



Literacy Knowledge and Skills Progression in Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
Word Reading: Pre-Reception Baselines	Recognises own name in print. *Understands that print has meaning, e.g. menus, signs, books. *Shows interest in the print in books and the environment.	*Joins in with rhyming and rhythmic activities. *Completes familiar rhymes and identifies rhyming pairs. *Starts to generate their own rhyming words in play (even if nonsensical).	Identifies symbols/logos with meaning, e.g. supermarket signs, fast food. *Understands that symbols and print provide information. *Begins to "read" familiar books using pictures and memory	Identifies initial sounds in familiar words, e.g. "M for mummy." *Recognises and enjoys alliterative phrases, e.g. "big blue ball." *Begins to sort or match objects by initial sound.	Responds to oral blending or simple words, e.g. adult says "c-a-t", child says "cat". *Begins to orally segment simple CVC words when supported, e.g. "dog = d-o-g." *Joins in with sound games and silly sound talk.	Begins to recognise letters in their own name and name of peers. *Understands that letters represent sounds in words. *May recognise a few high-frequency words or familiar logos	*Child builds the foundations of reading by re-telling stories, noticing letters and sounds and engaging with texts more actively.
Word Reading (English,	Recognises and names some letters of the alphabet. Begins to link sounds to letters. Begins to blend simple VC and CVC words orally.	Reads VC and CVC words by blending sounds, containing the 23 GPCs learned, e.g. 't-a-p' = tap Matches spoken words to written words using sound knowledge. Can read 6 'tricky' words, e.g. 'l', 'no', 'go', 'the', 'to', 'into' Understands that some words cannot be sounded out and must be learned by sight.	Begins to read simple captions and phrases containing both decodable and 'tricky' words learned in Phase 2 and Phase 3.	Recognise all taught phonemes, including some digraphs Reads simple sentences using decoding and memory of tricky words. Understands what they have read and responds to it (comprehension begins to integrate). Begins to use expression or self-correct if it doesn't make sense.	Recognise all taught phonemes, including some digraphs and trigraphs Reads with growing fluency and expression Recognises a wider range of high-frequency words on sight. Begins to pause at full stops, notices punctuation.	Read VC and CVC words with the GPCs learned in Phase 2 and Phase 3. Reads short books matched to their phonics ability with increasing independence. *Talks about what they have read (characters, events, favourite parts). *Begins to self-correct and monitor for meaning.	<u>ELG Word Reading</u> 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 phonic knowledge, including some common exception words.



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Comprehension (English)	Has a love of stories and listens attentively to story time. Asks questions about stories. Repeat words and phrases from familiar stories	Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Can retell a story using role play or small world resources, using some story language.	Answer questions about a text that has been read to them. Is able to talk about the main events in the story	Begin to predict what might happen next in a story. Begin to use modelled vocabulary during role play for example in the Small World.	Identifies non-fiction texts, remembering facts	Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.	



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
Writing: Pre-Reception Baselines	*Uses thumb and finger with more control (developing pincer grip). *Enjoys mark making with a range of tools. *Experiments with pressure, direction, and movements when drawing.	*Makes marks with meaning and begins to assign names or explanations, e.g. "That's my daddy". *Imitates simple shapes and lines (vertical, horizontal, circular). *Begins to understand that print and writing have a purpose.	*Attempts to write own name with some recognisable letters or shapes. *Imitates writing in role-play, e.g. making a shopping list. *Begins to distinguish between drawing and writing.	- Uses writing tools during imaginative play, e.g. vets, notes, birthday cards. *Strings letters or marks together to represent words or ideas. *Begins to show directionality (left to right, top to bottom).	- Begins to form some recognisable letters, especially from own name. *Attempts to copy letters from models or name cards. *Distinguishes between different letter shapes and marks.	- Begins to write initial sounds for words, e.g. "d" for "dog". (Attempts to label drawings or write short words with support. *Uses letter strings or known letters to "have a go" at writing.	*Child is an emergent writer with growing control and intention by forming letters especially from their own name, and use writing to communicate meaning.
Writing (English)	- Holds pencil using a comfortable effective grip. - Can form some recognisable letters, particularly from own name. - Continues to experiment with mark-making in different contexts.	- Segments and writes CVC words, e.g. cat, dog, sun, using a sound mat or adult support. - Writes simple labels and captions using known sounds.	- Writes short, simple sentences, e.g. "The cat is big" with support. - Writes simple CVC words more independently. - Form taught letters with increasing accuracy	- Writes for a range of purposes, e.g. messages, stories, instructions through play. - Applies taught phonics to unknown words (phonetically plausible attempts). - Sequences ideas into sentences with some logical order	- Begins to use descriptive language in writing, e.g. "The big red bus." - May start to use 'and' to join ideas. Is confident to 'have a go' at writing. - Can write CVC words independently. - Can write simple sentences using a sounds mat.	- Use a capital letter at the beginning of a sentence and a full stop at the end. - Re-read what they have written to check that it makes sense. - Writes simple sentences independently which can be read by others.	<u>ELG Writing</u> 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.



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