



Literacy Knowledge and Skills Progression in Reception

	Pre-Reception Baselines At the age of 3-4	Autumn Term	Spring Term	Summer Term
Word Reading (*English)	<p>Understand the five 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 different parts of a book • Page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound, such as money and mother 	<p>Phase 1 phonics: Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems, complete rhyming strings. • Recognise words with the same initial sound. • Orally blend <p>Phase 2 phonics: Can match taught graphemes and phonemes.</p> <p>Begin to blend phonemes into words, so that they can read short words made up of known grapheme– phoneme correspondences.</p> <p>Can blend and read VC and CVC words containing the 23 GPCs learned</p> <p>Can read 6 ‘tricky’ words.</p> <p>Begin to read captions and sentences containing the 23 GPCs learned and 6 ‘tricky words’</p>	<p>Phase 3 phonics: Recognise all taught phonemes, including some digraphs and trigraphs</p> <p>Read VC and CVC words with the GPCs learned in Phase 2 and Phase 3.</p> <p>Read captions and sentences with GPCs and ‘tricky’ words learned in Phase 2 and Phase 3</p>	<p>Phase 3 phonics: Recognise all taught phonemes, including some digraphs and trigraphs</p> <p>Read VC and CVC words with the GPCs learned in Phase 2 and Phase 3.</p> <p>Read captions and sentences with GPCs and ‘tricky’ words learned in Phase 2 and Phase 3</p> <p>Phase 4 phonics: Read words, sentences and decodable texts containing the GPCs learned within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words</p> <p>Re-read phonetically decodable books to build up confidence, enjoyment, understanding and fluency in word reading</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>ELG Word Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> </div>



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Comprehension <i>(*English)</i>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<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>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Is able to talk about the main events in the story</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>Identifies non-fiction texts, remembering facts.</p> <p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px;"> <p><u>ELG Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> </div>
Writing <i>(*English)</i>	<p>Use some of their print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all their name.</p> <p>Write some letters accurately.</p>	<p>Give meaning to the marks they make</p> <p>Write their name</p> <p>Phase 1 phonics: Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Clap out syllables in words • Orally segment <p>Phase 2 phonics: Begin to identify a letter with its corresponding phoneme</p> <p>Spell VC and CVC words and 'tricky' words using the 23 GPCs learned either using magnetic letters or by writing the letters</p>	<p>Form lower-case and capital letters correctly</p> <p>Use finger spaces most of the time.</p> <p>Phase 3 phonics: Spell VC and CVC words by writing the letters on paper or on whiteboards with the 23 GPCs from Phase 2 and some of the GPCs from Phase 3</p> <p>Write captions and sentences with GPCs and tricky words learned in Phases 2 and 3</p> <p>Make phonetically plausible attempts at spelling</p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Phase 4 phonics: Read words, sentences and decodable texts containing the GPCs learned within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations, and polysyllabic words</p>



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		Make phonetically plausible attempts with the emerging stages of spelling		<p>ELG Writing Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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**National Curriculum subjects matched to the areas of learning in the EYFS (laying the foundations)*