



Hanborough Manor
CE School

Literacy Skills Progression in Reception

	Autumn Term	Spring Term	Summer Term
W o r d R e a d i n g	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. 	<p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>ELG Reading Say a sound for each letter in the alphabet and at least 10 digraphs</p>
	<p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p> <p>Match taught graphemes and phonemes.</p> <p>Blend and read cvc words containing taught sounds.</p> <p>Read taught tricky words.</p>	<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>ELG Reading Read words consistent with their phonic knowledge by sound-blending.</p> <p>ELG Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <hr/> <p>Beyond ELG Read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p>



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C o m p r e h e n s i o n	<p>Listen attentively to story time. Ask questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in the context of a story.</p> <p>Enjoy sharing a favourite book with an adult, with another child, or to look at alone.</p> <p>Talk about the main events in the story and predict what might happen.</p> <p>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>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>Seek familiar texts or stories to re-read in the book area.</p> <p>Request favourite stories and poems for storytime.</p> <p>Retell or make up own stories using vocabulary that has been learnt.</p> <p>Identify non-fiction texts, remembering facts.</p>	<p><u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>ELG Comprehension</u> Anticipate - where appropriate - key events in stories.</p> <p><u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Beyond ELG</u> Make links between stories they have read or heard. Use feature of a non-fiction text to find information.</p>



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<p>W r i t i n g</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write cvc words using the sounds taught.</p> <p>Say a simple sentence for writing (oral and count words).</p> <p>Write some lower case letters correctly.</p> <p>Use some upper case letters e.g. for own name, Mum and Dad.</p> <p>Write own name.</p> <p><u>Physical Development links</u> Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>Begin to form lowercase letters and capital letters correctly.</p> <p>Begin 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><u>Physical Development links</u> Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p><u>ELG Writing</u> Write recognisable letters, most of which are correctly formed.</p> <p><u>ELG Writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><u>ELG Writing</u> Write simple phrases and sentences that can be read by others.</p> <p><u>ELG Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Use the tripod grip in almost all cases.</p> <p><u>Beyond ELG</u> Spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p>Use key features of narrative and other genres in their own writing.</p>
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