

	Year group: Reception	Term: Spring
(Objectives from NC/ELG/Development matters) 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.		

Prior learning	Future learning
Children can identify initial sounds in words. Children can apply sounds taught through the phonics scheme for reading. Children can ask questions to find out more about a specific text.	Children will be able to describe events in some detail. Beginning to understand the features of a book, e.g. a full stop is to pause.

What pupils need to know or do to be secure

Key knowledge and skills

Decoding	Reading Comprehension	The Reader	Speaking and Listening
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 (oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow) Can use phonics knowledge to read simple sentences. Can use phonetic knowledge as a route to decode words. Knows sounds for most letters of the alphabet. Can blend CVC words.	Can recall who the characters are. Can ask simple why, who, what, where questions. Can retell a story from memory. Can make predictions of what they think might happen next.	Can point to words when reading to follow along carefully. Read CEW that have been taught this term. Can point to the correct word when 'reading' simple texts from memory.	Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Develop social phrases. Can answer a 'How' or 'Why' question: Knows words can be put into groups and can give common examples in them: Says words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables Lists events with some detail

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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

