



Reading (CUSP) – Literacy, Expressive Arts and Design, Physical Development (CUSP Structured Story, Little Wandle)

Comprehension ELG

- 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.

Word Reading ELG

- 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.

Creating with Materials ELG

- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG

- Invent, adapt and recount narratives and stories with peers and their teacher.

Pre-Reception	Reception Overview	Reception Phonics End Points- To Access Year 1 Curriculum	Reception Reading End Points- To Access Year 1 Curriculum	Year 1 Curriculum
<ul style="list-style-type: none"> - Engage in story times - Listen to a wide range stories, songs and rhymes - Be able to pick out books that they enjoy. - Be able to explain events in key stories. 	Phonics:	Phonics: <ul style="list-style-type: none"> - Can retell the stories or talk about the non-fiction, including using vocabulary from the books. - Engages in talk of stories and prediction of events. 	CUSP Structured Story- Children will be able to: <ul style="list-style-type: none"> - Listen to longer stories and answer questions about a story they have just heard. 	Autumn: <ul style="list-style-type: none"> - Beegu - Where the Wild Things Are - The Storm Whale - The Lion Inside

- Be able to talk about key characters in stories.
- Begin to recognise their own names in written form.

Reception	
Autumn 1 Phase 2 graphemes s a t p i n m d g o c k c u r h b f l	New tricky words is I the
Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (boats snits) • words ending in s /z/ (bats) and with -s /z/ added at the end (boogs tings)	New tricky words put* pull* full* as and has his her go no to into she push* he of we me be
<small>*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.</small>	
Spring 1 Phase 3 graphemes ai ee igh oa oo oe or ar ur ew oi ear air er • words with double letters • longer words	New tricky words was you they my by all are sure pure
Spring 2 Phase 3 graphemes Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /z/ at the end • words with -es /z/ at the end	No new tricky words Review all taught so far
Summer 1 Phase 4 Short vowels with adjacent consonants • CVCVC CVCVC CVCVC CVCVC CVCVC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est	New tricky words said so have like some come love do were here little sign there when what one out today
Summer 2 Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants • CVCVC CVCVC CVCVC CVCVC CVCVC • words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est • longer words	No new tricky words Review all taught so far

Autumn Reading:



- Learns new vocabulary both from the reading books and from phonics lessons.
- Systematically learns grapheme-phoneme correspondences for each letter of the alphabet and for 19 digraphs.
- Learns the skill of sounding out and blending to read words.
- Learns common exception words.
- Read books that are 100% decodable for each child at their current level of reading.
- Children will be able to segment sounds in words to accurately spell.

- Enjoy listening to stories, songs and rhymes and will start to make up their own.
- Follow a story without pictures or props.
- Re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story
- Describes main story settings, events and principal characters in increasing detail.
- Recall and discuss stories or information that has been read to them, or they have read themselves.
- Report and reason logically when talking about stories.
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading.
- Re-enact and reinvents stories they have heard in their play using key vocabulary.
- Talk with confidence about their favourite books and the characters / story line / information within them.

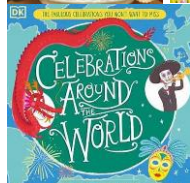
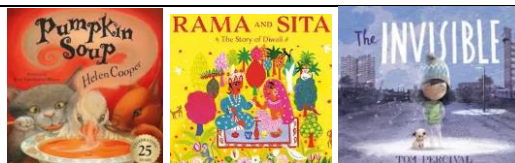
- Aesop's Fables-The Boy Who Cried Wolf

Spring:

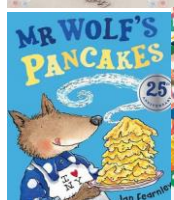
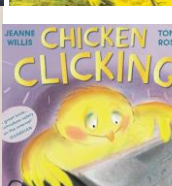
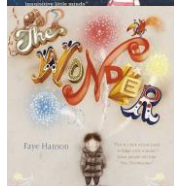
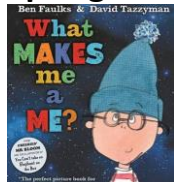
- The Tale of Peter Rabbit
- Look Up!
- Here We Are

Summer:

- There's a Rangtan in my bedroom
- And Tango Makes Three
- The Marvellous Granny Jinks and Me



Spring Reading:





Summer Reading:



EYFS to Year 1 transition:

Phonics:

Through Little Wandle Letters and Sounds Revised scheme, children are taught simple to more complex GPCs. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. The transition from reception to year 1 is seamless in phonics as the whole class moves at the same rate. Catch up's and Keep up's are provided for any child who may struggle on some GPC'S. Phonics in reception and year 1 is taught by the same teacher, due to our mixed age class. Key vocabulary is implemented from the start of reception and flows through until the year 1 Phonics Screening Check. Children in reception will start with phase 2 sounds then to phase 4 by the end of reception, moving to phase 5 in year 1.



Reading:

Through CUSP structured story, our children will develop a love for reading and be exposed to a wide range of books throughout EYFS leading through to year 1. Our reception children will learn to follow stories without prompts and follow them to pick apart meaning within stories in year 1. The literature spine allows children to be exposed to both fiction and non-fiction books which they can also access in provision.