



## Reading Long Term Plan

	Nursery Expected	Reception Expected
Word Reading	<ul style="list-style-type: none"> <li>Begins to develop phonological and phonemic awareness</li> <li>Recognises rhythm in spoken words, songs, poems and rhymes.</li> <li>Claps or taps the syllables in words during sound play.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example.</li> <li>Begins to develop phonological and phonemic awareness.</li> <li>Hears and says the initial sound in words.</li> <li>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Starts to link sounds to letters.</li> <li>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</li> </ul>
	<ul style="list-style-type: none"> <li>Begins to develop phonological and phonemic awareness</li> <li>Shows awareness of rhyme and alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Begins to develop phonological and phonemic awareness</li> <li>Continues a rhyming string and identifies alliteration</li> <li>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>Starts naming and sounding the letters of the alphabet</li> <li>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</li> </ul>
	<ul style="list-style-type: none"> <li>Begins to orally segment and blend.</li> <li>Begins to develop phonological and phonemic awareness</li> <li>Hears and says the initial sound in words.</li> <li>Claps or taps the syllables in words during sound play.</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</li> <li>Can read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences.</li> </ul>
Listening attention and understanding	<ul style="list-style-type: none"> <li>Listens to others in one-to-one or small groups, when conversation interests them</li> <li>Listens to familiar stories with increasing attention and recall</li> <li>Is able to follow directions (if not intently focused)</li> </ul>	<ul style="list-style-type: none"> <li>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> </ul>



## Reading Long Term Plan

	Nursery Expected	Reception Expected
	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Focusing attention - can still listen or do, but can change their own focus of attention</li> <li>• Understands use of objects (e.g. Which one do we cut with?)</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>• Able to follow a story without pictures or props</li> <li>• Understands questions such as who; why; when; where and how</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> </ul>
	<ul style="list-style-type: none"> <li>• Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</li> <li>• Beginning to understand why and how questions</li> <li>• Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Holds books the correct way up and knows where to begin reading.</li> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</li> <li>• Knows the difference between the print and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes main story settings, events and principal characters in increasing detail.</li> <li>• Is able to recall, discuss and verbally answer questions about stories or information that they have read themselves.</li> <li>• Understands a range of complex sentence structures including negatives, plurals and tense markers</li> </ul>
	<ul style="list-style-type: none"> <li>• Looks at and enjoys print independently</li> <li>• Can turn pages correctly and carefully.</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.</li> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction.</li> </ul>
	<ul style="list-style-type: none"> <li>• Knows that information can be retrieved from books, computers and mobile digital devices.</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Can turn pages correctly and carefully and can follow the story, recognising when a section has been missed out.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate - where appropriate - key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>