



Literacy Development Reception

Development Matters Statements	The Reception children can....
Read individual letters by saying the sounds for them. See Letters and Sounds Slides- Planning Drive on system	• Discriminate between different sounds, begin to orally blend and segment • join in with alliteration, rhythm and rhyming activities. (Phase One) • Recognise and say the first 5 sets of letters in phase 2 (taught through phonics teaching). • Recognise and say taught sets 6 and 7 of letters in phase 3 and then move onto constant diagraphs and vowel diagraphs (through phonics teaching) • Recognise and say the letters names (taught through phonics teaching) • Consolidate phases 2 and 3 and introduce and read two syllable words.
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	• Continue to learn to orally blend and segment words. • blend and segment phase two CVC words, for example h-a-t, p-i-g etc. Children are blending for reading and segmenting writing in phonics lessons, in continuous provision and in guided reading sessions. • adults' model through teaching in phonics/guided reading and within the continuous provision of reading words from left to right.

See Letters and Sounds Slides- Planning Drive on system	• blend and segment phase three CVC words, for example h-or-n, r-ai-n, j-a-m, goat etc. Children are blending for reading and segmenting writing in phonics lessons, in continuous provision and in guided reading sessions • begin to read words from left to right in a variety of situations e.g., guided reading, phonics and in continuous provision. • Consolidate blending and segmenting of phases 2 and 3 words, as well, as blending and segmenting (reading/writing) two syllable words. • independently to read words from left to right in a variety of situations e.g., guided reading, phonics and in continuous provision. • Children to use their blending skills to read aloud simple sentences.
Read some letter groups that each represent one sound and say sounds for them. See Letters and Sounds Planning Drive on system	• begin to orally blend and segment constant diagraphs in phase three sounds, such as, sh, ch. th and ng in a variety of ways. For example, games, modelled writing and phonics. • To blend and segment phase three CVC words, for example h-or-n, r-ai-n, j-a-m, goat and shop etc. Children are blending for reading and segmenting writing in phonics lessons, in continuous provision and in guided reading sessions • begin to read words from left to right in a variety of situations e.g., guided reading, phonics and in continuous provision.

	Children to independently read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.
Read a few common exception words matched to the school's phonic programme. See Letters and Sounds Slides- Planning Drive on system	- begin to recognise and read the phase two tricky words: I, go, to, the, no - can independently read the phase two tricky words and begin to write them, individually and in a sentence. - begin to recognise and read the phase three tricky words: we, me, he, be, she, was, her, you, all, are <i>and</i> they. - can independently read the phase three tricky words and begin to write them, individually. - can independently read and write phase two tricky words in sentences. - can independently read the phase three tricky words and to write them in a sentence. - begin to recognise and read the phase four tricky words: do, so, out, like, have when, some, come, what, said, have <i>and</i> were. Challenge: begin to write some of the phase four tricky words: so, do, like, have <i>and</i> said.
Read simple phrases and sentences made	using their sounding out skills and phonics fingers children read simple cvc words, initially using the set 1 (s, a, t, p) words: sat, pat, tap etc., moving on through to five.

up of words with known letter– sound correspondences and, where necessary, a few exception words.

Guided reading sessions.

- using their phonics knowledge (above) and sounding out skill begin read phase two captions: pat a dog, dad and nan etc.
- begin to practise skills (above) and to read aloud and for a purpose, children take home a reading book each week (phase two- (Oxford Reading Tree) to practise skills read
- Independently read phase two captions: pat a dog, dad and nan etc.
- using their sounding out skills and phonics fingers children read CVC words, initially using the sets 6 and 7 words: jet, van, quick, yet., moving on through to constant digraphs and vowel digraphs: shop, chip ring *and* rain, feet, coin, light etc.
- using their phonics knowledge (above) and sounding out skill, begin to read simple phase three captions: is the sun wet? can a duck quack?
- using their phonics knowledge (above) and sounding out skill, begin to read the next set of phase three captions which include the phase three tricky words: she will fill the bucket at the well
- listen to children practise skills (above) and to read aloud and for a purpose,
- children take home a reading book each week (phase two/three) - (Oxford Reading Tree) to practise skills read
- read the phase three captions independently which include the phase three tricky words

	• listen to children practise skills (above) and to read aloud for a purpose in guided reading sessions • children take home a reading book each week (phase two/three/four) - (Oxford Reading Tree) to practise skills read. • begin to read phase four words with adjacent constants and two syllable. • begin to read simple phase four captions: Fred and Brett spent a week in Spain.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Reread phase two cvc reading books with support and modelling • Talk about a shared books at home and in school- blur, title characters etc • • take home a guided reading book (phase two) each week • Reread phase three cvc reading books, with support and modelling • Talk about a book's plot, setting and characters. • • access phase four cvc reading books available in the book corner • Talk about a shared books at home and in school-prediction
Form lower-case and capital letters correctly. See	• engage in finger strengthening exercises in phonic sessions (snappy fingers) • engage in fine motor activities within the learning environment and during phonics sessions. - Nelson scheme- circles, lines, movements left to right, up and down,

drawing planning focusing on lines Phonics planning Nelson writing	• begin to form a pincer grip, when using a range of tools and writing resources. • begin to form phonics phase 2 letters (pre cursive) beginning with set 1 and moving onto set 5- starting point, left to right movements, using the lines (ascending and descending). • independently write set 1 to 5 letters (phonics) to make words • consolidate letter formation of 1 to 5. • begin to form phonics phase 3 letters (pre cursive) beginning with set 6 and 7 thinking about starting point, left to right movements using the lines (ascending and descending). • begin to form capital letters set 1-5 letters phase 2 • consolidate letter formation of sets 1 to 7. • begin to form capital letters sets 6-7 letters phase 2 • consolidate letter formation sets 1 to 7 • Challenge: independently form all capital letters
Spell words by identifying the sounds and then writing the sound with letter/s.	•

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	• modelled by an adult, begin to Independently write cvc words • independently write cvc words (labelling, rhyming words) • with adult support, orally say a caption (modelled by an adult- (phonics, focused writing on carpet and adult focused times) • begin to write simple captions with a finger space. • Orally say a caption (modelled by an adult- (phonics, focused writing on carpet and adult focused times, talking tins) • write captions with a finger space • begin to write simple sentences using finger spaces and a full-stop • orally say a sentence and remember it (talking tins) • write simple sentences using finger spaces sometimes using a full stop and a capital letter. • read their own writing
Re-read what they have written to check that it makes sense.	• talk about their mark making and pictures they have drawn. • beginning to read by sounding out, the phase two cvc words they have written. • With support and through modelling, begin to read by sounding out the simple phase two caption they have written. • talk in detail about their mark making and drawings.

Refer back to phonics planning	• confidently read the phase two cvc words they have written. • beginning to read the simple phase two caption they have written. • beginning to read by sounding out, the phase three cvc words they have written. • notice when they have written a word, if it makes sense by rereading their writing, with support though modelling. • read the phase three cvc words they have written. • read the simple phase three caption they have written • notice when they have written a word, if it makes sense by rereading their writing. • Begin to read phase four words.
	ELG
Comprehension	• 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.
Word Reading	• 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.
Writing	• 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.
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