



A Progression in Reading - Reception

WORD READING

(Based on 'Letters and Sounds')

Phase 1
Blend VC words orally eg at, it, in up
Blend CVC words orally eg top, run, bed rat

Phase 2
Blend VC words using phonemes s, a, t, p, i, n eg at, in, is, it
Blend CVC words using phonemes s, a, t, p, i, n eg sit, pit, pat, pan, tip
Blend CVC words using all above and m, d, g, o eg dog, mad, gap
Blend CVC words using all above and c, k, ck, e, u, r eg sock, neck, rack
Blend CVC words using all above and h, b, f, ff, l, ll, ss eg huff, hiss, bill

Phase 3
Blend CVC words using all above and j, v, w, x, y, z, zz, qu eg jack, buzz, vet, quick
Blend CVC words using all above and ch, sh, th, ng eg chip, shop, this, thin, song
Blend CVC words using all above and ai, ee, igh, oa, oo eg rain, teeth, night, coat, boot, good
Blend CVC words using all above and ar, or, ur, ow, oi, eg cart, fork, curl, down, soil
Blend CV, CVV and CVC words using all above and ear, air, ure, er eg hear, fear, chairs, sure, cure, shower, tower

Phase 4
Blend CVCC words using all phonemes covering Phase 2 and 3 eg paint, tights, boils, shelf, toast
Blend CVCC words using all phonemes covered in Phase 2 and 3 eg spoon, clown, float, sweet
Blend CCVCC, CCCVC, CCCVCC words using all phonemes covering in Phase 2 and 3 eg frost, street, scrunch
Blend words with more than one syllable eg turnip, sister, cooking

Read common irregular words from Phases 2 to 4

READING

(note: bod text is taken from 'Development Matters')

23-36 months
Has some favourite stories, rhymes, songs, poems or jingles
Repeat words or phrases from familiar stories
Fill in the missing word or phrase in a known rhyme, story or game eg 'Humpty Dumpty sat on a'

30-50 months
Enjoys rhyming and rhythmic activities
Shows awareness of rhyme and alliteration
Recognises rhythm in spoken words
Listens to and joins in with stories and poems, one-to-one and also in small groups
Joins in with repeated refrains and anticipate key events and phrases in rhymes and stories.
Begin to be aware of the way stories are structured.
Suggest how the story might end.
Listen to stories with increasing attention and recall.
Describe main story settings, events and principal characters.
Show interest in illustrations and print in books and print in the environment.
Recognise familiar words and signs such as own name and advertising logos.
Look at books independently.
Handle books carefully.
Know information can be relayed in the form of print.
Hold books the correct way up and turns pages and recognise the front and back cover.
Know that print carries meaning and, in English, is read from left to right and top to bottom.

40-60 months

Continue a rhyming string.
Hear and say the initial sound in words.
Segment the sounds in simple words and blend them together and knows which letters represent some of them.
Link sounds to letters, naming and sounding the letters of the alphabet.
Begin to read words and simple sentences, reading texts in line with their developing phonic ability.
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Enjoys an increasing range of books (including those from the school's identified YR 'core texts').
Know that information can be retrieved from books and computers.
Sequence/retell a simple, well-known story, event or rhyme using actions