

### Reception Reading Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Expected Reading Level (end of the term)	Beginning to access level 1	Level 2	Level 3	Level 4	Level 6	Level 7/8
Phonics Phase (See Phonics LTP)	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 3 and Phase 4 used and applied, including the key and tricky words (L & S)
Development matters: Expected Progress and Outcomes (end of the term)	<b>30 – 50</b> <b>Secure</b>	<b>30 – 50</b> <b>Secure</b>	<b>40 – 60</b> <b>Beginning</b>	<b>40 – 60</b> <b>Consolidating</b>	<b>40 – 60</b> <b>Secure</b>	<b>Early Learning Goal</b>
	<ul style="list-style-type: none"><li>• Enjoys rhyming and rhythmic activities.</li><li>• Shows awareness of rhyme and alliteration.</li><li>• Recognises rhythm in spoken words.</li><li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li><li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li><li>• Beginning to be aware of the way stories are structured.</li><li>• Suggests how the story might end.</li><li>• Listens to stories with increasing attention and recall.</li><li>• Describes main story settings, events and principal characters.</li><li>• Shows interest in illustrations and print in books and print in the environment.</li><li>• Recognises familiar words and signs such as own name and advertising logos.</li><li>• Looks at books independently.</li><li>• Handles books carefully.</li><li>• Knows information can be relayed in the form of print.</li><li>• Holds books the correct way up and turns pages.</li><li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li></ul> <b>Begins to recognise familiar Phase 2 sounds taught to date and some of the simple Phase 2 key words</b>	<ul style="list-style-type: none"><li>• Continues a rhyming string.</li><li>• Hears and says the initial sound in words.</li><li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them,</li></ul> <b>doing so with Phase 2 sounds</b>  <b>Reception children will learn:</b>  Read individual letters by saying the sounds for them. (taught phase 2 sounds)	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <ul style="list-style-type: none"><li>• Enjoys an increasing range of books.</li><li>• Knows that information can be retrieved from books and computers.</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>• Begins to read words and simple sentences,</li></ul> <b>blending phase 2 sounds, recognising the key Phase 2 words</b>  <b>Reception children will learn:</b>  Read some letter groups that each represent one sound	<p><b>Reception children will learn:</b></p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Can retrieve simple information from books to answer literal questions</b></p> <p><b>Can confidently blend phase 2 and 3 sounds, recognising the key Phase 2, 3 words</b></p>	<p>Early Adapters framework:</p> <p><b>Word Reading ELG</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; <b>(Phase 2, 3, 4 structures)</b> - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. . <b>(Phase 2,3, 4 key and tricky words)</b></p> <p><b>Comprehension ELG</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by</p>	

	<b>3 and 4 year-olds will:</b>  Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing  Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary.		Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.  <b>doing so with Phase 2 sounds</b>	and say sounds for them.  <b>Begins to sound and blend Phase 3 sounds in CVC words independently</b>  Read a few common exception words matched to the school’s phonic programme. (Phase 2 and Phase 3 key and tricky words)  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	<b>Can sound and blend Phase 3 sounds in CVC words independently and is now beginning to read cvcc, ccvc, ccvcc word structures (Phase 4)</b>  Read a few common exception words matched to the school’s phonic programme. (Phase 2, Phase 3 and Phase 4 key and tricky words)  Continue to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. (Phase 2 to Phase 4)	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.
Assessment	Teacher Assessment	Yes	Yes	Yes	Yes	Yes
Running Reading Record levels 1-8						
Assessment						
Phonics Sounds covered so far	Yes	Yes	Yes	Yes	Yes	Yes
	Baseline	Yes	Yes	Yes	Yes	Yes

Reception data  
submitted (CLF  
Data Drop)