Stories Read Set 1 Special Friends Read words with Special Friends : word Time 1.6 Review Word Time 1.1 to 1.5 Read 3 sound nonsense words Spell Using Fred Fingers	Green Read 4 double consonants Read first 6 Set 2 Sounds
End of Autumn 2 Read all Set 1 single-letter sounds Learn to Blend: word time 1.1 to 1.5 Blend independently using Phonics Green Word cards Spell using Fred Fingers	Red Review Set 1 sounds speedily Read 4 and 5 sound words : Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Green Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers
Comprehension (Spytime)		
Know that print has meaning	Make up stories with myself as the main character	Sequence captions from a story
Know that English text is read from left to right and from top to bottom	Tell the story to another person using the book or images	Respond to 'who', 'where', 'what', and when questions linked to text and illustrations
Know the names of different parts of a book	Make a simple prediction based on the events of a story so far.	Retell with confidence how the story started, the main happening and the ending.
Sequence familiar stories through the use of pictures to tell the story (4 pictures or props)	Use the language from a story within role-play and discussions	Re-tell a story through role play using some new vocabulary and some exact words from the text.
Know that illustrations help to tell a story or give information	Talk in detail about the main characters and setting	Confidently answer 'how' and 'why' questions linked to a text.
Identify the characters and setting of a familiar book	Confidently recall some facts from non-fiction books	Know the purpose of a phrase.
Join in with the repeated refrain from a familiar story.	Beginning to answer 'how' and 'why' questions	Use new vocabulary from a story/poem/rhyme within play
Talk about the meaning of new vocabulary	Know the purpose of a caption	Draw pictures of character/ event or setting in a story
Re-tell the main events of familiar stories	Use vocabulary and forms of speech that are increasingly influenced by experiences of books	Respond to what they hear with relevant comments, questions and reactions
Know the purpose of a list, label and speech bubble	Develop own narratives and explanations by connecting ideas or events	Make appropriate predictions
Understand and follow instructions (eg a recipe)	Understand that non-fiction is a non story and fiction means story	Can confidently show the features of a book and beginning to talk about their purpose : front cover, back cover, spine, blurb, illustration , illustrator, author and title.
Sequence a story using the vocabulary of beginning, middle and end	Can point to different features of a text: front cover, back cover, spine, blurb, illustration, illustrator, author and title	Find examples in the text to support answers
Enjoy an increasing range of books		

Comment and engage in conversation about the text, talking about what might happen.		
Begin to use language from the story when discussing it		
Begin to recall facts from non-fiction		
Word Reading (Fluency)		
Use fingers to identify how many sounds are in a word	Set 1 Sounds Speedily	Read set 2 sounds
Beginning to recognise names of peers, siblings, mummy, daddy	Be familiar with sh,th, ch, ee, or, igh	Naming letters of the alphabet
Begin to link sounds to letters, naming and sounding letters of the alphabet		Read simple sentences with fluency
Identify words where the initial sound is the same		Read CVCC and CCVC words speedily
Book Band and Home reading		
Lilac book band leading to Sound blending books	Ditty and Red Black and White books and Book Bag Books Sound blending books moving towards beginning Pink Book Band	Green Black and White books and Book Bag Books Pink Book Band