

Learning and Progression Steps for Reading in Reception Group Grids



What are Learning and Progression Group Grids for Reading in Reception?

The Learning and Progression Group Grids for Reading in Reception have been organised into half termly grids which support planning for reading, and can be used to support formative and summative assessment. These are to be utilised flexibly as small steps of progression, considering children's starting points and their individual journey through the skills of reading.

They outline the phonic progression for word reading, including grapheme, phoneme correspondences, tricky words and high frequency words, alongside comprehension development. Insert the specific phonic progression, tricky words and high frequency words for your systematic, synthetic programme alongside each Learning and Progression Step.

The comprehension statements have been derived from the Early Years Foundation Stage Statutory Framework, Development Matters, Birth to Five and the expertise of LPDS Early Literacy Consultants. They are designed to support teachers to plan appropriate learning opportunities for the whole class, groups, and individual children, in order to meet end of year expectations in reading. Additional bold print within the comprehension steps, highlight the changes in progression towards the Key Learning statement.

The grids can be used by practitioners for groups and/or individual children in order to support record keeping of a child's reading development and track progress.

Reception Reading LAP 1 – Autumn 1

| Name | | | | | | |
|--|--|--|--|--|--|--|
| Word Reading with GPCs | | | | | | |
| Blend phonemes orally within VC and CVC words. | | | | | | |
| Recognise and correctly enunciate GPCs introduced. | | | | | | |
| Read words consistent with their phonic knowledge by accurately sound blending. | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words: sentences and decodable texts containing the graphemes: | | | | | | |
| Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding. | | | | | | |
| Distinguish between a word, a letter and a space. | | | | | | |
| Tricky Words and High Frequency Words | | | | | | |
| Read word, sentences and decodable texts with the tricky word: | | | | | | |
| Read High Frequency Words: | | | | | | |
| Comprehension | | | | | | |
| Listen to stories or information that has been read to them. | | | | | | |
| Recite simple rhymes . | | | | | | |
| Understand the difference between text and illustrations. | | | | | | |
| Knows that in English print is read from left to right and top to bottom. | | | | | | |
| Hold a book correctly and turn pages from front to back. | | | | | | |
| Talk about the front cover, title and illustrations in stories. | | | | | | |
| Discuss specific information in non-fiction texts, e.g. <i>labels, images</i> . | | | | | | |
| Look closely at the illustrations to develop understanding of the story. | | | | | | |
| Activate knowledge linked to own experiences, e.g. Tell me about your family. | | | | | | |
| Explore new vocabulary, provided by an adult , linked to stories, non-fiction, rhymes and themes. | | | | | | |
| Use recently introduced vocabulary appropriately during discussions. | | | | | | |
| Say how they feel about stories. | | | | | | |

Reception Reading LAP 2 - Autumn 2

| | Name | | | | | |
|--|------|--|--|--|--|--|
| Word Reading with GPCs | | | | | | |
| Blend phonemes orally within CVC words. | | | | | | |
| Recognise and correctly enunciate GPCs introduced. | | | | | | |
| Read words consistent with their phonic knowledge by accurately sound blending. | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding. | | | | | | |
| Distinguish between a word, a letter and a space. | | | | | | |
| Tricky Words and High Frequency Words | | | | | | |
| Read words, sentences and decodable texts with the tricky words: | | | | | | |
| Read words, sentences and decodable texts with the tricky words: | | | | | | |
| Read words, sentences and decodable texts with the tricky words: | | | | | | |
| Comprehension | | | | | | |
| Listen to and discuss stories or information that has been read to them. | | | | | | |
| Recite simple rhymes and songs . | | | | | | |
| Understand the difference between text and illustrations. | | | | | | |
| Knows that in English print is read from left to right and top to bottom and that print conveys meaning . | | | | | | |
| Hold a book correctly and turn pages from front to back. | | | | | | |
| Talk about the front cover, title and illustrations in stories. | | | | | | |
| Discuss specific information in non-fiction texts, e.g. <i>labels, images</i> . | | | | | | |
| Make predictions and anticipate key events based on illustrations and title in stories that have been read to them. | | | | | | |
| Look closely and discuss the illustrations to develop understanding of the story. | | | | | | |
| Activate knowledge linked to own experiences, e.g. <i>What do you know about where you live?</i> | | | | | | |

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|---|--|--|--|--|--|--|
| Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree</i> . | | | | | | |
| Use recently introduced vocabulary appropriately during discussions about texts . | | | | | | |
| Respond to questions using who and what linked to texts and illustrations. | | | | | | |
| Identify the main characters in stories. | | | | | | |
| Explore what a character might say . | | | | | | |
| Identify the main events in stories, e.g. <i>Discuss what happened at the beginning, during and end of a story</i> . | | | | | | |
| Use actions and pictures to orally retell stories and rhymes in their own words. | | | | | | |
| Role play stories using simple props and recently introduced vocabulary. | | | | | | |
| Say how they feel about stories. | | | | | | |

Reception Reading LAP 3 – Spring 1

| | Name | | | | | |
|--|------|--|--|--|--|--|
| Word Reading with GPCs | | | | | | |
| Blend phonemes orally within CVC words. | | | | | | |
| Recognise and correctly enunciate GPCs introduced. | | | | | | |
| Read words consistent with their phonic knowledge by accurately sound blending. | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Recognise upper case letters of the alphabet alongside lower case to support decoding. | | | | | | |
| Tricky Words and High Frequency Words | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Comprehension | | | | | | |
| Listen to and discuss stories or information that has been read to them. | | | | | | |
| Recite simple rhymes and songs . | | | | | | |
| Understand and discuss the difference between text and illustrations. | | | | | | |
| Knows that in English print is read from left to right and top to bottom and that print conveys meaning . | | | | | | |
| Talk about the front cover, title and illustrations in stories. | | | | | | |
| Discuss specific information in non-fiction texts, e.g. <i>labels, images, captions and contents page</i> . | | | | | | |
| Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them. | | | | | | |
| Look closely and discuss the illustrations to develop understanding of the story. | | | | | | |
| Activate prior knowledge , e.g. <i>What do you know about the queen?</i> | | | | | | |
| Explore, discuss and revisit new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree</i> . | | | | | | |

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|--|--|--|--|--|--|--|
| Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories. | | | | | | |
| Respond to questions using <i>who</i> , <i>what</i> and <i>where</i> linked to texts and illustrations. | | | | | | |
| Respond to questions about <i>how</i> and <i>why</i> something is happening. | | | | | | |
| Identify and describe the main characters in stories. | | | | | | |
| Explore what a character might say or feel . | | | | | | |
| Identify the main events in stories, e.g. <i>Discuss what happened at the beginning, during and end of a story.</i> | | | | | | |
| Use actions and pictures to orally retell stories and rhymes in their own words. | | | | | | |
| Role play stories using simple props and recently introduced vocabulary. | | | | | | |
| Say how they feel about stories, songs and rhymes . | | | | | | |

Reception Reading LAP 4 – Spring 2

| Name | | | | | | |
|---|--|--|--|--|--|--|
| Word Reading with GPCs | | | | | | |
| Blend phonemes orally within CVC words. | | | | | | |
| Recognise and correctly enunciate GPCs introduced. | | | | | | |
| Read words consistent with their phonic knowledge by accurately sound blending. | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Recognise upper case letters of the alphabet alongside lower case to support decoding. | | | | | | |
| Tricky Words and High Frequency Words | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Comprehension | | | | | | |
| Listen to and discuss stories or information that has been read to them, or they have read themselves. | | | | | | |
| Recite a range of simple rhymes and songs. | | | | | | |
| Understand and discuss the difference between text and illustrations. | | | | | | |
| Knows that in English print is read from left to right and top to bottom and that print conveys meaning. | | | | | | |
| Talk about the front cover, title and illustrations in stories. | | | | | | |
| Discuss specific information in non-fiction texts, e.g. <i>labels, images, captions and contents page.</i> | | | | | | |
| Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. | | | | | | |
| Look closely and discuss the illustrations to develop understanding of the story. | | | | | | |
| Activate prior knowledge , e.g. <i>Where might you see some animals?</i> | | | | | | |
| Explore, discuss and revisit new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i> | | | | | | |

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| Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories. | | | | | | |
| Respond to questions using <i>who, what, where</i> and when linked to texts and illustrations. | | | | | | |
| Respond to questions about <i>how</i> and <i>why</i> something is happening. | | | | | | |
| Identify and describe the main characters in stories. | | | | | | |
| Explore what a character might say and feel. | | | | | | |
| Identify and discuss the main events in stories, e.g. <i>Why did the wolf run away?</i> | | | | | | |
| Use actions and pictures to orally retell stories and rhymes in their own words. | | | | | | |
| Role play stories and events using simple props and recently introduced vocabulary. | | | | | | |
| Say how they feel about stories, songs, rhymes and non-fiction. | | | | | | |

Reception Reading LAP 5 – Summer 1

| Reception Reading LAP 5 – Summer 1 | | | | | | |
|---|------|--|--|--|--|--|
| | Name | | | | | |
| Word Reading with GPCs | | | | | | |
| Blend phonemes orally within CVC words. | | | | | | |
| Recognise and correctly enunciate GPCs introduced. | | | | | | |
| Read words consistent with their phonic knowledge by accurately sound blending. | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing the graphemes: | | | | | | |
| Read words, sentences and decodable texts containing: | | | | | | |
| Recognise upper case letters of the alphabet alongside lower case to support decoding. | | | | | | |
| Tricky Words and High Frequency Words | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Comprehension | | | | | | |
| Listen to and discuss stories or information that has been read to them, or they have read themselves. | | | | | | |
| Recite a range of simple rhymes, songs and poems. | | | | | | |
| Understand the difference between text and illustrations in a range of text types. | | | | | | |
| Knows that in English print is read from left to right and top to bottom and that print conveys meaning in an range of texts. | | | | | | |
| Talk about the front and back cover in stories, discuss the title and illustrations. | | | | | | |
| Discuss specific information in non-fiction texts e.g. <i>labels, images, captions, contents page and glossary.</i> | | | | | | |
| Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. | | | | | | |
| Look closely and discuss in more detail the illustrations to develop understanding of the story. | | | | | | |
| Activate prior knowledge e.g. What do you know about sharks? | | | | | | |

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| Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry , rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree</i> . | | | | | | |
| Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes and themes , and when retelling stories. | | | | | | |
| Respond to questions using <i>who, what, where and when</i> linked to texts and illustrations. | | | | | | |
| Respond to questions about <i>how</i> and <i>why</i> something is happening. | | | | | | |
| Identify, describe and discuss the main characters in stories. | | | | | | |
| Explore what a character might say and feel . | | | | | | |
| Identify, discuss and sequence the main events in stories. | | | | | | |
| Use actions and pictures to orally retell stories in their own words. | | | | | | |
| Role play stories and events using simple props and recently introduced vocabulary. | | | | | | |
| Say how they feel about stories, songs, rhymes, non-fiction and poems . | | | | | | |

Reception Reading LAP 6 – Summer 2

| Name | | | | | | |
|---|--|--|--|--|--|--|
| Word Reading with GPCs | | | | | | |
| Blend phonemes orally within: | | | | | | |
| Recognise and correctly enunciate GPCs introduced. | | | | | | |
| Read words consistent with their phonic knowledge by accurately sound blending. | | | | | | |
| Read words, sentences and decodable texts containing: | | | | | | |
| Read words, sentences and decodable texts containing: | | | | | | |
| Read words, sentences and decodable texts containing: | | | | | | |
| Recognise upper case letters of the alphabet alongside lower case to support decoding. | | | | | | |
| Tricky Words and High Frequency Words | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the tricky word: | | | | | | |
| Read words, sentences and decodable texts with the high frequency word: | | | | | | |
| Comprehension | | | | | | |
| Listen to and discuss stories or information that has been read to them, or they have read themselves. | | | | | | |
| Recite a range of simple rhymes, songs and poems. | | | | | | |
| Understand the difference between text and illustrations in a range of text types. | | | | | | |
| Knows that in English print is read from left to right and top to bottom and that print conveys meaning in an range of texts. | | | | | | |
| Talk about the front and back cover in stories, discuss the title and illustrations. | | | | | | |
| Discuss specific information in non-fiction texts e.g. <i>labels, images, captions, contents page and glossary.</i> | | | | | | |
| Make predictions and anticipate key events, with increasing confidence , based on illustrations, story content and title in stories that have been read to them, or they have read themselves. | | | | | | |
| Look closely and discuss in more detail the illustrations to develop understanding of the story. | | | | | | |
| Activate prior knowledge , e.g. <i>Do you know any stories about bears?</i> | | | | | | |

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|---|--|--|--|--|--|--|
| Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry , rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree</i> . | | | | | | |
| Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes, poetry and themes, and when retelling stories. | | | | | | |
| Respond to questions using <i>who, what, where</i> and when linked to texts and illustrations. | | | | | | |
| Respond to questions about <i>how</i> and <i>why</i> something is happening. | | | | | | |
| Identify, describe and discuss the main characters in stories. | | | | | | |
| Explore what a character might say, feel and/or think . | | | | | | |
| Identify, discuss and sequence the main events in stories. | | | | | | |
| Use actions and pictures to orally retell stories in their own words. | | | | | | |
| Role play stories and events using simple props and recently introduced vocabulary. | | | | | | |
| Say how they feel about stories, songs, rhymes, non-fiction and poems . | | | | | | |

Early Learning Goal - Word Reading

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.

Early Learning Goal – Comprehension

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.

Learning and Progression Steps for Reading in Reception (Word Reading)

LAP 1

| Word Reading with GPCs | Tricky Words and High Frequency Words |
|---|---|
| Blend phonemes orally within VC and CVC words. | Read word, sentences and decodable texts with the tricky word |
| Recognise and correctly enunciate GPCs introduced. | Read High Frequency Words: |
| Read words consistent with their phonic knowledge by accurately sound blending. | |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words: sentences and decodable texts containing the graphemes: | |
| Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding. | |
| Distinguish between a word, a letter and a space. | |

Learning and Progression Steps for Reading in Reception (Word Reading)

LAP 2

| Word Reading with GPCs | Tricky Words and High Frequency Words |
|--|--|
| Blend phonemes orally within CVC words. | Read words, sentences and decodable texts with the tricky words: |
| Recognise and correctly enunciate GPCs introduced. | Read words, sentences and decodable texts with the tricky words: |
| Read words consistent with their phonic knowledge by accurately sound blending. | Read words, sentences and decodable texts with the tricky words: |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words, sentences and decodable texts containing the graphemes: | |
| Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding. | |
| Distinguish between a word, a letter and a space. | |
| | |

Learning and Progression Steps for Reading in Reception (Word Reading)

LAP 3

| Word Reading with GPCs | Tricky Words and High Frequency Words |
|--|---|
| Blend phonemes orally within CVC words. | Read words, sentences and decodable texts with the tricky word: |
| Recognise and correctly enunciate GPCs introduced. | Read words, sentences and decodable texts with the tricky word: |
| Read words consistent with their phonic knowledge by accurately sound blending. | Read words, sentences and decodable texts with the tricky word: |
| Read words, sentences and decodable texts containing the graphemes: | Read words, sentences and decodable texts with the tricky word: |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words, sentences and decodable texts containing the graphemes: | |
| Recognise upper case letters of the alphabet alongside lower case to support decoding. | |

Learning and Progression Steps for Reading in Reception (Word Reading)

LAP 4

| Word Reading with GPCs | Tricky Words and High Frequency Words |
|--|---|
| Blend phonemes orally within CVC words. | Read words, sentences and decodable texts with the tricky word: |
| Recognise and correctly enunciate GPCs introduced. | Read words, sentences and decodable texts with the tricky word: |
| Read words consistent with their phonic knowledge by accurately sound blending. | Read words, sentences and decodable texts with the tricky word: |
| Read words, sentences and decodable texts containing the graphemes: | Read words, sentences and decodable texts with the tricky word: |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words, sentences and decodable texts containing the graphemes: | |
| Recognise upper case letters of the alphabet alongside lower case to support decoding. | |

Learning and Progression Steps for Reading in Reception (Word Reading)

LAP 5

| Word Reading with GPCs | Tricky Words and High Frequency Words |
|--|---|
| Blend phonemes orally within CVC words. | Read words, sentences and decodable texts with the tricky word: |
| Recognise and correctly enunciate GPCs introduced. | Read words, sentences and decodable texts with the tricky word: |
| Read words consistent with their phonic knowledge by accurately sound blending. | Read words, sentences and decodable texts with the tricky word: |
| Read words, sentences and decodable texts containing the graphemes: | Read words, sentences and decodable texts with the tricky word: |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words, sentences and decodable texts containing the graphemes: | |
| Read words, sentences and decodable texts containing: | |
| Recognise upper case letters of the alphabet alongside lower case to support decoding. | |

Learning and Progression Steps for Reading in Reception (Word Reading)

LAP 6

| Word Reading with GPCs | Tricky Words and High Frequency Words |
|--|---|
| Blend phonemes orally within: | Read words, sentences and decodable texts with the tricky word: |
| Recognise and correctly enunciate GPCs introduced. | Read words, sentences and decodable texts with the tricky word: |
| Read words consistent with their phonic knowledge by accurately sound blending. | Read words, sentences and decodable texts with the tricky word: |
| Read words, sentences and decodable texts containing: | Read words, sentences and decodable texts with the tricky word: |
| Read words, sentences and decodable texts containing: | Read words, sentences and decodable texts with the high frequency word: |
| Read words, sentences and decodable texts containing: | |
| Recognise upper case letters of the alphabet alongside lower case to support decoding. | |

Early Learning Goal - Word Reading

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.

Learning and Progression Steps for Reading in Reception (Comprehension)

| LAP 1 | LAP 2 | LAP 3 | LAP 4 | LAP 5 | LAP 6 | Key Learning |
|---|---|---|---|---|---|--|
| Listen to stories or information that has been read to them. | Listen to and discuss stories or information that has been read to them. | Listen to and discuss stories or information that has been read to them. | Listen to and discuss stories or information that has been read to them, or they have read themselves. | Listen to and discuss stories or information that has been read to them, or they have read themselves. | Listen to and discuss stories or information that has been read to them, or they have read themselves. | Listen to and discuss stories or information that has been read to them, or they have read themselves. |
| Recite simple rhymes. | Recite simple rhymes and songs. | Recite simple rhymes and songs. | Recite a range of simple rhymes and songs. | Recite a range of simple rhymes, songs and poems. | Recite a range of simple rhymes, songs and poems. | Recite a range of simple rhymes, songs and poems. |
| Understand the difference between text and illustrations. | Understand the difference between text and illustrations. | Understand and discuss the difference between text and illustrations. | Understand and discuss the difference between text and illustrations. | Understand and discuss the difference between text and illustrations in a range of text types. | Understand and discuss the difference between text and illustrations in a range of text types. | Understand and discuss the difference between text and illustrations in a range of text types. |
| Knows that in English print is read from left to right and top to bottom. | Knows that in English print is read from left to right and top to bottom and that print conveys meaning. | Knows that in English print is read from left to right and top to bottom and that print conveys meaning. | Knows that in English print is read from left to right and top to bottom and that print conveys meaning. | Knows that in English print is read from left to right and top to bottom and that print conveys meaning in a range of texts. | Knows that in English print is read from left to right and top to bottom and that print conveys meaning in a range of texts. | Knows that in English print is read from left to right and top to bottom and that print conveys meaning in and range of texts. |
| Hold a book correctly and turn pages from front to back. | Hold a book correctly and turn pages from front to back. | | | | | Hold a book correctly and turn pages from front to back. |
| Talk about the front cover, title and illustrations in stories. | Talk about the front cover, title and illustrations in stories. | Talk about the front cover, title and illustrations in stories. | Talk about the front cover, title and illustrations in stories. | Talk about the front and back cover in stories, discuss the title and illustrations. | Talk about the front and back cover in stories, discuss the title and illustrations. | Talk about the front and back cover in stories, discuss the title and illustrations. |
| Discuss specific information in non-fiction texts e.g. <i>labels, images.</i> | Discuss specific information in non-fiction texts e.g. <i>labels, images.</i> | Discuss specific information in non-fiction texts e.g. <i>labels, images, captions and contents page.</i> | Discuss specific information in non-fiction texts e.g. <i>labels, images, captions and contents page.</i> | Discuss specific information in non-fiction texts e.g. <i>labels, images, captions, contents page and glossary.</i> | Discuss specific information in non-fiction texts e.g. <i>labels, images, captions, contents page and glossary.</i> | Discuss specific information in non-fiction texts e.g. <i>labels, images, captions, contents page and glossary.</i> |

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| | Make predictions and anticipate key events based on illustrations and title in stories that have been read to them. | Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them. | Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. | Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves. | Make predictions and anticipate key events, with increasing confidence , based on illustrations, story content and title in stories that have been read to them, or they have read themselves. | Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in stories that have been read to them, or they have read themselves. |
| Look closely at the illustrations to develop understanding of the story. | Look closely and discuss the illustrations to develop understanding of the story. | Look closely and discuss the illustrations to develop understanding of the story. | Look closely and discuss the illustrations to develop understanding of the story. | Look closely and discuss in more detail the illustrations to develop understanding of the story. | Look closely and discuss in more detail the illustrations to develop understanding of the story. | Look closely and discuss in more detail the illustrations to develop understanding of the story. |
| Activate knowledge linked to own experiences , e.g. <i>Tell me about your family.</i> | Activate knowledge linked to own experiences , e.g. <i>What do you know about where you live?</i> | Activate prior knowledge e.g. <i>What do you know about the queen?</i> | Activate prior knowledge e.g. <i>Where might you see some animals?</i> | Activate prior knowledge e.g. <i>What do you know about sharks?</i> | Activate prior knowledge e.g. <i>Do you know any stories about bears?</i> | Activate prior knowledge e.g. <i>Do you know any stories about bears?</i> |
| Explore new vocabulary, provided by an adult , linked to stories, non-fiction, rhymes and themes. | Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i> | Explore, discuss and revisit new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i> | Explore, discuss and revisit new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i> | Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry , rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i> | Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry , rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i> | Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. <i>word rap, vocabulary wall, word tree.</i> |
| Use recently introduced vocabulary appropriately during discussions. | Use recently introduced vocabulary appropriately during discussions about texts. | Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories. | Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories. | Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes and themes and when retelling stories. | Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes, poetry and themes and when retelling stories. | Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes, poetry and themes and when retelling stories. |

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| | Respond to questions using who and what linked to texts and illustrations. | Respond to questions using who, what and where linked to texts and illustrations. | Respond to questions using who, what, where and when linked to texts and illustrations. | Respond to questions using who, what, where and when linked to texts and illustrations. | Respond to questions using who, what, where, and when linked to texts and illustrations. | Respond to questions using who, what, where and when linked to texts and illustrations. |
| | | Respond to questions about how and why something is happening. | Respond to questions about how and why something is happening. | Respond to questions about how and why something is happening. | Respond to questions about how and why something is happening. | Respond to questions about <i>how</i> and <i>why</i> something is happening. |
| | Identify the main characters in stories. | Identify and describe the main characters in stories. | Identify and describe the main characters in stories. | Identify, describe and discuss the main characters in stories. | Identify, describe and discuss the main characters in stories. | Identify, describe and discuss the main characters in stories. |
| | Explore what a character might say . | Explore what a character might say or feel . | Explore what a character might say and feel . | Explore what a character might say and feel . | Explore what a character might say, feel and/or think . | Explore what a character might say, feel and/or think. |
| | Identify the main events in stories, e.g. <i>Discuss what happened at the beginning, during and end of a story.</i> | Identify the main events in stories, e.g. <i>Discuss what happened at the beginning, during and end of a story.</i> | Identify and discuss the main events in stories, e.g. <i>Why did the wolf run away?</i> | Identify, discuss and sequence the main events in stories. | Identify, discuss and sequence the main events in stories. | Identify, discuss and sequence the main events in stories. |
| | Use actions and pictures to orally retell stories and rhymes in their own words. | Use actions and pictures to orally retell stories and rhymes in their own words. | Use actions and pictures to orally retell stories and rhymes in their own words. | Use actions and pictures to orally retell stories and rhymes in their own words. | Use actions and pictures to orally retell stories and rhymes in their own words. | Use actions and pictures to orally retell stories and rhymes in their own words. |
| | Role-play stories using simple props and recently introduced vocabulary. | Role-play stories using simple props and recently introduced vocabulary. | Role-play stories and events , using simple props and recently introduced vocabulary. | Role-play stories and events , using simple props and recently introduced vocabulary. | Role-play stories and events , using simple props and recently introduced vocabulary. | Role-play stories and events, using simple props and recently introduced vocabulary. |
| Say how they feel about stories. | Say how they feel about stories. | Say how they feel about stories, songs and rhymes . | Say how they feel about stories, songs, rhymes and non-fiction . | Say how they feel about stories, songs, rhymes, non-fiction and poems . | Say how they feel about stories, songs, rhymes, non-fiction and poems . | Say how they feel about stories, songs, rhymes, non-fiction and poems. |

Early Learning Goal – Comprehension

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.

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