



Reception Reading Skills Progression

(supported by the whole school Phonics progression)



		Autumn	Spring	Summer
Word reading		Develop their phonological awareness to: <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. Recognise all taught Set 1 sounds including some digraphs. 	Develop their phonological awareness to: <ul style="list-style-type: none"> Able to complete a rhyming string. Begin to use Fred fingers to identify how many sounds are in a word. Can supply words with the same initial sound for set 2 single sounds. 	Develop their phonological awareness to: <ul style="list-style-type: none"> Recognises and uses rhyme in daily conversation. Use Fred Fingers to segment and read words. Can identify words containing the same digraph or trigraph e.g ai, snail, rain. lgh, high, sigh. Recognise all taught Set 2 sounds.
		Begin to read individual letters by saying the sounds for them. Recognise all taught Set 1 sounds including some digraphs.	Recognise some taught Set 2 sounds. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<u>ELG Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs.
		Begin to blend sounds into words, so that they can read short words made up of known letter–sound correspondences.	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	<u>ELG Word Reading</u> Read words consistent with their phonic knowledge by sound-blending
		Begin to read CVC words containing known letter-sound correspondences.	Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.	<u>ELG Word Reading</u> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Comprehension		Asks questions about stories.	Answer questions about a text that has been read to them.	<u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
		Repeat words and phrases from familiar stories.	Begin to predict what might happen next in a story.	<u>ELG Comprehension</u> Anticipate – where appropriate – key events in stories
		Repeat new vocabulary in a context of a story.	Begin to use modelled vocabulary during role play for example in the Small World.	<u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
		Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.	Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.