

Reading - Word Reading

	Baseline	Autumn 2	Spring	Summer
	<u>Grapheme- Phoneme matching</u>			
Nursery	I can talk about sounds in the environment.	I can notice some print such as the first letter of my name.	I am starting to identify the initial sound of familiar words. I am starting to identify words with the same initial sound.	I can spot words with the same initial sound. I can identify initial sounds (sounds we have learnt)
Reception	a. I can hear and say initial sounds for words b. I can say the sound for some letters (e.g., from my name or familiar names- Mum, Dad, etc.)	I can match most of the set 1 letters and sounds	a. I can match all set 1 single letters and sounds b. I can start to identify some digraphs	a. I can match the letter and sound for all set single sounds and digraphs b. I can match the letters and sound for at least 10 digraphs
	<u>Blending and Segmenting</u>			
Nursery	I can recognise some familiar logos.	I can hold a book the correct way and turn the pages.	a. I am starting to clap the syllables in words. b. I am starting to understand to concepts of print.	a. I can recognise sounds of importance to me, eg, those in my name. b. I can clap/count the syllables in words. c. I can spot & suggest rhymes d. I understand the five concepts of print.
Reception	a. I can say some of the set 1 sounds in CVC words b. I am beginning to be aware of how to blend the sounds together	a. I can say the set 1 sounds in CVC words b. I am beginning to orally segment words (e.g, adult says cat and child says c-a-t) c. I am beginning to orally blend words (e.g. adult says m-a-n and child says man) d.I can segment the sounds in CVC words for reading e. I can blend the sounds in CVC words for reading	c. I can segment and blend simple words matched to my phonics knowledge d. I can read captions e.g. the cat and the dog e. I can read most of the tricky words related to my RWI group f. I re-read books to build word reading & fluency.	a. I can read CVC words containing set 1 sounds b. I can read CVCC/CCVC words containing known digraphs c. I can read simple sentences and books matched to my phonics d. I can read tricky words from RWI green group confidently
ELG	<p>Say a sound for each letter and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>			

Reading - Comprehension

	Baseline	Autumn 2	Spring	Summer
Comprehension (Understanding & retelling)				
Nursery	I enjoy sharing books with adults.	I can start to engage in play around familiar stories using props.	a. I can engage in play around familiar stories. b. I can sequence key events from stories that are familiar.	a. I am beginning to retell some familiar stories. b. I am beginning to talk about stories I have heard
Reception	a. I can talk about stories I have heard b. I am beginning to retell some familiar stories.	a. I can retell the key events in stories b. I am starting to recall facts from non-fiction	a. I can retell key events from stories I have read b. I can describe the key events in detail c. I can recall facts from a non-fiction book d. I re-read books to gain further understanding and for enjoyment.	a. I can explain what I have read or has been read to me b. I can retell simple stories c. I can recall facts from information
Comprehension (Prediction)				
Nursery	I can say a word linked to the story.	I can say how a picture from the story makes me feel.	I can say from the front cover who might be in the story.	I am beginning to talk about stories I have heard.
Reception	I can talk about stories I have heard	I can talk about what has happened in the story so far	I can say what might happen next linked to other similar stories	I can say what I think might happen next
Comprehension (Vocabulary)				
Nursery	I can say a word linked to the story.	I can say how a picture from the story makes me feel.	I can say from the front cover who might be in the story.	I am beginning to talk about stories I have heard
Reception	I can join in with familiar rhymes and songs (and some patterned stories)	I can listen carefully to stories, rhymes, non-fiction, and songs	I can talk about stories, rhymes, non-fiction, and songs	I can use new vocabulary throughout my play
ELG	<p>Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary</p> <p>Anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>			

