

Woodside Primary School

Reception

Progression of Literacy skills

Development matters	Early learning goals
<p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none">• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school's phonic programme.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense	<p>Comprehension</p> <ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Anticipate (where appropriate) key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none">• 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. <p>Writing</p> <ul style="list-style-type: none">• 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.

Below shows the progression of skills that build towards the Literacy Early Learning Goals.

Comprehension							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>To independently look at book, holding them the correct way and turning pages.</p> <p>To engage in listening to a range of books.</p> <p>Joining in with repeated phrases and actions.</p>	<p>To use pictures to tell stories.</p> <p>To sequence familiar stories.</p> <p>To act out stories.</p>	<p>To begin to answer questions about the stories read to them.</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes.</p>	<p>To begin to predict what may happen in the story.</p> <p>To suggest how a story might end.</p> <p>To talk about the characters in the books they are reading.</p>	<p>To retell a story.</p> <p>To talk about where a story was set.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experiences of books.</p>	<p>To answer questions about what they have read.</p> <p>To know that information can be retrieved from books.</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>

Word Reading							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>To recognise their name.</p> <p>Letters and sounds – Phase 1</p> <p>Initial sounds</p>	<p>Letters and sounds –Phase 2</p> <p>To begin to blend sounds together to read words using the taught sounds.</p>	<p>Letters and sounds –Phase 2</p> <p>To blend sounds together to read words using the taught sounds.</p>	<p>Letters and Sounds Phase 3</p> <p>To read words with double letters.</p>	<p>Letters and Sounds Phase 3</p> <p>To read sentences containing Phase 3 tricky words and diagraphs.</p>	<p>Letters and Sounds Phase 4</p> <p>To read compound words.</p> <p>To read sentences containing Phase</p>	<p>Letters and sounds consolidation and all Phase 4 tricky words.</p> <p>To read back sentence fluently.</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>

Rhyming Alliteration Oral blending and segmenting		To begin reading captions and sentences using taught sounds. To read books matching their phonics ability.	To recognise taught diagraphs in words and blend the sounds together. To read sentences containing tricky words and diagraphs. To read books matching their phonics ability.	To read books matching their phonics ability.	4 tricky words and diagraphs. To read books matching their phonics ability.		Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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Writing							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
To copy their name. To give meanings to the marks they make.	To copy taught letters. To write their name. To write initial sounds. To begin to write CVC words using taught sounds.	To use the correct letter formation of taught letters. To write words and labels using taught sounds. To begin to write captions using taught sounds.	To form lower-case letters correctly. To begin to write sentences using finger spaces. To understand that sentences start with a capital letter and	To form lower-case letters correctly and begin to form capital letters. To write sentences using finger spaces and full stops.	To form lower-case and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use capital letters at	To form lower-case and capital letters correctly. To begin to write longer words and compound words which are spelt phonetically. To write sentences using a capital	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.

	<p>To orally retell the story.</p> <p>To draw images and write labels to represent the story.</p>	<p>To label a plan and attempt to write a simple caption.</p>	<p>end with a full stop.</p> <p>To spell words using taught sounds.</p> <p>To spell some taught tricky words correctly.</p> <p>To create a story map of the journey and write labels/captions/sentences describing the crocodiles.</p>	<p>To spell words using taught sounds.</p> <p>To spell some taught tricky words correctly.</p> <p>To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships.</p>	<p>the start of a sentence.</p> <p>To use finger spaces and full stops when writing a sentence.</p> <p>To spell some taught tricky words correctly.</p> <p>To begin to read their work back.</p> <p>To rewrite a story.</p>	<p>letter, finger spaces and full stop.</p> <p>To spell some taught tricky words correctly.</p> <p>To read their work back and check it makes sense.</p> <p>To rewrite a story.</p>	
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