

Reception Skills Progression Reading

Autumn 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<ul style="list-style-type: none"> - To understand that information can be gained from a text. - To recognise my own name when written. - To locate books in the school environment eg: book corner/ library. - To say the initial sound in a word. <p>On-going through Autumn term.</p>	<ul style="list-style-type: none"> - To handle and hold books correctly. -To turn pages of books from front to back. - To recognise my own name when written. -To listen to stories with pictures read by an adult. - To read the tricky word: I 	<ul style="list-style-type: none"> - To handle and hold books correctly. - To understand that printed English tracks from left to right. -To listen to stories with pictures read by an adult. -To read the tricky words: go 	<ul style="list-style-type: none"> - To discuss the pictures and illustrations of a story I have been read. -To listen to stories with pictures read by an adult. - To say a single sound linked to a letter. - To read the tricky words: to the 	<ul style="list-style-type: none"> -To recall the key events in a story using the pictures for clues. -To listen to stories with pictures read by an adult. - To discuss the pictures and illustrations of a story I have been read. - To read the tricky word: no 	<ul style="list-style-type: none"> - To listen to stories with pictures read by an adult. - To discuss the characters and setting in a story. - To read the tricky word: I go to the no

Autumn 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<ul style="list-style-type: none"> - To listen to and join in with familiar nursery rhymes and poems. - To join in with repeating phrases. - To recognise the tricky words: I the a to 	<ul style="list-style-type: none"> - To listen to and join in with familiar nursery rhymes and poems. - To recognise rhyming words. - To recognise the tricky words: he she. 	<ul style="list-style-type: none"> - To listen to and match rhyming words. - To recognise the tricky words: we be 	<ul style="list-style-type: none"> - To listen to stories with the support of pictures. - To track words with a finger whilst they are read to me. - To recognise the tricky word: my 	<ul style="list-style-type: none"> - To sequence the events in a story. - To predict how a story might end. - To recognise the tricky word: her 	<ul style="list-style-type: none"> - To predict how a story might end. - To recognise familiar printed text eg: logo. - To recognise the tricky words: you they

Spring 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<ul style="list-style-type: none"> - To independently select books. - To segment and blend simple cvc words. - To recognise 2 letter sounds. On-going through Spring term. - To recall all tricky words I have already learnt 	<ul style="list-style-type: none"> - To independently select books and discuss what I like about them. - To segment and blend simple cvc words. - To recognise the tricky words you they on she. - To recall all tricky words I have already learnt. 	<ul style="list-style-type: none"> - To explore a range of texts eg: comics, recipes etc. - To segment and blend simple cvc words. - To recognise the tricky words: we was 	<ul style="list-style-type: none"> - To segment and blend cvc words including a 2 letter sound. - To match words to pictures. - To explore a range of texts eg: packaging, cards and signs - To recognise the tricky word: be 	<ul style="list-style-type: none"> - To segment and blend cvc words including a 2 letter sound. - To match words to pictures. - To explore a range of texts eg: comics, recipes. - To recognise the tricky word: into 	<ul style="list-style-type: none"> - To segment and blend cvc words including a 2 letter sound. - To explore a range of texts eg: comics, recipes, instructions. - To retell a story that has been read to me.

Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<ul style="list-style-type: none"> - To locate non-fiction texts in my school environment eg: learning areas, library. - To segment and blend words containing 2 letter (digraphs) sounds 	<ul style="list-style-type: none"> - To discuss and explore new words found in books. - To explore the features of a non – fiction text. - To segment and blend words containing 2 letter (digraphs) sounds. 	<ul style="list-style-type: none"> - To discuss and explore new words found in books. - To explore the features of a non – fiction text. - To segment and blend words containing 2 letter (digraphs) sounds. 	<ul style="list-style-type: none"> - To discuss the features of a non-fiction text. - To segment and blend words containing 2 letter(digraphs) sounds. - To explore rhyming words. 	<ul style="list-style-type: none"> - To discuss the features of a non-fiction text. - To read words containing more than three sounds eg: tent, camp - To continue rhyming words. 	<ul style="list-style-type: none"> - To discuss the features of a non-fiction text. - To read words containing more than three sounds eg: trick, slump. - To continue rhyming words.

Summer 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<ul style="list-style-type: none"> - To read simple sentences. - To read words containing more than three sounds eg: went. - To recall all tricky words I have already learnt. 	<ul style="list-style-type: none"> - To match pictures to simple sentences. - To read words containing more than three sounds eg: strike. - To discuss the meaning of simple sentences. 	<ul style="list-style-type: none"> - To discuss a text that I have just read. - To read words containing more than three sounds eg: ground. 	<ul style="list-style-type: none"> - To discuss a text that I have just read. - To read polysyllabic words eg: treetop. - To recall all tricky words I have already learnt. 	<ul style="list-style-type: none"> - To read polysyllabic words eg: pumpkin. - To retell a story I have just read. 	<ul style="list-style-type: none"> - To read polysyllabic words eg: fighting. - To retell a story I have just read.

Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<ul style="list-style-type: none"> - To understand that '?' indicates a question. - To retell a story I have just read. - To read some tricky words containing a contraction: don't I'm 	<ul style="list-style-type: none"> - To identify questions in a text. - To retell a story I have just read. - To read the tricky words: your old by 	<ul style="list-style-type: none"> - To understand that '!' indicates surprise or shock. - To confidently select from a range of different texts. - To read the tricky words: your old by 	<ul style="list-style-type: none"> - To use grammatical features to read with expression. - To confidently select from a range of different texts. - To read the tricky words: their people Mr, Mrs. 	<ul style="list-style-type: none"> - To use grammatical features to read with expression. - To confidently select from a range of different texts and explain their meaning. - To read tricky words containing a suffix: called, asked. 	<ul style="list-style-type: none"> - To use grammatical features to read with expression. - To confidently select from a range of different texts and explain their meaning.