

Reading Overview – Year Group End Points - Reception

Reception	Phonological Awareness	Makes predictions based on illustrations, story content and title. Recognises alliteration with support.
	Phonics Sounds Write: Initial code	Read individual letters by saying the sounds for them. Help children to read the sounds speedily. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Makes 1 to 1 correspondence between written and spoken words. Uses phonic knowledge to attempt unknown words including CVC words
	Concepts about print	Differentiates between text and illustration. Understands that print conveys meaning. Is beginning to understand what a letter and a word are. Recognises some capitals and lower case letters. Distinguishes between a word, a letter and a space.
	Vocabulary and language	Uses the structure of a simple story when re-enacting and retelling.

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	Comprehension	Uses knowledge of simple sentences structures and repeated patterns to make predictions and check reading. Makes simple predictions about what might happen next in a story. Talks about the main events in a text and relates story settings and incidents to own experience. Re-read what they have written to check that it makes sense Distinguishes between good and bad characters Retell simple stories orally Makes predictions based on illustrations, story content and title. Makes simple predictions about what might happen next in a story. Recalls the main points in texts in the correct sequence.
	Love of reading	Returns to favourite books, songs, rhyme to be re-read and enjoyed. Recognises use of humour but may find it difficult to explain. Begins to state preferences about what is read. Notice relationships between one text and another Talks about the type of book Learn some poems and rhymes by heart Says how they feel about stories and poems. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.