

Reception Reading Knowledge Framework

Enjoy		Decode/Fluency/Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove		
Define		Retrieve		Sequence		Infer	Predict
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.		Demonstrate understanding when talking with others about what they have read.		Describe the main events in the simple stories they have read		Make inferences from the text	Predict how a well-known text may end.
	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two	
Fiction	To begin to read stories and rhymes that have predictable and repeated patterns.	To begin to retrieve basic information about a main character in a well-known story.	To read parts of a text e.g. caption, chants Begin to recognise some story language.	Begin to identify good v bad theme in well-known stories Begin to recognise some story language.	To begin to describe story settings. Identify descriptive words.	Begin to understand some story language. Once upon a time....	
Traditional tales	To begin to retell traditional stories using some of the appropriate language.	To begin to use puppets to role play well known stories.	Practice reading them and look for them in other stories.	Practice reading them and look for them in other stories.	Compare settings in well known stories. E.g. woods, farms, space	To begin to describe main characters in well-known stories	

Non-fiction	To begin to recognise the difference between fiction and non-fiction.	To match a label to a picture/objects With support write a label	To match pictures to captions	To begin to read a range of recount texts	To begin to read a range of instructional texts To understand that instructions tell you what to do. To begin to look at the language of instructional texts.	To begin to use labelled diagrams and pictures to find out information.
Poetry	To join in with well-known nursery rhymes	To join in with well-known nursery rhymes	To begin to perform in unison to a well know rhyme	To listen to poems being read and begin to give likes and dislikes about the poem.	Begin to pick our rhyming words and begin to extend rhyming patterns	Begin to collect word collections Begin to explore shape poems, noting how the poem is presented.