Literacy Skills Progression in Reception

	Autumn Term	Spring Term	Summer Term
Word Reading	Develop their phonological awareness to: • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them. Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Begin to read CVC words containing known letter-sound correspondences. Can match taught graphemes and phonemes. Can blend and read CVC words containing taught sounds. Can read taught tricky words.	Develop their phonological awareness to: • Able to complete a rhyming string. • Begin to use sound buttons to identify how many sounds are in a word. • Can supply words with the same initial sound for phase 2 single sounds. Recognise all taught sounds, including some digraphs. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.	**ELG Reading** Say a sound for each letter in the alphabet and at least 10 diagraphs **ELG Reading** Read words consistent with their phonic knowledge by sound-blending. **ELG Reading** Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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Comprehension	Has a love of stories and listens attentively to story time. Asks questions about stories. Repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Is able to talk about the main events in the story and predict what might happen. 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. Begin to predict what might happen next in a story. Begin to use modelled vocabulary during role play for example in the Small World. Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems. Retell or make up own stories using vocabulary that has been learnt. 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. **ELG Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. **ELG Comprehension** Anticipate – where appropriate – key events in stories. **ELG Comprehension** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Writing	Spell words by identifying the sounds and then writing the sound with letter/s. Writes CVC words using the sounds taught. Says a simple sentence for writing (oral and count words). Writes some lower case letters correctly.	Form lowercase letters and capital letters correctly Is starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop. Begin to use capital letters, finger spaces and full stops in independent writing.	Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time. Is able to write their first name and starting to write their surname independently. **ELG Writing**

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	Uses some upper case letters e.g. for own name, Mum and Dad. Write own name. **Physical Development** Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.	Read sentences back to an adult. Writes CVC words and labels using taught sounds. Spells some high frequency tricky words. **Physical Development** Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.	Write recognisable letters, most of which are correctly formed. **ELG Writing** Spell words by identifying sounds in them and representing the sounds with a letter or letters. **ELG Writing** Write simple phrases and sentences that can be read by others. **ELG Fine Motor** Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.