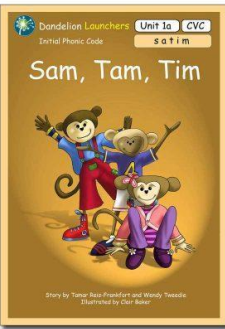




Set 1 sounds to learn speedily (Morphology)		Embedding sounds through text (Lexical)	Learning sight words to develop reading (Syntax)	Building understanding (comprehension)
<p>RECEPTION</p> <p>KEY PERFORMANCE INDICATORS</p> <p>Set 1 KPIs</p> <p>I can read the sounds below by sight.</p> <p>I can blend them together to read words e.g. c-a-t = cat.</p> <p>I can read these sounds in books</p>		<p>As the sounds are introduced, children will practice reading books with each sound in. These will be sent home.</p> <p>These books will only contain words made up of sounds that the children have learnt in class</p>	<p>Children will receive flash cards of sight words.</p> <p>Sight words are critical to reading not only because they are used so frequently, but also because many of them cannot easily be sounded out</p> <p>Red words: 'tricky' words that can't be sounded out</p> <p>Green words: words that are decodable but should be learnt by sight</p>	
Sound	Rhyme		<u>Green words</u>	
s	Slide around the snake	Wordless book	it, a, at	
a	Round the apple, down the leaf.		<u>Red words</u>	
t	Down the tower, across the tower,		I, is, as, the, on	
p	Down the plait, up and over the pirates face.			
i	Down the insects body, dot for the head.			
n	Down Nobby and over the net.			
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.			
d*	Round the dinosaur's back, up his neck and down to his feet.	 <p>Unit 1: s, a, t, i, m s</p>		
g*	Round the girls face, down her hair and give her a curl	<p>Unit 2: n, o, p,</p> 	<p><u>Green words</u></p> <p>on, in, an, not, and get , hit</p>	
o	All around the orange		<u>Red words</u>	
c*	Curl around the caterpillar		so, no, to	
k	Down the kangaroos body, tail and leg			
ck		<p>Unit 3: b, c, g, h</p>		
e	Slice into the egg, go over the top, then under the egg			
u	Down and under the umbrella, up to the top and down to the puddle		<p><u>Green words</u></p> <p>got, , can, big, him, has, sits</p>	
r	Down the robot's back, then up and curl		<u>Red words</u>	
h	Down the horse's head to the hooves and over his back		go, his, to, with, it's	
b	Down the laces, over the toe and touch the heel			

f	Down the stem and draw the leaves			
l	Down the long leg	<p style="text-align: center;">Unit 4: d, e, f, v</p> 	<p style="text-align: center;"><u>Green words</u></p> <p style="text-align: center;">get, had, dad, and, if off</p> <p style="text-align: center;"><u>Red words</u></p> <p style="text-align: center;">have, come, he, me, of, said, the, her</p>	
g	Down his body, curl and dot			
v	Down a wing, up a wing			
w	Down, up, down, up the worm.			
x	Cross down the arm and leg and cross the other way	<p style="text-align: center;">Unit 5: k, l, r, u</p> 	<p style="text-align: center;"><u>Green words</u></p> <p style="text-align: center;">but, up, mum</p> <p style="text-align: center;"><u>Red words</u></p> <p style="text-align: center;">like, out, I, Was</p>	
y	Down a horn, up a horn and under the yak's head.			
z	Zig-zag-zig, down the zip.			
f	Down the stem and draw the leaves REVISIT	<p style="text-align: center;">Unit 6: j, w, z,</p> 	<p style="text-align: center;"><u>Green words</u></p> <p style="text-align: center;">a, his a of</p> <p style="text-align: center;"><u>red words</u></p> <p style="text-align: center;">Have legs</p>	
l	Down the long leg REVISIT			
s	Slide around the snake REVISIT			
z	Zig-zag-zig, down the zip. REVISIT			
qu	Round the queen's head, up to her crown, down her hair and curl	<p style="text-align: center;">Unit 7& 10 Revisit: x, y, ff, ll, ss, zz</p> 	<p style="text-align: center;"><u>Green words</u></p> <p style="text-align: center;">went, yes</p> <p style="text-align: center;"><u>Red words</u></p> <p style="text-align: center;">my, by, you, want, we, was</p>	
ch	Curl around the caterpillar, then 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			
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back			
ng	A thing on a string			
nk	I think I stink	 <p style="text-align: center;">Unit 11: ch</p>	<p style="text-align: center;"><u>Consolidate Red words</u></p> <p style="text-align: center;">she</p>	
		 <p style="text-align: center;">Unit 12: sh</p>	<p style="text-align: center;"><u>Green words</u></p> <p style="text-align: center;">with</p> <p style="text-align: center;"><u>Red words</u></p> <p style="text-align: center;">this, they, that, then, there</p>	

		 Unit 13: th ck		
				
		 Unit 14: wh Unit 15: ng, qu		







Consolidate and Embed through further reading




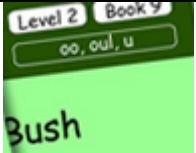




Red Ditty 1-10		Click here to help your child (Green words) Red words: I of my to the no	
Green 1-10		Click here to help your child (Green words) Red words: the your said you my I he are of no	
Purple 1-10		Click here to help your child (Green words) Red words: the of to I my me go he baby said are you your he paint	

Reception progress to Set 2

Set 2 sounds to learn speedily (Morphology)	Embedding sounds through text (Lexical)	Learning sight words to develop reading (Syntax)
<p>RECEPTION CHILDREN WILL LEARN;</p> <p>ve, ng, nk, tt, ll, ff, ck, nn, sh, pp, tch and will consolidate all sight words <u>before</u> being taught long vowel sounds</p> <p><u>Decodable HF words</u></p> <p>off, will, have</p> <p><u>Red words</u></p> <p>all, she</p>		

<p align="center">Set 2 KPIs</p> <p>Anticipated outcome by the end of Summer term 2 Reception. Consolidated by the end of Autumn term 1 Year 1</p> <ul style="list-style-type: none"> - I can read set 2 speed sounds by saying the single sound made by the letters - I know the letters that make the speed sound - I can use the short phrase, e.g. 'ay-may I play', to help me decode and use these sounds in my writing - I can read books containing the set 2 sounds and I can 'sound out' and 'sound blend' 			
ay	may I play	Pink 3 story 6	<p align="center"><u>Green words</u></p> <p align="center">play</p>
ee	what can you see	Pink 3 story 7	<p align="center"><u>Green words</u></p> <p align="center">see</p>
igh	fly high	Pink set 3 story 8	
ow	blow the snow	Pink 3 story 9	
oo	poo at the zoo	Pink 3 story10	<p align="center"><u>Green words</u></p> <p align="center">too</p>
oo	look at a book	Orange 4 story 6	<p align="center"><u>Green words</u></p> <p align="center">look</p>
ar	start the car	Orange 4 story 7	
or	shut the door	Orange 4 story 8	<p align="center"><u>Green words</u></p> <p align="center">for</p>
air	that's not fair	Orange 4 story 9	
ir	whirl and twirl	Orange 4 story 10	
ou	shout it out	Orange 4 story 11	
oy	toy for a boy		

Long vowel sound	Set 1 sounds to learn speedily (Morphology)	Embedding sounds through text (Lexical)	Learning sight words to develop reading (Syntax)
	<p>Set 3 KPIs (Anticipated outcome by the end of Spring term 1 year 1)</p> <p>I can read set 3 speed sounds by saying the single sound made by the letters</p> <p>I know the letters that make the speed sound</p> <p>I know the different graphemes that make the same sound</p> <p>I can use the short phrase, e.g. 'a-e-make a cake', to help me decode and use these sounds in my writing</p> <p>I can read books containing the set 3 sounds and I can 'sound out' and 'sound blend' recognising that the sound is represented by different graphemes</p>		
ay a-e: ai:	ay: may I play make a cake snail in the rain		Orange 4 story 1 <u>Green words</u> came, make, day, made, play <u>Red words</u> they
ee ea e	what can you see cup of tea he me we she be		Orange 4 story 2 Yellow 5 story 4 <u>Green words</u> see, here <u>Red words</u> he, she, me, we, be, people
ow o-e oa	blow the snow phone home goat in a boat		<u>Red words</u> no, so, go, don't
ur er ir	nurse for a purse a better letter whirl and twirl		<u>Green words</u> her <u>Red words</u> were
ou ow	shout it out brown cow		<u>Green words</u> down, about, house, now, out
oo u-e ew	poo at the zoo huge brute chew the stew		Orange 4 story 5 <u>Green words</u> too

			<p><u>Red words</u></p> <p>do, to, you, into</p>
<p>igh</p> <p>i-e</p>	<p>fly high</p> <p>nice smile</p>		<p>Orange 4 story 3</p> <p><u>Green words</u></p> <p>like, time</p> <p><u>Red words</u></p> <p>my, I, by, I'm</p>
<p>oy</p> <p>oi</p>	<p>toy for a boy</p> <p>spoil the boy</p>		
<p>air</p> <p>are</p>	<p>that's not fair</p> <p>care and share</p>		<p><u>Red words</u></p> <p>their, there</p>
<p>oo</p>	<p>look at a book</p>		<p><u>Green words</u></p> <p>looked, look</p> <p><u>Red words</u></p> <p>come, some, could</p>
<p>ar</p>	<p>start the car</p>		<p><u>Red words</u></p> <p>are</p>
<p>ear</p>	<p>hear with your ear</p>		
<p>ay</p> <p>a-e:</p> <p>ai:</p>	<p>ay: may I play</p> <p>make a cake</p> <p>snail in the rain</p>		
<p>or</p> <p>aw</p>	<p>shut the door</p> <p>yawn at dawn</p>		<p><u>Green words</u></p> <p>saw, for</p> <p><u>Red words</u></p> <p>called, all, your</p>
<p>igh</p> <p>i-e</p>	<p>fly high</p> <p>nice smile</p>	