



Itchen Abbas Primary School Reception Progression Map – Literacy 2023-24



	Autumn	Spring	Summer	Mastery
Word Reading	<p>Recognise taught Phase 2 sounds</p> <p>Autumn 1 s a t p i n m d g o c k e u r h b f l Autumn 2 ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) <p>Blends sounds orally into words, using phonics fingers.</p>	<p>Recognise taught Phase 3 sounds</p> <p>Spring 1 ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> words with double letters longer words <p>Spring 2</p> <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end <p>Blends sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Recognise taught Phase 4 sounds</p> <p>Summer 1 Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est <p>Summer 2 Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words <p>Says a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Reads words consistent with their phonic knowledge by sound-blending (ELG)</p>	<p>Reads words containing taught sounds from Little Wandle letters and sounds Phase 1-4</p>
	<p>Begins to read CV and CVC words containing known letter-sound correspondences, using phonics fingers.</p>	<p>Reads simple phrases and sentences containing known letter-sound correspondences containing 1 or 2 common exception words.</p>	<p>Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p>	<p>Reads aloud simple sentences and books that include all taught sounds from Phase 1 – 4, including tricky words.</p>
	<p>Recognises and reads tricky words</p> <p>Autumn 1 – is l the Autumn 2 put, pull, full, as, and, has, his, her go, push, he, of, we, me, be</p>	<p>Recognises and reads tricky words.</p> <p>Spring 1 was you they my by all are sure pure Spring 2 – consolidate all tricky words – TP,</p>	<p>Summer 1 - said so have like some come love do were here little says there when what one out today Summer 2 – consolidate all tricky words</p>	
	<p>Re-reads phonetically decodable books containing learnt sounds, to build up confidence.</p>	<p>Re-reads phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>On first reading: consistently applies phonics to decode unknown words.</p> <p>When re-reading: demonstrates a greater degree of fluency, reading some words straight off.</p>	<p>On first reading: reads sentences and words containing unit 1-4 graphemes. Reads some words 'straight off', only blending sounds to read unknown words.</p> <p>Starts to read in a more phrased manner (using prosody) while maintaining track of the print.</p>
Comprehension	<p>Asks questions and makes comments about stories.</p>	<p>Answers questions about a text that has been read to them.</p> <p>Talk about the characters from a story in the books they are reading or have had read to them.</p>	<p>Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p>	<p>Demonstrates literal understanding by referring to the text when answering questions.</p> <p>Begins to answer questions requiring inference by finding 'clues' in the text or referring to their own ideas and opinions.</p>

	Suggest how a story might end	To answer questions about what they have read To know that information can be retrieved from books.	Understands and uses correctly terms for referring to conventions of print: book, cover, beginning, end, page, word, letter, line.
Repeats words and phrases from familiar stories. Use pictures to tell stories Sequence familiar, simple stories Repeats new vocabulary in the context of a story.	Begins to predict what might happen next in a story. Act out stories. Retell a story. Begins to use modelled vocabulary during role play or when using small world resources. Recites lines from familiar stories or a poem, off by heart	Anticipates – where appropriate – key events in stories (ELG) - ALL Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)	Draws links between stories they have read and/or their own experiences e.g. 'I think he will be sad because I felt sad when I lost my teddy.' Distinguishes between good and bad characters. Understand the need to clarify words and phrases, and ask for help if they have not understood. Uses clues such as the picture to help clarify new vocabulary. Uses the structure of a simple story when re-enacting and retelling.
Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Enjoys an increasing range of books including fiction, non-fiction, poems and rhymes.	Seeks familiar texts or stories to re-read independently. Requests favourite stories and poems during story time.	Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.	To express preferences about books and explain what they like about them.

Writing – Composition and Transcription	<p>Copies lowercase letters e.g. when modelled by an adult during handwriting practice or from a handwriting strip or display.</p> <p>Begins to use some clearly identifiable letters to communicate meaning.</p> <p>Use the correct letter formation of taught letters</p>	<p>Forms lowercase letters and capital letters correctly. - TP</p>	<p>Writes recognisable letters, most of which are correctly formed (ELG)</p> <p>To form lower- case and capital letters correctly</p>	<p>To begin to use capital letters for some proper nouns e.g. names, days of the week.</p>
	<p>Writes their first name with some support if required.</p>	<p>Confidently writes first name independently.</p> <p>Copies surname from a name label.</p>	<p>Is able to write their first name using correct letter formation, and with clear distinction between ascenders and descenders and writes their surname independently.</p>	<p>Is able to write their first name and surname independently using correct letter formation, and with clear distinction between ascenders and descenders.</p>
	<p>Begins to write taught sounds as captions or labels for drawings or in early writing such as a pretend shopping list.</p> <p>Begins to segment words orally.</p>	<p>Attempts to spell words by identifying the sounds and then writing the sound with letters, segmenting orally and using phonics fingers.</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p>	<p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Independently, can segment words of up to 4 phonemes accurately and can transcribe these using units 1-4 graphemes.</p> <p>Use classroom resources to support spelling of common exception words.</p> <p>To begin to write longer words and compound words which are spelt phonetically</p>	<p>Can segment words accurately (including those with adjacent consonants e.g. crunch, splat; and those with more than one syllable e.g. fantastic, jumping), and accurately transcribes these using unit 1-4 graphemes.</p> <p>Write approximately 15 common exception words from memory and use classroom resources to support spelling others.</p>
	<p>Orally rehearses phrases and sentences that they would like to record.</p>	<p>Writes short sentences with words with known sound-letter.</p> <p>Recalls spelling of taught common exception words. – ALL - CHECK</p> <p>Write sentences using finger spaces, capital letters and full stops. - ALL</p>	<p>Writes simple phrases and sentences that can be read by others (ELG) and include taught common exception words.</p> <p>Understands a sentence as one 'idea' and, with adult support, orally rehearse a sentence before writing. Write down their idea, beginning with a capital letter and ending with a full stop.</p> <p>Read their work back and check it makes sense, noticing and correcting errors with adult support.</p>	<p>With adult guidance on content, can write 3-4 sentences, applying their phonic knowledge consistently and demarcating words and sentences accurately using capital letters, full stops and clear space between words. Begin using features of narrative in their own writing.</p>