

Harlington Lower School
Reception Curriculum Progression
Literacy



Literacy– Statutory Framework for the Early Years Foundation Stage

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).

Autumn	Spring	Summer
<u>Comprehension</u>		
<ul style="list-style-type: none"> • To use pictures to tell stories • To share a wordless book with somebody at home (Autumn 1-first few weeks) • To sequence familiar stories, using pictures • To independently look at books, holding them the correct way and turning pages • To engage in story time, joining in with repeated phrases, rhyme and actions • To begin to answer questions about the stories read to them 	<ul style="list-style-type: none"> • To talk about the pictures in a simple story (Sounds-Write phonic scheme books) • To sequence familiar stories, using keywords, phrases and then simple sentences • To begin to predict what may happen in the story • To suggest how a story might end • To talk about the characters in the books they are reading • To retell a story 	<ul style="list-style-type: none"> • To begin to answer questions about what they have read • To sequence familiar stories, using simple sentences and when ready a two-part sentence • To confidently predict what will happen next and begin to give reasons • To answer questions about what they have read and maybe give opinions

<ul style="list-style-type: none"> ● To know that information can be retrieved from books and computers ● To retell a simple story during roleplay, small world play ● To begin to enjoy a range of books including fiction, non-fiction, poems and rhyme 	<ul style="list-style-type: none"> ● To begin to follow a story without pictures or props, oral stories ● To show understanding of simple sentences ● To begin to find information in books and using Purple Mash ● To begin to use vocabulary which is influenced by the books that they read, in roleplay, small world play ● To begin to understand that books come in a range of genre; fiction, non-fiction, poems and rhyme 	<ul style="list-style-type: none"> ● To anticipate (where appropriate) key events in stories ● To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ● To widely use vocabulary that is influenced by their experiences of books ● To use books and Purple Mash to retrieve information related to topics ● To act out and recreate stories, using Helicopter Stories
<h3 style="text-align: center;"><u>Word Reading</u></h3>		
<ul style="list-style-type: none"> ● To identify rhyming strings, such as cat, bat, mat ● To know that they can clap and count syllables in words ● To hear and say the initial sound in words ● To know Sounds Write Initial Code Unit 1-5 sounds ● To begin to blend sounds to read CV and then CVC words ● To know that a sound is represented by a letter ● To begin to read words (up to CVC), short phrases and simple sentences ● To know and begin to read some tricky words (HFW) a, is, I, the, of, for, are, to 	<ul style="list-style-type: none"> ● To be able to spot rhymes in familiar stories and poems ● To clap and count and identify the number of syllables in polysyllabic words ● To know Sounds-Write Initial Code Unit 6-7 sounds, to include first digraph sounds ff, ll, ss, zz ● To be able to blend sounds to read CVC words and then Sounds-Write Initial Code Unit 8 VCC, CVCC; Unit 9 CCVC; Unit 10 CCVCC, CCCVC, CCVCCC words ● To begin to know that some sounds are represented by two letters (ff, ll, ss, zz) ● To read words (up to CCVCC) and simple sentences 	<ul style="list-style-type: none"> ● Are independently able to complete a rhyming string, to include Unit 11 digraphs ● To clap and count and identify the number of syllables in polysyllabic words ● To know Sounds-Write Initial Code Unit 11 sounds (ch, sh, th, -th, wh, ck, ng, qu) ● To be able to blend CVC, VCC, CCVC, CVCC, CCVCC words which contain digraphs from Sounds-Write Initial Code Unit 11 (ch, sh, th, -th, wh, ck, ng, qu) ● To begin to know that some sounds are represented by two letters (ch, sh, th, -th, wh, ck, ng, qu) ● To begin to read with more fluency when reading words, phrases and simple sentences

	<ul style="list-style-type: none"> To know and read tricky words (HFW) was, all, said, you, come, some, go, no, so 	<ul style="list-style-type: none"> To know and read tricky words (HFW) he, she, we, me, be, they, what, there, these, where, who To begin to look at first units from Sounds-Write Extended Code, Summer 2
<p style="text-align: center;"><u>Writing</u></p>		
<ul style="list-style-type: none"> To copy their name and then begin to write independently To give meanings to the marks they make To copy taught letters, using Letter-Join, with correct lead out To write letters which represent sounds from Sounds Write Initial Code Unit 1-5 To write initial and final sounds in words To begin to write CVC words using taught sounds, with adult support To begin to write some tricky words (HFW) a, is, I, the, of, for, are, to To begin writing words and labels using taught sounds To begin to write lists, captions, simple phrases using taught sounds To begin to leave a space between words, when writing captions, simple phrases To begin to write a sentence dictated by an adult, with support (from Sounds-Write Initial Code Unit 2 onwards) 	<ul style="list-style-type: none"> To form lowercase letters, with correct lead out, using Letter-Join To begin to form capital letters To write letters which represent sounds from Sounds Write Initial Code Unit 6-7 To write tricky words (HFW) was, all, said, you, come, some, go, no, so To begin to understand that sentences start with a capital letter and end with a full stop To begin to verbalise a sentence and then write, with support as needed To know to leave a space between words, when writing sentences To write a sentence dictated by an adult from Sounds-Write Initial Code units To know that they can access alphabet strips, finger spaces, tricky word lists and topic vocabulary from the working wall to aid their writing 	<ul style="list-style-type: none"> To form all lowercase letters, with correct lead out, using Letter-Join To know the corresponding capital letter for all lowercase letters To write letters which represent sounds from Sounds Write Initial Code Unit 11 To write tricky words (HFW) he, she, we, me, be, they, what, there, these, where, who To begin to write longer words which are phonetically plausible, in relation to topic vocabulary To write simple phrases and sentences that can be read by others To begin to use capital letters at the start of a sentence To always leave spaces after words they write in captions, phrases, sentences To know to end a sentence with a full stop To begin to read their work back To confidently access alphabet strips, finger spaces, tricky word lists and topic vocabulary from the working wall to aid their writing

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| <ul style="list-style-type: none">● To know that they can explore the writing area during child-initiated play and enjoy mark making activities | | |
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