

Reception – Literacy

<u>Reading</u>		<u>Writing</u>
<p>Progression from the age of two.</p> <p>24 - 36.</p>	<ol style="list-style-type: none"> 1. • Has some favourite stories, rhymes, songs, poems or jingles. 2. • Repeats words or phrases from familiar stories. 3. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<ol style="list-style-type: none"> 1. Distinguishes between the different marks they make.
<p>30 - 50</p>	<ol style="list-style-type: none"> 4. • Enjoys rhyming and rhythmic activities. 5. • Shows awareness of rhyme and alliteration. 6. • Recognises rhythm in spoken words. 7. • Listens to and joins in with stories and poems, one-to-one and also in small groups. 8. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 9. • Beginning to be aware of the way stories are structured. 10. • Suggests how the story might end. 11. • Listens to stories with increasing attention and recall. 12. • Describes main story settings, events and principal characters. 13. • Shows interest in illustrations and print in books and print in the environment. 14. • Recognises familiar words and signs such as own name and advertising logos. 15. • Looks at books independently. 16. • Handles books carefully. 17. • Knows information can be relayed in the form of print. 18. • Holds books the correct way up and turns pages. 19. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ol style="list-style-type: none"> 2. • Sometimes gives meaning to marks as they draw and paint. 3. • Ascribes meanings to marks that they see in different places.
<p>40 - 60</p> <p>To the end of the foundation stage at the end of Reception.</p>	<ol style="list-style-type: none"> 20. • Continues a rhyming string. 21. • Hears and says the initial sound in words. 22. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. 23. • Links sounds to letters, naming and sounding the letters of the alphabet. 24. • Begins to read words and simple sentences. 25. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 26. • Enjoys an increasing range of books. 27. • Knows that information can be retrieved from books and computers. 	<ol style="list-style-type: none"> 4. • Gives meaning to marks they make as they draw, write and paint. 5. • Begins to break the flow of speech into words. 6. • Continues a rhyming string. 7. • Hears and says the initial sound in words. 8. • Can segment the sounds in simple words and blend them together. 9. • Links sounds to letters, naming and sounding the letters of the alphabet. 10. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 11. • Writes own name and other things such as labels, captions. 12. • Attempts to write short sentences in meaningful contexts.
<p>Early Learning Goal</p>	<p>28. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>13. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

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<u>Communication and Language</u>		
	<u>Understanding</u>	<u>Speaking</u>
<p>Progression from the age of two.</p> <p>24 - 36.</p>	<ol style="list-style-type: none"> 1. • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" 2. • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' 3. • Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). 4. • Developing understanding of simple concepts (e.g. <i>big/little</i>). 	<ol style="list-style-type: none"> 1. • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. 2. • Holds a conversation, jumping from topic to topic. 3. • Learns new words very rapidly and is able to use them in communicating. 4. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. 5. • Uses a variety of questions (e.g. <i>what, where, who</i>). 6. • Uses simple sentences (e.g. 'Mummy gonna work.') 7. • Beginning to use word endings (e.g. <i>going, cats</i>).
<p>30 - 50</p>	<ol style="list-style-type: none"> 5. • Understands use of objects (e.g. "What do we use to cut things?") 6. • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. 7. • Responds to simple instructions, e.g. to get or put away an object. 8. • Beginning to understand 'why' and 'how' questions. 	<ol style="list-style-type: none"> 8. • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). 9. • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). 10. • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 11. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. 12. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). 13. • Uses intonation, rhythm and phrasing to make the meaning clear to others. 14. • Uses vocabulary focused on objects and people that are of particular importance to them. 15. • Builds up vocabulary that reflects the breadth of their experiences. 16. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'
<p>40 - 60</p> <p>To the end of the foundation stage at the end of Reception.</p>	<ol style="list-style-type: none"> 9. • Responds to instructions involving a two-part sequence. 10. Understands humour, e.g. nonsense rhymes, jokes. 11. • Able to follow a story without pictures or props. 12. • Listens and responds to ideas expressed by others in conversation or discussion. 	<ol style="list-style-type: none"> 17. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 18. • Uses language to imagine and recreate roles and experiences in play situations. 19. • Links statements and sticks to a main theme or intention. 20. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 21. • Introduces a storyline or narrative into their play.
<p>Early Learning Goal</p>	<p>13. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>22. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>23. They develop their own narratives and explanations by connecting ideas or events.</p>

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<u>Prime Areas</u>	<u>Communication and Language</u>	
	<u>Listening and Attention</u>	
<p>Progression from the age of two.</p> <p>22 - 36.</p>	<ol style="list-style-type: none"> 1. • Listens with interest to the noises adults make when they read stories. 2. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. 3. • Shows interest in play with sounds, songs and rhymes. 4. • Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus. 	
<p>30 - 50</p>	<ol style="list-style-type: none"> 5. • Listens to others one to one or in small groups, when conversation interests them. 6. • Listens to stories with increasing attention and recall. 7. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 8. • Focusing attention - still listen or do, but can shift own attention. 9. • Is able to follow directions (if not intently focused on own choice of activity). 	
<p>40 - 60</p> <p>To the end of the foundation stage at the end of Reception.</p>	<ol style="list-style-type: none"> 10. • Maintains attention, concentrates and sits quietly during appropriate activity. 11. • Two-channelled attention - can listen and do for short span. 	
<p>Early Learning Goal</p>	<p>12. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	

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