

	<i>Year group: Reception</i>	<i>Term: Autumn</i>
	<i>(Objectives from NC/ELG/Development matters)</i> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	

<i>Prior learning</i>	<i>Future learning</i>
<i>Children have been developing their pronunciations and sentence building to hold conversations.</i>	<i>Children will begin to articulate and form ideas and thoughts into clear and concise sentences.</i> <i>Children will begin to apply the sounds for reading.</i>

What pupils need to know or do to be secure

Key knowledge and skills

Decoding	Reading Comprehension	The Reader	Speaking and Listening
Can identify initial sounds in words. Can apply sounds taught for reading. Can read clearly and loudly enough to be heard by an adult. Can recall the sounds taught this term (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, ff, ll, j, v, w, x, y, z, zz, qu, sh, ch, th, ng, nk, ai, ee, ugh, oa)	Can use illustrations as a means for comprehension and understanding. Can ask simple questions about a story. Can recall key events of a book listened to. Can share own ideas and feelings.	Can join in with repeated phrases. Understands that words are read from left to right. Can use finger to follow along sounds. Knows that stories have a beginning, middle and end. Respond to familiar rhymes and stories. Read CEW that have been taught this term.	Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Knows to look at who's talking and think about what they're saying. • Listens to and understands instructions about what they are doing, without needing to look up. • Understands 2 to 3 part spoken instructions:

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Reasonable adjustments for pupils with SEND

Communication and Interaction Passwords on doors Reading cafes SEN cafes SEN library bus Flashcards Mixed year group reading opportunities (e.g Y1 reading to Reception) Sharing books with peers Access to teacher books and sharing books that have already been read in their own way. Sound tubs.	Cognition and Learning 1:1 intervention Lessons relevant to learning level Decodable books sent home linking to the learning for that week. Sound mats Sounds displayed in the classroom to access.
Social, Emotional and Mental health Achievements linking to Thinkosaur, tryosaur - Growth Mindset Reading a story that they enjoy in their own way to their peers at the end of the day.	Sensory and Physical Writing in sand Writing in Glitter Writing on top of paint bags Chalk writing on pavements/walls Large A4 flashcards Magnetic letters