

FS2 Long Term Overview

Reading

Autumn 1	Autumn 2
<p>Communication and Language</p> <p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none">• enjoy listening to longer stories and can remember much of what happens• know many rhymes, be able to talk about familiar books, and be able to tell a long story <p>Children in reception will be learning to:</p> <ul style="list-style-type: none">• engage in storytimes• listen to and talk about stories to build familiarity and understanding• listen carefully to rhymes and songs, paying attention to how they sound <p>Literacy</p> <p>3 and 4-year-olds will be learning to understand the 5 key concepts about print:</p> <ul style="list-style-type: none">• 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	<p>Communication and Language</p> <p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none">• enjoy listening to longer stories and can remember much of what happens• know many rhymes, be able to talk about familiar books, and be able to tell a long story <p>Children in reception will be learning to:</p> <ul style="list-style-type: none">• engage in storytimes• listen to and talk about stories to build familiarity and understanding• retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own word• engage in non-fiction books• listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary• listen carefully to rhymes and songs, paying attention to how they sound• learn rhymes <p>Literacy</p> <p>3 and 4-year-olds will be learning to understand the 5 key concepts about print:</p> <ul style="list-style-type: none">• print can have different purposes

3 and 4-year-olds will be learning to:

- 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

Children in reception will be learning to:

- read individual letters by saying the sounds for them (single letter graphemes)
- blend sounds into words, so that they can read short words made up of known letter– sound correspondences (VC and CVC words made up of single letter GPC's).
- read some letter groups that each represent one sound and say sounds for them
- read a few common exception words matched to the school's phonic programme

- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

3 and 4-year-olds will be learning to:

- develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
- engage in extended conversations about stories, learning new vocabulary

Children in reception will be learning to:

- read individual letters by saying the sounds for them
- blend sounds into words, so that they can read short words made up of known letter– sound correspondences(CVC words made up of single letter GPC's).
- read some letter groups that each represent one sound and say sounds for them
- read a few common exception words matched to the school's phonic programme
- read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. (CVC words made up of single letter GPC's and taught common exception words).

Spring 1	Spring 2
<p>Literacy</p> <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> blend sounds into words, so that they can read short words made up of known letter–sound correspondences (CVC words made up of single letter GPC’s, taught digraphs and taught common exception words). read some letter groups that each represent one sound and say sounds for them read a few common exception words matched to the school’s phonic programme read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. (CVC words made up of single letter GPC’s, taught digraphs and taught common exception words). re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment <p>Literacy ELG: Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, and non-fiction during role-play. <p>Literacy ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; (CVC words made up of single letter GPC’s, taught digraphs and taught common exception words). 	<p>Literacy</p> <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> blend sounds into words, so that they can read short words made up of known letter–sound correspondences(including Phase 3 GPCs and CCVC and CVCC) read some letter groups that each represent one sound and say sounds for them read a few common exception words matched to the school’s phonic programme read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words (including Phase 3 GPCs and CCVC and CVCC) re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment <p>Literacy ELG: Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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, and non-fiction during role-play. <p>Literacy ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; (including Phase 3 GPCs and CCVC and CVCC)

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (CVC words made up of single letter GPC's, taught digraphs and taught common exception words).

Communication and Language

Children in reception will be learning to:

- listen to and talk about stories to build familiarity and understanding
- retell the story, once they have developed a deep familiarity with the text in their own word
- engage in non-fiction books
- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- listen carefully to rhymes paying attention to how they sound
- learn poems

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (including Phase 3 GPCs and CCVC and CVCC)

Communication and Language

Children in reception will be learning to:

- retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own word
- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- learn poems

Communication and Language ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant comments and actions when being read.

Summer 1	Summer 2
<p>Literacy ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>Literacy ELG: Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; (including Phase 3 GPCs and CCVC and CVCC) • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (including Phase 3 GPCs and CCVC and CVCC) <p>Communication and Language ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read. <p>Communication and Language ELG: Speaking</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. 	<p>Literacy ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>Literacy ELG: Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending, (including Phase 3 GPCs and CCVCC and CCCVC words) • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (including Phase 3 GPCs and CCVCC and CCCVC words) <p>Communication and Language ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read. • <p>Communication and Language ELG: Speaking</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.

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