

	<i>Year group: Reception</i>	<i>Term: Summer</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 can confidently recall the sounds that have been taught through the teaching of the phonics scheme.</i> <i>Is beginning to use phonetic knowledge as a route to decode books.</i>	<i>Children will be able to respond speedily with the correct sound to grapheme.</i> <i>Read words in with the sounds that have been taught through the phonetic scheme.</i> <i>Use new vocabulary in different contexts.</i>

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 (ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c)	Can explain the setting of a book/story. Can make predictions about a book. Can put parts of a story in order.	Read CEW that have been taught this term. Knows the difference between a fiction and non-fiction book. Understands the use of a full stop. Knows where a capital letter and full stop come in a sentence for reading.	Connect one idea or action to another using a range of connectives Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Uses words more specifically to make the meaning clearer: Confidently starts and takes part in individual and group conversations. • Joins in and organises co-operative role play with friends and can pretend to be someone else talking.

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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

