

Vine Core Curriculum

Termly Curriculum Overviews – Reading

Year Group – Reception

	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> - 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. - Begin to read individual letters by saying the sounds for them - Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences - Begin to read CVC words containing known letter-sound correspondences - Can match taught graphemes and phonemes - Can blend and read CVC words containing taught sounds - Can read taught tricky words 	<ul style="list-style-type: none"> - Develop their phonological awareness to): <ul style="list-style-type: none"> • Able to complete a rhyming string. • Begin to sound buttons to identify how many sounds are in a word. • Can supply words with the same initial sound for phase 2 single sounds. - Recognise all taught sounds, including some digraphs - Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences - Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words 	<p><u>ELG Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><u>ELG Reading</u> Read words consistent with their phonic knowledge by sound-blending.</p> <p><u>ELG Reading</u> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Comprehension	<ul style="list-style-type: none"> - Develop a love of stories and listens attentively to story time - Ask questions about stories - Repeat words and phrases from familiar stories - Repeat new vocabulary in a context of a story - Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone - Be able to talk about the main events in the story and predict what might happen - Can retell a story using role play or small world resources, using some story language 	<ul style="list-style-type: none"> - Answer questions about a text that has been read to them - Begin to predict what might happen next in a story - Begin to use modelled vocabulary during role play for example in the Small World. - Seek familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story - Retell or make up own stories using vocabulary that has been learnt. - Identify non-fiction texts, remembering facts. 	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p><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.</p> <p><u>ELG Comprehension</u> Anticipate – where appropriate – key events in stories.</p> <p><u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>