Reception

The pupil can….

Decoding:

- Distinguish between a word, a letter and a space.
- Use developing GPC knowledge to sound and blend simple VC and CVC words.
- Know a wider range of GPCs and can sound and blend to read most CVC words (including words with double letters, e.g. bell, hill).
- Point to a full stop in text.
- Start to blend adjacent consonants in words (in a range of combinations: CVCC CCVC).
- Read words with consonant diagraphs: ch, sh, th, ng.
- Read most of YR high frequency word list.
- Know the function of full stops when reading and shows this in their reading aloud.
- Read most common CVC words automatically, without the need for sounding and blending.
- Confidently sound and blend words containing vowel and consonant digraphs and some words with adjacent consonants.

Retrieval:

-Talk about the main points / key events in a text (e.g. main story setting, events, principle character).
- Know that information can be retrieved from different sources of information such as books, posters and computers
-Retell familiar stories with growing confidence.
-Talk about main points or key events in a simple text.
-Sequence the important parts of a familiar story in order.

Exploration:

-State simple likes / dislikes about familiar texts.
-Recognise language patterns in stories, rhymes and poems (e.g. repeated phrases, rhyme, alliteration).
-Understand the terms: book, cover, beginning, middle, end, page, word, letter, line.
-Talk about the main points / key events in a text (e.g. main story setting, events, principle character).

Analysing:

-Understand the terms: book, cover, beginning, middle, end, page, word, letter, line.
-Recognise language patterns in stories, rhymes and poems (e.g. repeated phrases, rhyme, alliteration).
-Sequence the important parts of a story that is known to the reader in order.

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-Know that information can be retrieved from different sources of information such as books, posters and computers.

Deduction and inference:

-When prompted, use illustrations to support talk about what is happening in a text and to predict what might happen next.
-Start to make predictions based on titles, text, blurb and / or illustrations.
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