Reception– Reading – Year Group Mastery Objectives

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| Reception | | Reading objectives show progression within the Whole School Progression Maps.  Objectives are covered throughout the year and in many different contexts.  Objectives are assessed termly.  Reception follows the Essential Letters and Sounds Progression. | | | | | | |
| Ongoing reading objectives | | | | | | | | |
| Ongoing reading objectives | Apply phonics knowledge to decode unknown words.  Respond speedily with the correct sound to graphemes for all taught phonemes.  Blend the sounds in unfamiliar words containing GPCs that have been taught.  Read aloud fluently with attention to a range of punctuation,  Read Reception common exception words, noting unusual correspondence between spelling and sound, | | | | | | | |
| Mastery Objectives | | | | | | | | |
| Terms | | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 (Trad tales and reviews) | Summer 2  CCVC CVCC |
| Guided Reading Texts | | Lilac wordless books  Oral blending activities | | Tin Cat  Kim is Top  Get up Sam!  Lots of crabs  Lots of nuts! | Will the reds win?  The rocket  TIGER'S FISH  GAIL WILL NOT FAIL  I CAN SEE A SHEEP!-  THE FUN RUN | Zoom food  The hunt for Ted  Stuck in a storm  How to be a good farmer  Night and Light | Rabbit on the Run  Chicken Licken  On the Reef  Rabbit in the Well  Is it a garden? | Bens gift  Stop the bus  A shock for Nok  Ants Hamster  Megs scrapbook  Little blend 14 (CVCCC, CCVCC) |
| Ideal Book Band for expected reader-FLEUNCY | | 1 | | 1+ | 2 | 3 | 3 | 4 |
| Word Reading | | | In age-appropriate books, the pupil can: | | | | | |
| Say a sound for each letter in the alphabet and at least 10 digraphs.  **Read words consistent with their phonic knowledge by sound-blending.**  Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | | | | |
| Comprehension | | | The pupil can demonstrate an understanding of both books that they can already read accurately and fluently and those that they listen to (a range of poems, stories and non-fictions texts). The pupil can: | | | | | |
| **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**. | | | | | |
| Fluency | | | When reading an age-appropriate text the pupil can re-read a textto: | | | | | |
| **Reread well matched texts to develop confidence in word reading, fluency, and enjoyment.** | | | | | |