

# Reception

## Literacy

### Autumn

### Spring

### Summer

**Word Reading:**

**As readers, we will use our curiosity, collaboration and communication superpowers to:**

Join in with lots of rhymes, songs and patterned stories, remembering the actions and the repeating parts.

Begin to blend simple CVC words using known sounds, both orally and with adult support in print.

Begin to recognise our name in print.

Learn and begin to apply Phase 2 sounds in reading and phonics sessions.

Begin to blend simple CVC words using known sounds (oral and supported print).

Begin to match the sounds we know to the letters we see in books and around the classroom.

Take part in small group guided reading sessions, using picture clues, early sounds and adult support to begin decoding simple words.

Share our reading books at home and talk about what we enjoyed.

**Phonics Progression:**

**Autumn:**

Phase 2: s a t p i n o p d g c k ck e u r h b f v ff l / ll

ss j w z/zz x y q / qu

Tricky words

Oral blending and segmenting

Initial sound recognition

**Word Reading:**

**As readers, we will use our curiosity, collaboration and communication superpowers to:**

Use our growing phonics knowledge to read simple CVC and CVCC words using the sounds we learn in Power Phonics.

Spot and read some familiar words we see often in books and around the classroom (like the, to, go).

Talk about new words, using visual clues, repetition and adult modelling to support understanding.

Join in with repeating words and phrases in our favourite stories (like "Fee Fi Fo Fum!").

Practise reading words in lots of places – in guided reading, Drawing Club, signs, labels and during play.

Enjoy sharing a wide range of fiction and non-fiction books, noticing words we recognise.

Join in with rhymes, poems and word-play, helping us hear rhythm, rhyme and patterns in language.

Begin to read simple sentences with growing confidence and independence.

**Phonics Progression:**

**Spring:**

Phase 3: digraphs sh th ch ng er ee ea \_y e\_e a\_e ay ai oo ue u\_e

Tricky words

Reading simple sentences

**Comprehension:**

**Word Reading:**

**As readers, we will use our curiosity, collaboration and communication superpowers to:**

Keep practising our Phase 3 and Phase 4 phonics, blending sounds confidently to read new words.

Spot and read **tricky words** automatically in our books and around the classroom.

Read words consistent with their phonic knowledge, including some common exception words.

Read simple sentences, signs, labels and captions linked to our summer themes with growing confidence and with increasing fluency and expression.

Join in with repeated phrases, patterned words and rhymes, helping us read with confidence and expression.

Begin to recognise and read topic words such as seed, soil, chrysalis, wings, journey, vet, nurse and farm.

**Phonics Progression:**

**Summer:**

Phase 4: blending longer words (CVCC, CCVC)

Reading tricky words automatically

Fluency and expression

Preparing for Year 1 phonics expectations

**Comprehension:**

**As readers, we will use our comprehension and collaboration superpower to:**

	<p><b>Comprehension:</b></p> <p><b>As readers, we will use our comprehension and collaboration superpower to:</b>          Enjoy lots of stories, Drawing Club books and topic books, talking about what we can see and what might be happening.          Look closely at the pictures to spot characters, settings and important clues.          Learn new story words and phrases from patterned books like <i>"Who's been eating my porridge?"</i>          Join in with stories, poems and rhymes linked to autumn, winter and our class topics.          Begin to predict what might happen next in familiar stories.          Put stories in order using pictures, actions or simple story maps to show what happens first, next and last.          Work together in small groups to retell stories and talk about our favourite parts.          Look after our books carefully and turn the pages one at a time.</p> <p><b>Writing:</b></p> <p><b>As writers, we will use our resilience, communication and creativity superpowers to:</b>          Hold our pencil in a comfortable, strong grip to help us write.          Say our sentence out loud before we write it.          Listen for the first sound in each word to help us spell.          Begin to write recognisable letters and simple CVC words with support.          Write for different reasons – labels, lists, captions and cards linked to our autumn and winter learning.</p>	<p>As readers, we will use our comprehension and collaboration superpower to:          Look after our books and enjoy reading them with friends or by ourselves in our cosy reading spaces.          Read and enjoy stories about winter, animals, magical worlds and celebrations.          Talk about key events, characters and ideas from the books we read together.          Retell stories using puppets, small world toys and simple story maps.          Look closely at the pictures and use what we already know to guess what might happen next.          Talk about new or interesting words we hear in stories and ask questions like who, where, why, how.          Share our opinions about books – explaining what we like and why.          Begin to talk about the message in a story (e.g., kindness, helping others, looking after animals).          Join in with familiar parts of stories, poems and rhymes, using actions and repeated phrases.          Use pictures to help us understand new words and work out what is happening in the story.          Join in storytelling linked to the festivals and celebrations we are learning about.</p> <p><b>Writing:</b></p> <p><b>As writers, we will use our resilience, communication and creativity superpowers to:</b>          Use our phonics knowledge to spell simple words, including words with digraphs (two letters, one sound).          Say our sentence out loud, then listen for each word and write it down in order.          Write for different reasons – labels, lists, captions, cards, signs and simple story sentences.          Write simple sentences that can be read back by themselves and others.</p>	<p>Listen to and enjoy a wide range of stories, poems and information books linked to our summer themes, and choose favourite books to enjoy independently in our cosy reading spaces.          Retell stories in the correct order using pictures, actions and our own words, remembering the beginning, middle and end.          Talk about characters, settings and events, using words like <i>because, then, after</i>.          Begin to compare books – noticing what is the same or different (e.g., stories about growing, animals or celebrations).          Ask questions such as <i>"Why did that happen?"</i> or <i>"What might they do next?"</i>          Explain what a story is teaching us, such as being kind, caring for nature or helping others.          Join in with repeated phrases, rhymes and patterned language, talking about our favourite parts of each book.          Talk about how characters feel, especially when they face challenges or changes, and link this to our own move to Year 1.          Use clues from the story and pictures to predict what might happen next, explaining our ideas in full sentences and sometimes creating our own endings.          Use story language such as <i>once upon a time, suddenly, finally</i>.</p> <p><b>Writing:</b></p> <p><b>As writers, we will use our resilience, communication and creativity superpowers to:</b>          Use our phonics to spell words with digraphs and simple endings, writing labels, captions and simple sentences linked to our summer themes.          Write simple phrases and sentences that can be read by others.          Use new topic vocabulary in our writing (e.g., <i>roots, wings, soil, chrysalis, journey, vet, uniform</i>).</p>
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	<p>Take part in Drawing Club, drawing characters and settings, talking about our ideas and adding simple letters or CVC words.</p> <p>Use Drawing Club to grow our vocabulary, imagination and confidence as early writers.</p> <p>Work with our friends in literacy groups to write simple words or captions and make our own story maps.</p>	<p>Use simple punctuation such as capital letters, finger spaces and full stops with growing independence.</p> <p>Talk about what we have written, read it back and explain our ideas to our friends and teachers.</p> <p>Use writing in our play – making signs, menus, messages, story maps and labels for our creations.</p> <p><b>Drawing Club:</b></p> <p><b>In Drawing Club, we use our Curiosity and Imagination superpowers to...</b></p> <p>Invent characters, settings and simple story ideas inspired by our stories.</p> <p>Draw detailed pictures linked to winter, magical worlds, animals and adventures.</p> <p>Add simple words, labels or sentences using our phonics knowledge.</p> <p>Share our ideas with the group and build exciting stories together.</p> <p>Develop oral storytelling as a foundation for our writing.</p>	<p>Say our sentence aloud, count the words and write them in the correct order.</p> <p>Write a sequence of simple sentences to form a short piece of writing (e.g. story, recount, information).</p> <p>Begin to write linked sentences.</p> <p>Use capital letters, finger spaces and full stops with increasing independence.</p> <p>Begin to join ideas using words like and and because, and sequence ideas across more than one sentence, e.g., "First we planted the seed. Then we watered it.</p> <p>Use writing for real purposes – signs, lists, messages, story maps, labels, invitations and simple non-fiction pieces such as facts, instructions or recounts.</p> <p>Read our writing back to check it makes sense and make simple improvements with adult support.</p> <p>Feel proud of our writing and explain what we have written to others.</p> <p><b>Drawing Club:</b></p> <p><b>In Drawing Club, we use our Curiosity and Imagination superpowers to...</b></p> <p>Enjoy stories, animations and short films linked to growth, minibeasts, journeys, helpers and moving on.</p> <p>Create increasingly detailed drawings of characters, settings and events, inventing our own story ideas inspired by helpers, nature, journeys and summer adventures</p> <p>Use our drawings to rehearse sentences orally and add labels, captions or simple sentences using our phonics knowledge</p> <p>Revisit our drawings across the week to add new details, develop the storyline and join ideas using words like because, then, after and suddenly</p> <p>Share our ideas confidently with the group and build on our friends' imaginative thinking.</p>
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			<p><b>By the end of Reception, children will be ready for Year 1 because they can:</b></p> <p><b>Word Reading:</b>  Blend and read words using Phase 2, 3 and 4 phonics  Read simple sentences with increasing fluency  Recognise and read tricky words automatically  Use phonics to decode unfamiliar words  Read topic vocabulary linked to science, nature and real-life experiences</p> <p><b>Comprehension:</b>  Retell stories in sequence using beginning, middle and end  Talk about characters, settings and events using story language  Predict what might happen next using clues from pictures and text  Explain simple messages or morals in stories  Ask and answer questions to deepen understanding  Compare books and talk about similarities and differences</p> <p><b>Writing:</b>  Say a sentence aloud before writing  Write simple sentences that make sense  Use capital letters, finger spaces and full stops  Use phonics to spell words with digraphs and simple endings  Join ideas using and, because, then  Write for real purposes (lists, labels, captions, stories, instructions, recounts)  Read back writing to check it makes sense</p>
<p><b>How adults support this:</b></p>	<p><b>Autumn</b>  Deliver daily systematic phonics sessions (Power Phonics), introducing Phase 2 sounds, modelling pure sounds clearly, and developing oral blending and initial sound discrimination.  Model blending and segmenting through phonics sessions, shared reading and play so children see how phonics is used in real contexts.</p>	<p><b>Spring</b>  Deliver daily phonics (Phase 3), explicitly teaching digraphs and modelling blending for reading and segmenting for writing.  Model how to read simple sentences, supporting children to build confidence and independence.  Continue to re-read texts and introduce a wider range of stories, including non-fiction.</p>	<p><b>Summer</b>  Deliver daily phonics (Phase 4), focusing on blending longer words and developing fluency.  Model fluent reading with expression and support children to re-read texts for confidence.  Teach tricky words explicitly and revisit regularly for automatic recognition.</p>

	<p>Read aloud daily using expression, repetition and actions to develop engagement, vocabulary and comprehension.</p> <p>Revisit core texts to support memory, repeated language patterns and story structure.</p> <p>Explicitly teach new vocabulary using visuals, actions and real-life contexts, with regular revisiting to support EAL and SEND learners.</p> <p>Model how to talk about characters, settings and events using simple story language.</p> <p>Support children to retell stories using puppets, small world, actions and simple story maps.</p> <p>Model early writing through shared writing, Drawing Club and scribing children's ideas.</p> <p>Use oral rehearsal ("say it, count it, write it") to support early sentence structure.</p> <p>Teach correct pencil grip, letter formation and posture through short, regular sessions.</p> <p>Provide scaffolded support for writing simple CVC words and labels.</p> <p>Use repetition, visuals, gestures and pre-teaching to support EAL/SEND learners.</p> <p>Provide small group guided reading with adult support to develop early decoding.</p> <p>Build confidence by celebrating all attempts at reading and writing.</p>	<p>Extend vocabulary through discussion, questioning and modelling in all areas of provision.</p> <p>Support children to answer questions about texts (who, what, where, why) using talk and visuals.</p> <p>Model prediction and simple inference using pictures and story clues.</p> <p>Provide frequent opportunities for guided reading and re-reading familiar books.</p> <p>Model sentence writing, including spacing and simple punctuation.</p> <p>Support children to write simple sentences that can be read back.</p> <p>Use sentence stems and oral rehearsal to scaffold writing.</p> <p>Encourage children to apply phonics in independent writing.</p> <p>Provide targeted phonics intervention for children needing additional support.</p> <p>Use visuals, word mats and adult modelling to support sentence building.</p> <p>Pre-teach vocabulary linked to texts and topics.</p>	<p>Provide opportunities for children to read a range of texts independently and with support.</p> <p>Extend comprehension through discussion, questioning and comparison of texts.</p> <p>Model more complex language structures and story vocabulary.</p> <p>Model writing across a range of genres (stories, recounts, simple non-fiction).</p> <p>Support children to write sequences of sentences, linking ideas (and, because, then).</p> <p>Encourage independence in applying phonics, punctuation and sentence structure.</p> <p>Support children to edit and improve their writing with adult guidance.</p> <p>Continue targeted support for children who need consolidation of phonics and writing skills.</p> <p>Provide scaffolds (word banks, visuals) to support independence.</p> <p>Use repetition and revisit key learning to secure progress for all learners.</p>
<p><b>Experiences</b></p>	<p><b>Autumn</b></p> <p>Daily phonics sessions (Phase 2)</p> <p>Small group guided reading</p> <p>Story baskets and small world storytelling</p> <p>Drawing Club sessions (oral storytelling focus)</p> <p>Repeated reading of core texts</p> <p>Nursery rhymes and patterned language activities</p> <p>Environmental print exploration (names, labels)</p> <p>Writing in provision (labels, lists, captions)</p> <p>Role play linked to familiar stories</p>	<p><b>Spring</b></p> <p>Daily phonics (Phase 3 including digraphs)</p> <p>Guided reading with decodable books</p> <p>Oral blending and segmenting games</p> <p>Drawing Club (adding words and simple sentences)</p> <p>Puppet storytelling and role play</p> <p>Story retelling using small world and story maps</p> <p>Environmental print hunts</p> <p>Writing in provision (menus, signs, messages, captions)</p> <p>Shared and independent re-reading of familiar books</p>	<p><b>Summer</b></p> <p>Daily phonics (Phase 4 focus)</p> <p>Independent and guided reading sessions</p> <p>Re-reading books for fluency and expression</p> <p>Writing for real purposes (stories, instructions, lists, recounts)</p> <p>Drawing Club (extended storytelling and sentence writing)</p> <p>Story mapping and oral storytelling</p> <p>Book talk and comparison activities</p> <p>Role play linked to real-life experiences (shops, vets, travel, etc.)</p>

			Topic vocabulary exploration in reading and writing
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