

# Literacy in Reception

	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none"> <li>Join in with lots of rhymes, songs and patterned stories, remembering the actions and the repeating parts.</li> <li>Begin to blend simple CVC words using known sounds, both orally and with adult support in print.</li> <li>Begin to recognise our name in print.</li> <li>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).</li> <li>Begin to match the sounds we know to the letters we see in books and around the classroom.</li> <li>Take part in small group guided reading sessions, using picture clues, early sounds and adult support to begin decoding simple words.</li> <li>Share our reading books at home and talk about what we enjoyed.</li> </ul>	<ul style="list-style-type: none"> <li>Use our growing phonics knowledge to read simple CVC and CVCC words using the sounds we learn in Power Phonics.</li> <li>Spot and read some familiar words we see often in books and around the classroom (like the, to, go).</li> <li>Talk about new words, using visual clues, repetition and adult modelling to support understanding.</li> <li>Join in with repeating words and phrases in our favourite stories (like “Fee Fi Fo Fum!”).</li> <li>Practise reading words in lots of places — in guided reading, Drawing Club, signs, labels and during play.</li> <li>Enjoy sharing a wide range of fiction and non-fiction books, noticing words we recognise.</li> <li>Join in with rhymes, poems and word-play, helping us hear rhythm, rhyme and patterns in language.</li> <li>Begin to read simple sentences with growing confidence and independence.</li> </ul>	<ul style="list-style-type: none"> <li>Keep practising our Phase 3 and Phase 4 phonics, blending sounds confidently to read new words.</li> <li>Spot and read tricky words automatically in our books and around the classroom.</li> <li>Read words consistent with their phonic knowledge, including some common exception words.</li> <li>Read simple sentences, signs, labels and captions linked to our summer themes with growing confidence and with increasing fluency and expression.</li> <li>Join in with repeated phrases, patterned words and rhymes, helping us read with confidence and expression.</li> <li>Begin to recognise and read topic words such as seed, soil, chrysalis, wings, journey, vet, nurse and farm.</li> </ul>
Phonics	<p><u>Phase 2</u> 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</p>	<p><u>Phase 3</u> Digraphs sh th ch ng er ee ea _y e_e a_e ay ai oo ue u_e Tricky words Reading simple sentences</p>	<p><u>Phase 4</u> Blending longer words (CVCC, CCVC) Reading tricky words automatically Fluency and expression Preparing for Year 1 phonics expectations</p>

<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Enjoy lots of stories, Drawing Club books and topic books, talking about what we can see and what might be happening.</li> <li>• Look closely at the pictures to spot characters, settings and important clues.</li> <li>• Learn new story words and phrases from patterned books like <i>“Who’s been eating my porridge?”</i></li> <li>• Join in with stories, poems and rhymes linked to autumn, winter and our class topics.</li> <li>• Begin to predict what might happen next in familiar stories.</li> <li>• Put stories in order using pictures, actions or simple story maps to show what happens first, next and last.</li> <li>• Work together in small groups to retell stories and talk about our favourite parts.</li> <li>• Look after our books carefully and turn the pages one at a time.</li> </ul>	<ul style="list-style-type: none"> <li>• As readers, we will use our comprehension and collaboration superpower to:</li> <li>• Look after our books and enjoy reading them with friends or by ourselves in our cosy reading spaces.</li> <li>• Read and enjoy stories about winter, animals, magical worlds and celebrations.</li> <li>• Talk about key events, characters and ideas from the books we read together.</li> <li>• Retell stories using puppets, small world toys and simple story maps.</li> <li>• Look closely at the pictures and use what we already know to guess what might happen next.</li> <li>• Talk about new or interesting words we hear in stories and ask questions like who, where, why, how.</li> <li>• Share our opinions about books — explaining what we like and why.</li> <li>• Begin to talk about the message in a story (e.g., kindness, helping others, looking after animals).</li> <li>• Join in with familiar parts of stories, poems and rhymes, using actions and repeated phrases.</li> <li>• Use pictures to help us understand new words and work out what is happening in the story.</li> <li>• Join in storytelling linked to the festivals and celebrations we are learning about.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Retell stories in the correct order using pictures, actions and our own words, remembering the beginning, middle and end.</li> <li>• Talk about characters, settings and events, using words like <i>because, then, after</i>.</li> <li>• Begin to compare books — noticing what is the same or different (e.g., stories about growing, animals or celebrations).</li> <li>• Ask questions such as <i>“Why did that happen?”</i> or <i>“What might they do next?”</i></li> <li>• Explain what a story is teaching us, such as being kind, caring for nature or helping others.</li> <li>• Join in with repeated phrases, rhymes and patterned language, talking about our favourite parts of each book.</li> <li>• Talk about how characters feel, especially when they face challenges or changes, and link this to our own move to Year 1.</li> <li>• 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.</li> <li>• Use story language such as once upon a time, suddenly, finally.</li> </ul>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>• Hold our pencil in a comfortable, strong grip to help us write.</li> <li>• Say our sentence out loud before we write it.</li> <li>• Listen for the first sound in each word to help us spell.</li> </ul>	<ul style="list-style-type: none"> <li>• Use our phonics knowledge to spell simple words, including words with digraphs (two letters, one sound).</li> <li>• Say our sentence out loud, then listen for each word and write it down in order.</li> </ul>	<ul style="list-style-type: none"> <li>• Use our phonics to spell words with digraphs and simple endings, writing labels, captions and simple sentences linked to our summer themes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to write recognisable letters and simple CVC words with support.</li> <li>• Write for different reasons — labels, lists, captions and cards linked to our autumn and winter learning.</li> <li>• Take part in Drawing Club, drawing characters and settings, talking about our ideas and adding simple letters or CVC words.</li> <li>• Use Drawing Club to grow our vocabulary, imagination and confidence as early writers.</li> <li>• Work with our friends in literacy groups to write simple words or captions and make our own story maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Write for different reasons — labels, lists, captions, cards, signs and simple story sentences.</li> <li>• Write simple sentences that can be read back by themselves and others.</li> <li>• Use simple punctuation such as capital letters, finger spaces and full stops with growing independence.</li> <li>• Talk about what we have written, read it back and explain our ideas to our friends and teachers.</li> <li>• Use writing in our play — making signs, menus, messages, story maps and labels for our creations.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Use new topic vocabulary in our writing (e.g., <i>roots, wings, soil, chrysalis, journey, vet, uniform</i>).</li> <li>• Say our sentence aloud, count the words and write them in the correct order.</li> <li>• Write a sequence of simple sentences to form a short piece of writing (e.g. story, recount, information).</li> <li>• Begin to write linked sentences.</li> <li>• Use capital letters, finger spaces and full stops with increasing independence.</li> <li>• 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.</li> <li>• Use writing for real purposes — signs, lists, messages, story maps, labels, invitations and simple non-fiction pieces such as facts, instructions or recounts.</li> <li>• Read our writing back to check it makes sense and make simple improvements with adult support.</li> <li>• Feel proud of our writing and explain what we have written to others.</li> </ul>
<b>Drawing Club</b>		<ul style="list-style-type: none"> <li>• Invent characters, settings and simple story ideas inspired by our stories.</li> <li>• Draw detailed pictures linked to winter, magical worlds, animals and adventures.</li> <li>• Add simple words, labels or sentences using our phonics knowledge.</li> <li>• Share our ideas with the group and build exciting stories together.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy stories, animations and short films linked to growth, minibeasts, journeys, helpers and moving on.</li> <li>• Create increasingly detailed drawings of characters, settings and events, inventing our own story ideas inspired by helpers, nature, journeys and summer adventures</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop oral storytelling as a foundation for our writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use our drawings to rehearse sentences orally and add labels, captions or simple sentences using our phonics knowledge</li> <li>• Revisit our drawings across the week to add new details, develop the storyline and join ideas using words like because, then, after and suddenly</li> <li>• Share our ideas confidently with the group and build on our friends' imaginative thinking.</li> </ul>
<p><b>How Adults Support Pupils in Literacy</b></p>	<ul style="list-style-type: none"> <li>• Deliver daily systematic phonics sessions (Power Phonics), introducing Phase 2 sounds, modelling pure sounds clearly, and developing oral blending and initial sound discrimination.</li> <li>• Model blending and segmenting through phonics sessions, shared reading and play so children see how phonics is used in real contexts.</li> <li>• Read aloud daily using expression, repetition and actions to develop engagement, vocabulary and comprehension.</li> <li>• Revisit core texts to support memory, repeated language patterns and story structure.</li> <li>• Explicitly teach new vocabulary using visuals, actions and real-life contexts, with regular revisiting to support EAL and SEND learners.</li> <li>• Model how to talk about characters, settings and events using simple story language.</li> <li>• Support children to retell stories using puppets, small world, actions and simple story maps.</li> <li>• Model early writing through shared writing, Drawing Club and scribing children's ideas.</li> <li>• Use oral rehearsal ("say it, count it, write it") to support early sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver daily phonics (Phase 3), explicitly teaching digraphs and modelling blending for reading and segmenting for writing.</li> <li>• Model how to read simple sentences, supporting children to build confidence and independence.</li> <li>• Continue to re-read texts and introduce a wider range of stories, including non-fiction.</li> <li>• Extend vocabulary through discussion, questioning and modelling in all areas of provision.</li> <li>• Support children to answer questions about texts (who, what, where, why) using talk and visuals.</li> <li>• Model prediction and simple inference using pictures and story clues.</li> <li>• Provide frequent opportunities for guided reading and re-reading familiar books.</li> <li>• Model sentence writing, including spacing and simple punctuation.</li> <li>• Support children to write simple sentences that can be read back.</li> <li>• Use sentence stems and oral rehearsal to scaffold writing.</li> <li>• Encourage children to apply phonics in independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver daily phonics (Phase 4), focusing on blending longer words and developing fluency.</li> <li>• Model fluent reading with expression and support children to re-read texts for confidence.</li> <li>• Teach tricky words explicitly and revisit regularly for automatic recognition.</li> <li>• Provide opportunities for children to read a range of texts independently and with support.</li> <li>• Extend comprehension through discussion, questioning and comparison of texts.</li> <li>• Model more complex language structures and story vocabulary.</li> <li>• Model writing across a range of genres (stories, recounts, simple non-fiction).</li> <li>• Support children to write sequences of sentences, linking ideas (and, because, then).</li> <li>• Encourage independence in applying phonics, punctuation and sentence structure.</li> <li>• Support children to edit and improve their writing with adult guidance.</li> <li>• Continue targeted support for children who need consolidation of phonics and writing skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teach correct pencil grip, letter formation and posture through short, regular sessions.</li> <li>• Provide scaffolded support for writing simple CVC words and labels.</li> <li>• Use repetition, visuals, gestures and pre-teaching to support EAL/SEND learners.</li> <li>• Provide small group guided reading with adult support to develop early decoding.</li> <li>• Build confidence by celebrating all attempts at reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide targeted phonics intervention for children needing additional support.</li> <li>• Use visuals, word mats and adult modelling to support sentence building.</li> <li>• Pre-teach vocabulary linked to texts and topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide scaffolds (word banks, visuals) to support independence.</li> <li>• Use repetition and revisit key learning to secure progress for all learners.</li> </ul>
<b>Experiences</b>	<ul style="list-style-type: none"> <li>• Daily phonics sessions (Phase 2)</li> <li>• Small group guided reading</li> <li>• Story baskets and small world storytelling</li> <li>• Drawing Club sessions (oral storytelling focus)</li> <li>• Repeated reading of core texts</li> <li>• Nursery rhymes and patterned language activities</li> <li>• Environmental print exploration (names, labels)</li> <li>• Writing in provision (labels, lists, captions)</li> <li>• Role play linked to familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>• Daily phonics (Phase 3 including digraphs)</li> <li>• Guided reading with decodable books</li> <li>• Oral blending and segmenting games</li> <li>• Drawing Club (adding words and simple sentences)</li> <li>• Puppet storytelling and role play</li> <li>• Story retelling using small world and story maps</li> <li>• Environmental print hunts</li> <li>• Writing in provision (menus, signs, messages, captions)</li> <li>• Shared and independent re-reading of familiar books</li> </ul>	<ul style="list-style-type: none"> <li>• Daily phonics (Phase 4 focus)</li> <li>• Independent and guided reading sessions</li> <li>• Re-reading books for fluency and expression</li> <li>• Writing for real purposes (stories, instructions, lists, recounts)</li> <li>• Drawing Club (extended storytelling and sentence writing)</li> <li>• Story mapping and oral storytelling</li> <li>• Book talk and comparison activities</li> <li>• Role play linked to real-life experiences (shops, vets, travel, etc.)</li> <li>• Topic vocabulary exploration in reading and writing</li> </ul>
<b>By Summer, children will be ready for Year 1 because:</b>	<p>In <b>Word Reading</b> they can:</p> <ul style="list-style-type: none"> <li>• Blend and read words using Phase 2, 3 and 4 phonics</li> <li>• Read simple sentences with increasing fluency</li> <li>• Recognise and read tricky words automatically</li> <li>• Use phonics to decode unfamiliar words</li> <li>• Read topic vocabulary linked to science, nature and real-life experiences</li> </ul> <p>In <b>Comprehension</b> they can:</p> <ul style="list-style-type: none"> <li>• Retell stories in sequence using beginning, middle and end</li> <li>• Talk about characters, settings and events using story language</li> <li>• Predict what might happen next using clues from pictures and text</li> </ul>		

- Explain simple messages or morals in stories
- Ask and answer questions to deepen understanding
- Compare books and talk about similarities and differences