

## Literacy Progression in Reception



	Autumn Term	Spring Term	Summer Term
Word Reading	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>Spot rhymes in familiar stories and poems.</li> <li>Count or clap syllables in a word.</li> <li>Recognise words with the same initial sound.</li> </ul> <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p> <p>Can match taught graphemes and phonemes.</p> <p>Can blend and read cvc words containing taught sounds.</p> <p>Can read taught tricky words.</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>Able to complete a rhyming string.</li> <li>Begin to sound buttons to identify how many sounds are in a word.</li> <li>Can supply words with the same initial sound for phase 2 single sounds.</li> </ul> <p>Recognise all taught sounds, including some digraphs.</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<p><b>ELG Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><b>ELG Reading</b> Read words consistent with their phonic knowledge by sound-blending.</p> <p><b>ELG Reading</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Comprehension	<p>Has a love of stories and listens attentively to story time.</p> <p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p><b>ELG Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>



## Literacy Progression in Reception

	<p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.</p> <p>Retell or make up own stories using vocabulary that has been learnt.</p> <p>Identifies non-fiction texts, remembering facts.</p>	<p><b><u>ELG Comprehension</u></b> Anticipate – where appropriate – key events in stories.</p> <p><b><u>ELG Comprehension</u></b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Writing</b></p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writes cvc words using the sounds taught.</p> <p>Says a simple sentence for writing (oral and count words).</p> <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters e.g. for own name, Mum and Dad.</p> <p>Write own name.</p> <p><b><u>Physical Development</u></b> Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>Form lowercase letters and capital letters correctly</p> <p>Is starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.</p> <p>Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>Read sentences back to an adult.</p> <p>Writes cvc words and labels using taught sounds.</p> <p>Spells some high frequency tricky words.</p> <p><b><u>Physical Development</u></b> Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Use finger spaces most of the time.</p> <p>Is able to write their first name and starting to write their surname independently.</p> <p><b><u>ELG Writing</u></b> Write recognisable letters, most of which are correctly formed.</p> <p><b><u>ELG Writing</u></b> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><b><u>ELG Writing</u></b> Write simple phrases and sentences that can be read by others.</p> <p><b><u>ELG Fine Motor</u></b> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>