

Hampden Gurney School - EYFS Curriculum Map - Reception (2020 Development Matters)

Within Reception the children are taught using a combination of child-initiated play and focused teaching; the areas of learning are mapped out below. Although we have overarching themes, these are not rigid, and we will follow other lines of interest when these arise. We also adapt an in the moment planning approach to meet the needs and interests of our children. As children join our setting at different times throughout the year, and have different starting points, the statements below are taught and revised throughout a child's time in Reception. Opportunities are created on an individual basis, we recognise, and value each child's individual needs and we provide learning experiences accordingly.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|---|---|--|
| Themes 2021-2022 | All About Me Baseline (2 weeks) Health & Happiness (PSED, Com & Lang.) | Jolly Postman How do we celebrate? (Eng, KUW., PSED) | Once upon a time Traditional Tales Where could your book take you? (English & History) | Where the wild things are? Life cycle Baking Sustainable food (KUW & DT) | What is the greatest invention? (Science & Maths) Vehicles Materials & Products Down the Bottom of the Garden (Arts) | Journeys and Adventure Culture & Community Zero Carbon Energy (Geog., DT & Science) Transition to Yr 1 |
| Focus Texts | Phonics RWI Set 1 - revision Starting School (Janet & Allan Alberg) Super Duper You Here We Are The Barefoot Book of Children | Phonics RWI Set 1- revision The Jolly Postman The Jolly Christmas Postman Letter Writing Labelling | Phonics RWI Set 2 Invitations Little Red Riding Hood Each peach, pear plum Cinderella Titch Room on the broom Magic potions Non-fiction writing | Phonics RWI Set 2 Writing-description Ketchup On Your Cornflakes Where the Wild Things Are The Gruffalo Funny Bones | Phonics RWI Set 3 Writing-recording Investigative Iggy Peck Architect Jack and the Beanstalk The Three Little Pigs It's our House- <i>Michael Rosen</i> | Phonics RWI Set 3 Listening to readers Narrative writing Sharing a Shell (Julia Donaldson) The Night Pirates Malawi Day Autumn Nature Trail- <i>Julia Donaldson</i> |
| Key Experiences Seasonal Opportunities School Events | Harvest Festival | Christmas Nativity Remembrance Day Bonfire Children in Need | Winter/Chinese New Year Celebrations Valentines Day Visits to Community Services | Easter Mothering Sunday World Book Day Pancake Day Duckling growing | Science Week Designing – instructional writing | Transition into Reception Father's Day Sports Day |
| Communication and Language Listening, attention, understanding and speaking | <p>Children at the expected level of development by the end of year will (ELGS): <u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | | | | | |

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| | <p>Speaking:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Engage in extended conversations about stories, learning new vocabulary. |
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| <p>Literacy: Word Reading Writing</p> | <p>Continuous Learning - Children at the expected level of development by the end of year will (ELGS): Throughout the term we will be looking at:</p> <p>Reception: Writing</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Form lower case and capital letters correctly. <p>ELGS: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p>Reception: Reading</p> <ul style="list-style-type: none"> • Read a few common exception words matched to the school’s phonic programme. • Blend sounds into words, so that they can read short word made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Compare and contrast characters from stories, including figures from the past. • <p>ELGS: Reading</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been to them by telling 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. • 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 phonics knowledge, including some common exception words. |
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| Physical Development Gross motor skills Fine motor skills | Reception: Gross Motor: BEAM Write Dance Revise and refine movements acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop fine motor skills using range of tools competently, safely and confidently e.g. pencils. Knives, scissors, paintbrushes. | Reception: Dance Further develop the skills to manage school day routine successfully: lining up, queuing, mealtimes, personal hygiene. Develop fine motor skills – holding pencil correctly and confidently. | Reception: Gymnastics Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy in ball activities. Develop fine motor skills. Use a range of small tools, including scissors, paint brushes and cutlery. | ELGS: Travelling and Moving Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and co- ordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine motor: Hold pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases. | ELGS: Team Games Athletics Progress towards a more fluent styles of moving with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Begin to show accuracy and care when drawing | ELGS: Healthy Diet Use their core muscle strength for good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop body strength, balance, coordination and agility. Discuss health and wellbeing: regular physical activity. |

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| PSED Self-Regulation Building Relationships Managing Self | <p>PSED Continuous Development - Children at the expected level of development by the end of year will (ELGS): Throughout the term we will be looking at:</p> <p>Reception:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others, regulate behaviour accordingly • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Work and play co-operatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
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| Mathematics Numbers Numerical Patterns | Reception: Baseline Assessments Numbers up to 10 2D shapes Sorting and comparing Link symbol to value Daily mental counting, addition, subtraction and problem solving White Rose scheme: Reception | Reception: Number bonds to 10 One more/one less 2D and 3D shapes and properties Subitise up to 5 Use of mathematical vocabulary Daily mental counting, addition, subtraction and problem solving White Rose Scheme: Reception | Reception: Counting and comparing groups to 10 Pattern Length & Height Compare and decompose shapes Select, rotate and manipulate shapes and spatial reasoning skills Use of mathematical vocabulary. Daily mental counting, addition, subtraction and problem solving White Rose scheme: Reception | ELGS: Number bonds to 10 Capacity Counting on and back to add and subtract. Subitise numbers beyond 5 Position and direction Odd, even, double facts and quantities up to 20 Using maths vocabulary Daily mental counting, addition, subtraction and problem solving White Rose: Reception | ELGS: Counting with numbers to 20 Doubling, halving and sharing Compare length, weight and capacity Recognise greater than, smaller than or the same Using mathematical vocabulary Daily mental counting, addition, subtraction and problem solving White Rose: Year 1 | ELGS Position and direction Drawing information from a map. Secure number bonds to 20 Odd, even, double facts and quantities up to 20 Subitise 5-10 – estimations Using mathematical vocabulary Daily mental counting, addition, subtraction and problem solving White Rose: Year 1 |

Mathematics - Continuous Learning: Children at the expected level of development by the end of year will (ELGS):

Throughout the term we will be looking at:

Reception:

- Learn new vocabulary
- Use new vocabulary throughout the day.
- Count objects, actions and sounds.
- Count beyond ten.
- Subitise
- Link the number symbol (numeral) with its cardinal number value.
- Compare numbers.
- Understand the ‘one more than/one less than’ relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Compare length, weight and capacity.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Draw information from a simple map.
- Continue, copy and create repeating patterns.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

ELGS:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Subitise (recognising quantities without counting) up to 5.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Have a deep understanding of numbers to 10, including the composition of each number.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.
- Verbally count beyond 20, recognising the pattern of the counting system.

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| Understanding the World People, cultures and communities The Natural World Past and Present | Reception: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including, figures from the past. Recognise some environments that are different to the one in which they live. | Reception: Recognise different beliefs and celebrate special times in different ways. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non- fiction texts and (when appropriate) maps. Recognise some environments that are different to the one in which they live. | Reception: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Using knowledge from observation discussion, stories, non-fiction texts and maps. | ELGS: Explore the natural world around them- contrasting environment Describe what they see, hear and feel while they are outside Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them | ELGS: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Talk about the lives of people around them and their roles in society. | ELGS Explore the natural world around them, making observations and drawing pictures of animals and plants, drawing on their experiences and what has been read in class. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Expressive Arts Creating with materials Being imaginative and expressive | Reception: Sing a range of songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. | Reception: Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and moving to music. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. | Reception: Develop story lines in their pretend play. Make use of props and materials when role playing characters in narrative and stories. Use drawing to represent ideas like movement or loud noises, happiness, sadness, fear, etc. Explore colour and colour mixing. | ELGS: Share creations, explaining the process they have used. Explore, use and refine a variety of artistic effects to express ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Share creations, explaining the process they have used. | ELGS: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functions. Share creations, explaining the process they have used. Develop their own ideas ad then decide which materials to use to express them. Make imaginative and complex 'small worlds' with blocks and construction kits, | ELGS Develop story lines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. |

RWI PROGRESSION IN RECEPTION – IT IS MOST IMPORTANT TO FOLLOW THROUGH THIS SEQUENCE OF PROGRESSION THROUGH THE YEAR

Step 1:

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

| Set 1 | |
|-------|--|
| Sound | Rhyme |
| m | Down Maisie then over the two mountains. Maisie, mountain, mountain. |
| a | Round the apple, down the leaf. |
| s | Slide around the snake |
| d | Round the dinosaur's back, up his neck and down to his feet. |
| t | Down the tower, across the tower, |
| i | Down the insects body, dot for the head. |
| n | Down Nobby and over the net. |
| p | Down the plait, up and over the pirates face. |
| g | Round the girls face, down her hair and give her a curl |
| o | All around the orange |
| c | Curl around the caterpillar |
| k | Down the kangaroos body, tail and leg |
| u | Down and under the umbrella, up to the top and down to the puddle |
| b | Down the laces, over the toe and touch the heel |
| f | Down the stem and draw the leaves |
| e | Slice into the egg, go over the top, then under the egg |
| l | Down the long leg |
| h | Down the horse's head to the hooves and over his back |

Autumn Term 2

| Set 1 | |
|-------|--|
| Sound | Rhyme |
| m | Down Maisie then over the two mountains. Maisie, mountain, mountain. |
| a | Round the apple, down the leaf. |
| s | Slide around the snake |
| d | Round the dinosaur's back, up his neck and down to his feet. |
| t | Down the tower, across the tower, |
| i | Down the insects body, dot for the head. |
| n | Down Nobby and over the net. |
| p | Down the plait, up and over the pirates face. |
| g | Round the girls face, down her hair and give her a curl |
| o | All around the orange |
| c | Curl around the caterpillar |
| k | Down the kangaroos body, tail and leg |
| u | Down and under the umbrella, up to the top and down to the puddle |
| b | Down the laces, over the toe and touch the heel |
| f | Down the stem and draw the leaves |
| e | Slice into the egg, go over the top, then under the egg |
| l | Down the long leg |
| h | Down the horse's head to the hooves and over his back |
| sh | Slither down the snake, then down the horse's head to the hooves and over his back |
| r | Down the robot's back, then up and curl |
| j | Down his body, curl and dot |
| v | Down a wing, up a wing |
| y | Down a horn, up a horn and under the yak's head. |
| w | Down, up, down, up the worm. |

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|----|--|
| th | Down the tower, across the tower, then down the horse's head to the hooves and over his back |
| z | Zig-zag-zig, down the zip. |
| ch | Curl around the caterpillar, , then down the horse's head to the hooves and over his back |
| qu | Round the queen's head, up to her crown, down her hair and curl |
| x | Cross down the arm and leg and cross the other way |
| ng | A thing on a string |
| nk | I think I stink |

Spring Term 1

| Set 1 | |
|-------|--|
| Sound | Rhyme |
| m | Down Maisie then over the two mountains. Maisie, mountain, mountain. |
| a | Round the apple, down the leaf. |
| s | Slide around the snake |
| d | Round the dinosaur's back, up his neck and down to his feet. |
| t | Down the tower, across the tower, |
| i | Down the insects body, dot for the head. |
| n | Down Nobby and over the net. |
| p | Down the plait, up and over the pirates face. |
| g | Round the girls face, down her hair and give her a curl |
| o | All around the orange |
| c | Curl around the caterpillar |
| k | Down the kangaroos body, tail and leg |
| u | Down and under the umbrella, up to the top and down to the puddle |
| b | Down the laces, over the toe and touch the heel |
| f | Down the stem and draw the leaves |

| | |
|----|--|
| e | Slice into the egg, go over the top, then under the egg |
| l | Down the long leg |
| h | Down the horse's head to the hooves and over his back |
| sh | Slither down the snake, then down the horse's head to the hooves and over his back |
| r | Down the robot's back, then up and curl |
| j | Down his body, curl and dot |
| v | Down a wing, up a wing |
| y | Down a horn, up a horn and under the yak's head. |
| w | Down, up, down, up the worm. |
| th | Down the tower, across the tower, then down the horse's head to the hooves and over his back |
| z | Zig-zag-zig, down the zip. |
| ch | Curl around the caterpillar, , then down the horse's head to the hooves and over his back |
| qu | Round the queen's head, up to her crown, down her hair and curl |
| x | Cross down the arm and leg and cross the other way |
| ng | A thing on a string |
| nk | I think I stink |

Spring Term 2 (revising all SET 1 sounds)

Step 2:

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

| | |
|----|--|
| sh | Slither down the snake, then down the horse's head to the hooves and over his back |
| r | Down the robot's back, then up and curl |
| j | Down his body, curl and dot |
| v | Down a wing, up a wing |
| y | Down a horn, up a horn and under the yak's head. |
| w | Down, up, down, up the worm. |















| | |
|----|--|
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| ch | Curl around the caterpillar, , then down the horse's head to the hooves and over his back |
| qu | Round the queen's head, up to her crown, down her hair and curl |
| x | Cross down the arm and leg and cross the other way |
| ng | A thing on a string |
| nk | I think I stink |

| Long vowel sound | Set 2 Speed Sound cards | | Set 3 Speed Sound cards | |
|------------------|-------------------------|-------------------------|-------------------------|--|
| | Teach these first | | | |
| ay | ay: may I play | a-e: make a cake | ai: snail in the rain | |
| ee | ee: what can you see | ea: cup of tea | e: he me we she be | |
| igh | igh: fly high | i-e: nice smile | | |
| ow | ow: blow the snow | o-e: phone home | ao: goat in a boat | |
| oo | oo: poo at the zoo | u-e: huge brute | ew: chew the stew | |
| oo | oo: look at a book | | | |
| ar | ar: start the car | | | |
| or | or: shut the door | aw: yawn at dawn | | |
| air | air: that's not fair | are: share and care | | |
| ir | ir: whirl and twirl | ur: nurse for a purse | er: a better letter | |
| ou | ou: shout it out | ow: brown cow | | |
| oy | oy: toy for a boy | oi: spoil the boy | | |
| ire | | ire: fire fire! | | |
| ear | | ear: hear with your ear | | |
| ure | | ure: sure it's pure? | | |








RWI – Begin Set 3 Resources for Summer terms 1 and 2 BUT continue embedding Sets 1 and 2








 [Updated Information for Orange, Yellow, Blue Books](#)

Orange

-  [RWI Orange Wk17](#)
-  [RWI Orange Wk16](#)
-  [RWI Orange Wk15](#)
-  [RWI Orange Wk14](#)
-  [RWI Orange Wk13](#)
-  [RWI Ornage Wk12](#)
-  [RWI Orange Wk11](#)
-  [RWI Orange Wk9](#)
-  [RWI Orange Wk8](#)
-  [RWI Orange Wk7](#)
-  [RWI Orange Wk6](#)
-  [RWI Orange Wk5](#)
-  [RWI Ornage Wk4](#)
-  [RWI Orange Wk3](#)

Yellow

-  [RWI Yello Wk17](#)
-  [RWI Yellow Wk16](#)
-  [RWI Yellow Wk15](#)
-  [RWI Yellow Wk14](#)
-  [RWI Yellow Wk13](#)
-  [RWI Yellow Wk12](#)
-  [RWI Yellow Wk11](#)

-  [RWI Yellow Wk9](#)
-  [RWI Yellow Wk8](#)
-  [RWI Yellow Wk7](#)
-  [RWI Yellow Wk6](#)
-  [RWI Yellow Wk5](#)
-  [RWI Yellow Wk4](#)
-  [RWI Yellow Wk3](#)

Blue

-  [RWI Blue Wk17](#)
-  [RWI Blue Wk16](#)
-  [RWI Blue Wk15](#)
-  [RWI Blue Wk14](#)
-  [RWI Blue Wk13](#)
-  [RWI Blue Wk12](#)
-  [RWI Blue Wk11](#)
-  [RWI Blue Wk9](#)
-  [RWI Blue Wk8](#)
-  [RWI Blue Wk7](#)
-  [RWI Blue Wk6](#)
-  [RWI Blue Wk5](#)
-  [RWI Blue Wk4](#)
-  [RWI Blue Wk3](#)

Pupils may exceed the reading books in each year as indicated. It would then be necessary for classteacher to continue to provide the appropriate reading books to challenge and accelerate reading progress. All books provided to develop reading skills must be decodable. To encourage interest and inspire reading for pleasure, pupils may be provided with an additional ‘reading for pleasure’ text of their choice.

Hampden Gurney School - ReadWriteInc Phonics Skills Progression

| Strand | Skills by the end of EYFS | Skills by the end of Yr 1 | Skills by the end of Yr 2 |
|-------------------------------------|--|---|--|
| Reading Word Reading | <ul style="list-style-type: none"> Set 1 teaches the most common sound-letter correspondences: m a s d t/ I n p g o/ c k u b/ f e l h sh r/ j v y w/ th z chq u x ng nk Set 2 teaches alternative vowel sounds\; ay ee igh ow o oar or air ir ou oy Children read and understand simple sentences They decode regular words and read them aloud accurately They read them some comkon irregular words Children learn some common exception words as Red words Children would have mastered Sets 1 and 2 with competency can be introduced to Set 3 sounds with caution, assessing understanding and acquisition at all times. | <ul style="list-style-type: none"> Revise all sounds in Sets 1 and 2. Set 2 teaches alternative vowel sounds\; ay ee igh ow o oar or air it ou oy. Set 3 is made up of alternative spellings of Set 2 sounds: a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure, Children’s ability to decode unfamiliar words can be assessed using the Nonsense Word Cards. The majority of the Yr 1 common exception words are practised as Red Words. Children read multi-syllabic words from Green Level onwards. Children read each book three times, focusing on decoding, then speed, then fluency. | <ul style="list-style-type: none"> As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound Chart. Children continue to decode more unfamiliar words and multi-syllabic words. The majority of the Yr 2 common exception words are practised as Red Words. |
| Reading Comprehension | <ul style="list-style-type: none"> Children read and understand simple sentences. They demonstrate some understanding when talking with others about what they have read. They listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions. They ask ‘how’ and ‘why’ questions about their experiences and in response to stories and events. | <ul style="list-style-type: none"> Discuss word meanings. Recognise and join in with predictable phrases. Discuss the title and key events. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them. | <ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher. Check the text makes snese as they read and correct inaccurate reading. Make inferences based on what is being said and done. Predict what might happen based on what has been said so far. Explain clearly their understanding of texts they have read. |
| RWI | <ul style="list-style-type: none"> To be able to read green or purple books by the end of EYFS, | <ul style="list-style-type: none"> To be able to read blue or grey books by the end of Yr 1. | <ul style="list-style-type: none"> To be able to access the Literacy and Language comprehension modules accurately and confidently. |

Order of Story books:

Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and your teacher will talk to you about this.

| Books | Year Group Expectations | Green Words in Books |
|-----------------------|-------------------------|--|
| Red Ditty 1-10 | Reception | <u>Click here to help your child</u> |
| Green 1-10 | Reception | <u>Click here to help your child</u> |
| Purple 1-10 | Reception | <u>Click here to help your child</u> |
| Pink 1-10 | Reception/Year One | <u>Click here to help your child</u> |
| Orange 1-12 | Year One | <u>Click here to help your child</u> |
| Yellow 1-10 | Year One | <u>Click here to help your child</u> |
| Blue 1-10 | Year One | <u>Click here to help your child</u> |
| Grey 1-13 | Year One | <u>Click here to help your child</u> |