

<p style="text-align: center;">Literacy Phonics / Word Reading This is to be used alongside the Reception LTP Reading Plan</p>						<p style="text-align: center;">ELGs</p>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I can orally blend and segment.</p> <p>I am beginning to recognise some of my Phase 2 graphemes.</p> <p>I am beginning to recognise my Phase 2 tricky words.</p> <p>See ALS Pacing Guide for breakdown of taught sets and tricky words.</p>	<p>I can recognise the 26 alphabet letters by saying the sounds for them.</p> <p>I know my Phase 2 graphemes.</p> <p>I can segment and blend words containing the graphemes I know.</p> <p>I know what a digraph is.</p> <p>I know the Phase 2 tricky words.</p> <p>I am beginning to read words and captions containing the Phase 2 sounds I know.</p>	<p>I can recognise some of my Phase 3 graphemes.</p> <p>I know what a trigraph is.</p> <p>I know some of my Phase 3 tricky words.</p> <p>I can track words when reading a sentence.</p> <p>I can recognise how many syllables there are in a word.</p>	<p>I am beginning to read words and sentences containing Phase 3 letters and sounds.</p> <p>I can scan and identify digraphs and trigraphs when reading.</p> <p>I can scan and identify tricky words in a sentence.</p> <p>I know graphemes and phonemes for long vowels.</p> <p>I can read two letter consonant blends. E.g. bl,cl,cr.</p>	<p>I am beginning to fluently read words and sentences containing my Phase 3 letters and sounds.</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>I know at least 10 digraphs.</p> <p>I can recognise all of the tricky words I have been taught so far.</p> <p>I am beginning to recognise some of my Phase 4 graphemes.</p> <p>I can fluently read words and sentences containing the graphemes I know.</p> <p>I recognise some of my Phase 4 tricky words.</p>	<p>Children at the expected level of development will:</p> <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.
<p>I can read a book that matches my phonic knowledge.</p>						

Literacy Comprehension						ELGs
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I can hold a book the right way up and turn pages from the front to the back.</p> <p>I know that we read from left to right.</p> <p>I can recognise my own first name.</p> <p>I know what a letter is.</p>	<p>I understand that a word is formed of letters.</p> <p>I can tell a story to a friend.</p> <p>I will ask for help when I do not understand a word.</p> <p>I know what a full stop is and why it is used.</p> <p>I know some similarities and differences between nonfiction and fiction books.</p>	<p>I understand what a sentence is.</p> <p>I can talk about settings, characters, and key events in a book.</p> <p>I can re-read corrections when an adult points out where I have gone wrong.</p> <p>I can ask and answer questions relevant to a text or story that I have read.</p> <p>I can talk about my favourite book. (World Book Day).</p> <p>I am beginning to link what I have read to my own real experiences.</p>	<p>I can talk about a variety of books and what I like or dislike about them.</p> <p>I can show a love of reading and request certain stories to be repeated.</p> <p>I can answer simple sequencing questions. I can recognise and join in with predictable and repetitive phrases in a familiar story.</p> <p>I can answer questions based on predictions.</p>	<p>I can anticipate key events in a story.</p> <p>I can demonstrate an understanding of what is being read to me by retelling stories and acting them out during role play.</p> <p>I can use vocabulary introduced through stories.</p> <p>I can begin to answer simple inference questions.</p> <p>I can show an awareness of punctuation and I know what an exclamation and a question mark mean.</p>	<p>I can demonstrate an understanding of what is being read to me by retelling stories and acting them out during role play and using taught vocabulary.</p> <p>I can answer simple vocabulary questions. I can begin to check a text makes sense and self-correct when a mistake is being made.</p> <p>I am linking what I have read to my own real experiences.</p>	<p>Children at the expected level of development will:</p> <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.

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