

Reception Literacy Overview

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
<p>Comprehension ELG 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; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>I can independently look at book, holding it the correct way up and turning the pages one at a time.</p>	<p>I engage in story times, joining in with repeated phrases and actions</p> <p>I am beginning to answer questions about the stories read to them</p> <p>I enjoy an increasing range of books including fiction, non-fiction and poetry.</p>	<p>I can use pictures to tell a story</p> <p>I am beginning to act out stories</p> <p>I am beginning to predict what may happen in the story</p> <p>I can suggest how a story might end</p>	<p>I can retell a familiar story</p> <p>I can follow a story without pictures or props</p> <p>I can talk about the characters in a familiar story</p>	<p>I am beginning to answer questions about what they have read</p> <p>I use vocabulary that is influenced by their experiences of books</p>	<p>I can answer questions about what they have read</p> <p>I know that information can be retrieved from books</p> <p>I can predict what will happen next</p>
<p>Word Reading ELG 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> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>I can read my name, with support.</p> <p>I can recognise taught phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l)</p> <p>I am beginning to read CVC words with support.</p> <p>I can read taught tricky words (the I is)</p> <p>I am beginning to read books matching my</p>	<p>I can read my name.</p> <p>I can recognise taught phase 2 sounds (ff ll ss j v w x y z zz qu ch sh th ng nk) and phase 3 sounds (ai ee igh oa)</p> <p>I am beginning to read CVC words with support.</p> <p>I can read taught tricky words (as and has his her go no to into she he of we me be)</p>	<p>I can recognise taught phase 3 sounds (oo o oar or ur ow oi ear air er)</p> <p>I can read taught tricky words (was you they my by all are sure pure)</p> <p>I can read books matching my phonics ability with support.</p>	<p>I can recognise taught phase 2 and 3 sounds as well begin to read words with two or more digraphs, compound words and words ending in -ing.</p> <p>I can read books matching my phonics ability.</p>	<p>I can recognise taught phase 2 and 3 sounds and read compound words, words ending in ing,ed,est and words with a short vowel sound.</p> <p>I can read taught tricky words (said so have like some come love do were here little says there when what one out today)</p> <p>I can read books</p>	<p>I can recognise taught phase 2 and 3 sounds and read longer words, words ending in ing,ed,er,est and words with a long vowel sound.</p> <p>I can read all previously taught tricky words.</p> <p>I can read books matching my phonics ability.</p>

	phonics ability with support.	I can read books matching my phonics ability with support.			matching my phonics ability.	
<p>Writing ELG Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>I am beginning to form the taught phase 2 graphemes. (s a t p i n m d g o c k c k e u r h b f l)</p> <p>I assign meaning to the marks that I make.</p> <p>I can copy my name, with support.</p>	<p>I am beginning to form the taught phase 2 graphemes (ff ll ss j v w x y z zz qu ch sh th ng nk) and phase 3 graphemes (ai ee igh oa)</p> <p>I can write my name, sometimes supported.</p> <p>I can write a CVC word, with support.</p>	<p>I can form some of the taught phase 2 and 3 graphemes correctly (oo o oar or ur ow oi ear air er)</p> <p>I can write my name.</p> <p>I can copy some common exception words correctly using a word mat or with support.</p> <p>I can think of, and write, a short caption with support.</p> <p>I can leave a finger space in between words that I write, with support.</p>	<p>I can form, most of the taught phase 2 and 3 graphemes correctly</p> <p>I can spell some common exception words and copy some others using a word mat and with support.</p> <p>I can think of, and write, a short simple sentence.</p> <p>I can leave a finger space in between words that I write, with support.</p> <p>I am beginning to understand that a sentence starts with a capital letter and ends with a full stop, with support.</p>	<p>I can form, most of the taught phase 2 and 3 graphemes correctly</p> <p>I can spell some common exception words correctly, sometime using a word mat and with support.</p> <p>I can write a sequence of simple sentences that can be read by others with support.</p> <p>I sometimes leave a finger space in between words that I write.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop with support.</p>	<p>I can form the taught phase 2 and 3 graphemes correctly (ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>I can spell some common exception words correctly.</p> <p>I can write a sequence of simple sentences that can be read by others.</p> <p>I leave a finger space in between words that I write.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p>

