



Reception Literacy Progression

Area of Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Listen and enjoy sharing a range of books</li> <li>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover</li> <li>Know that print carries meaning and in English, is read from left to right and top to bottom</li> <li>Know the difference between text and illustrations</li> <li>Enjoy joining in with rhymes, songs and poems</li> <li>Join in with repeated refrains and key phrases in stories</li> </ul>	<ul style="list-style-type: none"> <li>Engage in conversation and answer questions when reading fiction and non-fiction books</li> <li>Respond to 'who', 'where', 'what' and 'when' questions linked to text and illustrations</li> <li>Talk about events, feelings, main characters, story setting and make links to own life experiences</li> <li>Correctly sequence a familiar story or event using pictures</li> </ul>	<ul style="list-style-type: none"> <li>Predict and anticipate key events based on illustrations, story content and title</li> <li>Understand that fiction and non-fiction books have different structures</li> <li>Play is influenced by experience of books (small world, role play)</li> <li>Correctly retell a story using picture prompts</li> </ul>	<ul style="list-style-type: none"> <li>Retell stories in the correct sequence and draw on the language patterns of stories</li> <li>Say how they feel about stories and poems, including which parts of the story they liked or disliked</li> <li>Identify favourite characters, events and settings, and why</li> <li>Independently access the features of a non-fiction book</li> <li>Play influenced by experience of books</li> <li>Innovate a well-known story with support</li> </ul>	<ul style="list-style-type: none"> <li>Correctly sequence a story or event using pictures and/or captions</li> <li>Respond to questions about how and why something is happening</li> <li>Know the difference between different types of texts (fiction, nonfiction, poetry)</li> <li>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes etc.) and use appropriate vocabulary</li> <li>Innovate a known story</li> <li>Recall the main points in text in the correct sequence, using own words and including new vocabulary</li> <li>Talk about themes of simple texts e.g. perseverance, good versus evil</li> </ul>



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<b>Word reading</b>	<ul style="list-style-type: none"> <li>Recognise some letters from their name</li> <li>Discriminate between the different sound they can hear</li> <li>Able to orally blend and segment</li> <li>Say the corresponding phoneme when shown previously taught graphemes</li> </ul>	<ul style="list-style-type: none"> <li>Say the corresponding phoneme when shown previously taught graphemes</li> <li>Blend sounds into words, so that they can read short words (VC/CVC) made up of previously taught GPCs</li> <li>Read the phase 2 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Say the corresponding phoneme when shown previously taught graphemes</li> <li>Blend sounds into words, so that they can read short words made up of known GPCs</li> <li>Begin to read short captions</li> <li>Read the phase 2 and some phase 3 common exception words (tricky words)</li> <li>Reread captions and short sentences to aid fluency</li> </ul>	<ul style="list-style-type: none"> <li>Say the corresponding phoneme when shown previously taught graphemes (including digraphs and trigraphs)</li> <li>Read simple phrases and sentences made up of words with previously taught GPCs</li> <li>Read the phase 2 and some phase 3 common exception words/tricky words</li> <li>Reread captions and sentences to aid fluency</li> </ul>	<ul style="list-style-type: none"> <li>Say the corresponding phoneme when shown previously taught graphemes (including digraphs and trigraphs)</li> <li>Read simple phrases and sentences made up of words with previously taught GPCs</li> <li>Read the phase 2 and 3 common exception words/tricky words</li> <li>Reread sentences to aid fluency</li> </ul>	<ul style="list-style-type: none"> <li>Say the corresponding phoneme when shown previously taught graphemes (including digraphs and trigraphs)</li> <li>Read simple phrases and sentences made up of words with previously taught GPCs</li> <li>Read the phase 2 and 3 common exception words/tricky words</li> <li>Read some of the phase 4 common exception words/tricky words</li> <li>Reread captions and short sentences to aid fluency</li> <li>Re-read what they have written to check that it makes sense</li> </ul>
	<ul style="list-style-type: none"> <li>Re-read books to build up their confidence and fluency, as well as their understanding and enjoyment.</li> <li>Read books consistent with their phonic knowledge.</li> </ul>					



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Phonics	Phase 1/2	Phase 2	Phase 2/3	Phase 3	Phase 3	Phase 3/4
	<ul style="list-style-type: none"> <li>• General sound discrimination</li> <li>• Identify rhythm, rhyme and alliteration</li> <li>• Orally blend and segment simple words</li> <li>• Use robot arms to segment and phonics fingers to read</li> <li>• Say the phoneme when shown a previously taught phase 2 grapheme</li> </ul>	<ul style="list-style-type: none"> <li>• Say the phoneme when shown any phase 2 grapheme</li> <li>• Blend for reading VC and CVC words</li> <li>• Orally segment VC and CVC words for spelling</li> <li>• Read the phase 2 common exception words/tricky words</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate phase 2 graphemes</li> <li>• Introduce phase 3 graphemes</li> <li>• Write some of the phase 2 common exception words/tricky words</li> <li>• Blend and segment words containing previously taught graphemes for reading and spelling VC, CVC</li> <li>• Use a sound mat/phonics frieze to write corresponding graphemes</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate previously taught phase 2 and 3 graphemes</li> <li>• Introduce the remaining phase 3 graphemes</li> <li>• Write the phase 2 common exception words/tricky words</li> <li>• Read the phase 2 and some of the phase 3 common exception words/tricky words</li> <li>• Write the corresponding grapheme when they hear the phoneme</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate previously taught phase 2 and 3 graphemes</li> <li>• Read and write 2 syllable words containing previously taught graphemes</li> <li>• Read phase 2 and 3 common exception words/tricky words</li> <li>• Write phase 2 and some phase 3 common exception words/tricky words</li> <li>• Continue to apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions</li> <li>• Write more graphemes from memory and write a simple sentence using phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate previously taught phase 2 and 3 graphemes</li> <li>• Read and write 2 syllable words</li> <li>• Read and write CVCC and CCVC words</li> <li>• Read phase 2,3 and 4 common exception words/tricky words</li> <li>• Write phase 2 and 3 common exception words/tricky words</li> <li>• Write longer sentences using current phonic knowledge, including digraphs, trigraphs and phase 2 and 3 common exception words/tricky words</li> </ul>



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<b>Writing composition</b>	<ul style="list-style-type: none"><li>• Use talk to link ideas, clarify thinking and feelings</li><li>• Understand that thoughts, lists and stories can be written down</li></ul>	<ul style="list-style-type: none"><li>• Orally compose a sentence and hold it in memory before attempting to write it</li><li>• Begin to write labels, lists and captions with support</li></ul>	<ul style="list-style-type: none"><li>• Orally compose a sentence and hold it in memory before attempting to write it</li><li>• Write simple labels, lists and captions with increasing independence</li></ul>	<ul style="list-style-type: none"><li>• Use talk to organise and describe events and experiences</li><li>• Begin to write a simple sentence with support</li></ul>	<ul style="list-style-type: none"><li>• Become more independent when writing simple sentences with a full stop</li></ul>	<ul style="list-style-type: none"><li>• Write a simple narrative in short sentences including phase 2 and 3 graphemes (sometimes using a capital letter and full stop)</li><li>• Write different text forms for different purposes (e.g. lists, stories, instructions)</li><li>• Begin to discuss features of their own writing</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• Know that print carries meaning and in English, is read from left to right and top to bottom</li><li>• Draws lines and circles</li></ul>	<ul style="list-style-type: none"><li>• Form letters from their name correctly</li><li>• Recognise that after a word there is a space</li></ul>	<ul style="list-style-type: none"><li>• Write from left to right and top to bottom</li><li>• Begin to form recognisable letters</li></ul>	<ul style="list-style-type: none"><li>• Holds a pencil effectively to form recognisable letters</li><li>• Know how to form ascenders and descenders</li></ul>	<ul style="list-style-type: none"><li>• Form most lower-case letters correctly, starting and finishing in the right place</li><li>• Include spaces between words</li></ul>	<ul style="list-style-type: none"><li>• Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly</li></ul>