

Literacy Yearly Progression in Reception



At St Joseph's we follow RWI and Talk 4 Writing. We teach phonics every day (Autumn 1 as a whole class session and then from Autumn 2 in ability groups). Every classroom has a writing area where opportunities are provided to practise the skills taught (in both the indoor and outdoor classrooms). Every week there will be a Literacy activity that all children are encouraged to complete (independently) and every other week there is a Literacy focus task (adult led) which every child is expected to complete. The outcomes of these activities are recorded in either their writing books, folders or shared on Tapestry. There will be support for those children who are not on track and 'Digging Deeper' activities to stretch the children who are quicker at mastering new concepts. Every morning, there is a carousel of activities which includes a Literacy activity such as a phonics activity, reading for pleasure or letter formation. Children take home 2 books each week. One is a book matched to their phonics ability and the other one to share with an adult. In addition to this, we also use Poetry Basket to help build up the children's repertoire of poetry.

	Intent		DM / ELG links	Implementation
Autumn Term	Phonics / word reading	Literacy		
1	<ul style="list-style-type: none"> Teach Set 1 Sounds: m a s d t i n p g o c k u b f e l h r j v w x y z Teach oral blending skills Teach children to recognise their name. 	<ul style="list-style-type: none"> To use pictures to tell a story To sequence familiar stories To independently look at a book, holding them the correct way and turning the pages. To copy letters and words from environmental print (sometimes with reversals) 	<p><i>Children in Reception:</i></p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Form lower-case letters correctly (children who are confident with their letter formations will learn how to write using the pre-cursive font. Those who are at early stages of writing will learn how to write using print). 	<p>Through daily RWI sessions, literacy focus tasks, child initiated learning, writing area activities / opportunities, 1:1 reading sessions, story time and early morning work:</p> <p>Children learn to:</p> <ul style="list-style-type: none"> recognise and copy their name. give meaning to marks they make. copy letters taught write initial sounds <p>Talk4Writing (The Little Red Hen):</p> <ul style="list-style-type: none"> Children learn to recite the story using story language (imitate). Children learn to adapt a story and make it their own (orally innovate)
2	<ul style="list-style-type: none"> Recap any single letter alphabet gaps from the sounds above. Teach children to blend using single letter alphabet sounds. 	<ul style="list-style-type: none"> To actively engage in story times. To retell familiar stories and make up stories of their own based on ones read in class. To begin to form lower 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Form lower-case letters correctly (children who are confident with their letter formations will learn how to 	<p>Children learn to:</p> <ul style="list-style-type: none"> write their names independently use the correct letter formation of some of the taught letters (once children are able to form letters correctly, they are taught how to use the pre-cursive style) begin to write CVC words using taught sounds

	<ul style="list-style-type: none"> Children 'on track' take home the sound blending books 	<p>case letters correctly.</p> <ul style="list-style-type: none"> To write letters with spaces in between to resemble words and tell you what I have written. To hear and write the first sound in words. To hear and write the final sounds in words. To understand stories that are being read to them. 	<p>write using the pre-cursive font. Those who are at early stages of writing will learn how to write using print).</p> <ul style="list-style-type: none"> Begin to spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> begin to write words, labels and captions using taught sounds. join in with repeated phrases and actions. begin to answer questions about the stories read to them. <p>Talk4Writing (If I had a dinosaur):</p> <ul style="list-style-type: none"> Children learn to recite the story using story language (imitate). Children learn to adapt a story and make it their own (orally innovate) CVC and simple sentence writing to say which pet they would wish for (cold task & hot task)
Spring Term				
1	<ul style="list-style-type: none"> Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of CVC words containing using single letter alphabet sounds Children 'on track' take home the Ditty Stories. Begin to introduce the 'red' words: <ul style="list-style-type: none"> I of my to the no 	<ul style="list-style-type: none"> To use the correct letter formation in their writing To hear and write all of the sounds in a CVC word. To rehearse what I want to write verbally. To write short captions and sentences made of CVC words using known graphemes. To leave finger spaces between the words in my sentences/captions. To make predictions based on stories read and stories that we listen to. To continue to retell familiar stories and make up stories of their own based on ones 	<ul style="list-style-type: none"> 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 begin to form capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<p>Children learn to:</p> <ul style="list-style-type: none"> form many lower case letters correctly begin to write sentences using finger spaces understand that sentences start with a capital letter and end with a full stop. spell words using taught sounds. spell some taught 'red' words correctly. predict what might happen in a story. suggest how a story might end. <p>Talk4writing (Three Little Pigs /Little Red):</p> <ul style="list-style-type: none"> Children learn to recite the story using story language (imitate). Children learn to adapt a story and make it their own (orally innovate & invent) Children learn to use their phonics to write a simple refrain from the story, e.g. <i>I will huff and I will puff</i> <p>Children learn to:</p> <ul style="list-style-type: none"> form many lower case letters correctly and begin to form capital letters correctly.
2	<ul style="list-style-type: none"> Recap Set 1 Special Friends: sh th ch qu ng nk 			

	<ul style="list-style-type: none"> Secure blending of words containing these sounds Children 'on track' take home Red Story books. Red (tricky) words: <ul style="list-style-type: none"> I of my to the no 	read in class.	<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> write sentences using finger spaces and full stops. spell words using taught sounds. spell some taught 'red' words correctly. retell a story follow a story without pictures or props. talk about the characters in the books that they are reading. <p>Talk4writing (Handa's Surprise / Handa's Hen)</p> <ul style="list-style-type: none"> Children learn to recite the story using story language (imitate). Children learn to adapt a story and make it their own (orally innovate & invent) Children will learn how to use their phonics to help write a speech bubble from Handa's perspective, e.g. Will she like the...? Story writing
Summer Term				
1	<ul style="list-style-type: none"> Recap Set 1 sound gaps Teach blending of words containing consonant blends Children 'on track' take home Green Story books. Red (tricky) words: <ul style="list-style-type: none"> the your said you my I he are of 	<ul style="list-style-type: none"> To spell some 'red' tricky words correctly when writing them in captions/sentences. To use a full stop at the end of my sentences. To use a capital letter at the beginning of my sentences. To form my letters correctly. To be able to read my writing and for it to be able to be read by others. To have a discussion about what I have read. 	<p>ELG 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>ELG 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 	<p>Children learn to:</p> <ul style="list-style-type: none"> form lower case letters and capital letters correctly. begin to use lead ins (some children will have previously started depending on where they were with their letter formation). begin to write longer words which are phonetically plausible. begin to use capital letters at the start of a sentence. use finger spaces and full stops when writing a sentence. begin to read their work back. answer questions about what they have read. use vocabulary that is influenced by their experience of books. <p>Talk4writing (Oi Frog / The Tiny Seed):</p>

	<ul style="list-style-type: none"> - no 	<ul style="list-style-type: none"> • To use vocabulary in my writing that has been influenced by what I have read. • To continue to retell familiar stories and make up stories of their own based on ones read in class. 	<p>introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<ul style="list-style-type: none"> • Children learn to recite the story using story language (imitate). • Children learn to adapt a story and make it their own (innovate and invent). • Posters using descriptive language. • Story writing
2	<ul style="list-style-type: none"> • Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy • Teach reading of words containing these set 2 sounds • Build speed of reading words containing set 1 sounds • Children 'on track' take home Green or Purple Story books. • Red (tricky) words: <ul style="list-style-type: none"> - the - to - my - go - baby - are - your - of - I - me - he - said - you 	<ul style="list-style-type: none"> • To develop the use of 'story language.' 	<p>ELG 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. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • form lower case letters and capital letters correctly. • use lead ins (some children will have previously started depending on where they were with their letter formation). • begin to write longer words which are phonetically plausible. • write sentences using a capital letter, full stops and finger spaces. • read their work back to check it makes sense. • know that information can be retrieved from books. <p>Talk4writing (Look up! / Ruby's worries):</p> <ul style="list-style-type: none"> • Children learn to recite the story using story language (imitate). • Children learn to adapt a story and make it their own (innovate and invent). • Report about the meteor shower / moving up to Yr1. • Story writing

Statutory EYFS Framework: Literacy

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).

Yr 1 National Curriculum	RWI Phonics (Autumn Term 1)
<p>During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.</p> <p>Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.</p> <p>Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words.</p> <p>At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.</p> <p>Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.</p> <p>Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.</p> <p>Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.</p> <p>Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p>	<ul style="list-style-type: none">• Children 'on track' take home Purple story books.• Children can read some Set 2 Sounds.