

Reading Long Term Plan RECEPTION 2020-2021

EARLY ADOPTER DEVELOPMENT MATTERS STATEMENTS 2020 Children in Reception Literacy		EARLY ADOPTER Early Learning Goal 2020 Comprehension Children at the expected level of development will:					
	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ○ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; ○ Anticipate – where appropriate – key events in stories; ○ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> Children at the expected level of development will: <ul style="list-style-type: none"> ○ Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; ○ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Pupils should have opportunities to listen frequently to stories. A selection of books from various recommended reading lists with some specific books relating to topics and terms. This list does not contain the full extent of the books which will be read to the children throughout the year.							
The One O’clock Club	The Queen’s Crown How many sleeps till my Birthday? The Birthday Invitation The Helpful Hedgehog Tree The Biggest Baddest Wolf The 3 little wolves and the Big Bad Pig A Wolf at the Door The True story of the 3 little Pigs Rufus and the Blackberry Monster The Little Red Hen makes a Pizza The Rhyming Rabbit	One Snowy Night Pumpkin Soup Oliver’s Vegetables Mrs Blackhat Funny Bones Meg and Mog Veg Glue Foxes in the Snow Coming Home The Christmas Eve Tree Shhhh! Penguin Post Stuck Stick Stanley’s Stick Stick Man	Chinese New Year The First Hippo on the Moon This Moose belongs to us. Oi Dog Oi Frog Oi Cat Oi Duck billed platypus You’re called what?	Mr Wolf’s Pancakes Rhinos don’t eat pancakes Tadpoles The Frog Prince I am a Frog Tadpoles and Frogs How do frogs swallow with their eyes?	Mr Gumpy’s motor car Mr Gumpy’s outing You can’t take an elephant on a bus Bog Baby Rosie’s Walk The Tiny Seed Jack and the Beanstalk Acorn to Oak Jasper’s Beanstalk Oliver’s Vegetables Oliver’s Fruit Salad	Dear Daddy LONGER TEXTS The Enormous Crocodile The Giraffe the Pelly and Me The Enchanted Wood Winnie the Witch	

Additional books not arranged by topic or term.	RHYMES AND POEMS	NUMBER BOOKS	6 CHALLENGING READING BOOKS (Pie Corbett)	Bear's Don't Read Cat's Ahoy Dear Mrs LaRue Winnie's Magic Wand Norman the slug with the Silly Shell Brown Bear, Brown Bear Suddenly The Tiger who came to tea	The Light House Keepers Lunch Giraffes Can't Dance My cat likes to hide in boxes The Queen's Handbag Not now Bernard Pass the Jam	The Gruffalo's Child The Stick Man The Bumble Bear The day the Crayons Quit Kitchen Disco Each peach, pear, plum Doctor Dog
	Wiggle and Roar Utterly Brilliant Poetry First Poetry Book	Centipede's 100 shoes 1 is a snail and 10 is a crab Spinderella Anna's count	<ul style="list-style-type: none"> • Owl Babies • Handa's Surprise • Six Dinner Sid • Whatever Next • Mrs Armatage on Wheels • Shhhh! 			

Reading Skills Progression	Revision of Phase 1 Aspects Begin Phase 2 – introduction of letters and continue with oral blending and segmenting	As previous plus; Begin Phase 3	As previous plus; Continue with Phase 3	As previous plus; Revise any tricky Phase 3 graphemes	As previous plus; Begin Phase 4 – longer strings of Phase 2&3 sounds. CCVC, CVCC	As previous plus; Continue with Phase 4
<p>Cross curricular skills</p> <p>To read for a range of purposes.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To read all Phase 2, 3 & 4 High Frequency and Tricky Words.</p>						