

Reception Literacy Progression Document

<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<u>Phonics –</u> <u>Focus– Phase 2</u> s,a,t,p,i,n,m,d,g,o,c,k,ck, e,,u,r,h,b,f,l <u>Tricky words –</u> is, l, the	<u>Phonics –</u> <u>Focus- Phase 2</u> ff,ll,ss,j,v,w,x,y,z,zz,qu words ending in s /s/ (hats, pots etc) ch, sh, th, ng, nk words ending in s /z/ (his) and s /z/ added (bags, dogs) <u>Tricky words -</u> and, has, as, his, her, go, no, to, into, she, he, of, we, me, be	<u>Phonics –</u> <u>Focus – Phase 3</u> ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters (dd, mm, tt, bb, rr, gg, pp, ff), longer words <u>Tricky words –</u> was, you, they, my, by, all, are, pure, sure	<u>Phonics –</u> <u>Focus – Phase 3</u> Review phase 3 diagraphs Review double letters Review longer words Words containing two or more diagraphs Longer words ending in -ing Compound words Words with s /z/ in the middle, words ending in s, words ending in - es /z/ <u>Tricky words –</u> Review	<u>Phonics –</u> <u>Focus – Phase 4</u> Short vowels CVCC Short vowels CVCC and CCVC Short vowels CCVCC, CCCVCC, CCVCCC Longer words Compound words Words ending in; -ing, , –ed /t/, –ed /id/ /ed/ –est <u>Tricky words –</u> said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	<u>Phonics –</u> <u>Focus – Phase 4</u> Long vowel sounds CVCC CCVC Long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words Root word ending in: – ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words <u>Tricky words –</u> Review <u>and secure</u> <u>spelling</u>
<u>On track</u> <u>Word reading</u> Most 3-4 objectives plus; Read individual letters by saying the sounds for them	<u>On track</u> <u>Word reading</u> Read individual letters by saying the sounds for them	<u>On track</u> <u>Word reading</u> Read simple phrases and sentences made up of words with known letter–sound correspondences and,	<u>On track</u> <u>Word reading</u> Read simple phrases and sentences made up of words with known letter–sound correspondences and,	<u>On track</u> <u>Word reading</u> Read some letter groups that each represent one sound and say sounds for them (ph4)	<u>On track</u> <u>Word reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their

Blend sounds into words, so that they can read short words <u>Comprehension</u> Be able to talk about stories and books that are read to them. Blend sounds into words, so that they can read short words <u>Reading level</u> Wordless books	Blend sounds into words, so that they can read short words Read simple phrases and sentences made up of words with known letter–sound correspondences. <u>Comprehension</u> Be able to talk about stories and books that are read to them. Understand simple phrases and sentences made up of words with known letter–sound correspondences. <u>Reading level</u> Phase 2 – Pink A or above	where necessary, a few exception words. Read some letter groups that each represent one sound and say sounds for them. <u>Comprehension</u> Be able to answer simple questions related to what they have read or heard in books. <u>Reading level</u> Phase 2 – Pink B or above	where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them. <u>Comprehension</u> Be able to answer questions related to what they have read or heard in books. <u>Reading level</u> Phase 2/3 – Pink B/Red A or above	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <u>Comprehension</u> Be able to answer questions related to what they have read or heard in books. <u>Reading level</u> Phase 3 – Red A or above	phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Comprehension -</u> 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 <u>Reading level</u> Phase 3 – Red A or above
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<u>Writing –</u> GPC Hearing initial sound Segmenting to spell using letter cards and some representations <u>On track –</u> To begin to write graphemes which indicate at least an initial sound for words.	<u>Writing</u> GPC Hearing initial, medial and final sounds and representing using letter cards and written graphemes. <u>On track –</u> to build and write simple CVCs	<u>Writing</u> GPC Writing CVCs Writing short captions Writing words containing phase 3 graphemes <u>On track –</u> to write short captions containing CVCs and some words with phase 3 graphemes. To apply some tricky words	<u>Writing</u> Breaking the flow of speech into words Writing longer captions containing both phase 2 and phase 3 graphemes Thinking of their own sentences Adding finger spaces <u>On track –</u> To begin to compose their own sentences and captions. To be able to count the words and hold the sentence. To write words in sequence with some accurate representation of graphemes. Form lower-case and capital letters correctly	<u>Writing</u> Thinking of their own sentences Writing words containing both phase 2 and phase 3 graphemes Writing CVCC and CCVC words accurately adding finger spaces and full stops <u>On track –</u> To be able to write captions and short sentences with some accurate spelling using known sounds. To use finger spaces and full stops. Form lower-case and capital letters correctly Re-read what they have written to check that it makes sense.	<u>Writing</u> To be able to write short sentences using good phonic knowledge to support spelling. To be able to accurately use some tricky words in their sentence. To write with increasing independence. Too add capital letters, finger spaces and full stops. <u>On track –</u> <u>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
<u>Teaching Structure</u> GPC/formation literacy lesson once per week One writing focused job	<u>Teaching structure</u> GPC/formation literacy lesson once per week	<u>Teaching structure</u> GPC/formation Literacy lesson	<u>Teaching structure</u> GPC/formation Literacy lesson	<u>Teaching structure</u> Teacher led Literacy lessons with a build up to writing	<u>Teaching structure</u> Teacher led Literacy lessons with a build up to writing

Lots of encouragement for writing during continuous provision	One writing focused job Lots of encouragement for writing during continuous provision	One teacher led focused writing task One TA led focused writing task	One teacher led focused writing task One TA led focused writing task	One 'class-write' per week or when necessary TA led focused activity	One 'class-write' per week or when necessary TA led focused activity
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