

Compton Primary School Reception Progression Map 2021/22



Literacy Development

	Autumn	Spring	Summer	Mastery
<b>Comprehension (and enjoyment of)</b>	<ul style="list-style-type: none"> <li>-Answers questions and makes comments about stories.</li> <li>-Talk about what they like about favourite books.</li> </ul>	<ul style="list-style-type: none"> <li>-Asks and answers questions about stories that have been read to them.</li> <li>-Talk about the characters from a story in the books they are reading or have had read to them.</li> <li>-Suggest how a story might end.</li> <li>- To know that information can be retrieved from books.</li> </ul>	<p><b>Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</b></p> <ul style="list-style-type: none"> <li>-Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</li> </ul>	<ul style="list-style-type: none"> <li>-To express preferences about books and explain what they like about them.</li> <li>-Demonstrates literal understanding by referring to the text when answering questions.</li> <li>-Begins to answer questions requiring inference by finding 'clues' in the text or referring to their own ideas and opinions.</li> <li>Understands and uses correctly terms for referring to conventions of print: book, cover, beginning, end, page, word, letter, line.</li> </ul>
	<ul style="list-style-type: none"> <li>-Enjoys an increasing range of books including fiction, non-fiction, poems and rhymes.</li> <li>-Use pictures to tell stories</li> <li>-Sequences familiar, simple stories</li> </ul>	<ul style="list-style-type: none"> <li>-Requests favourite stories and poems during story time.</li> <li>-Begins to predict what might happen next in a story.</li> <li>-Acts out a story.</li> <li>-Retell a story (using own words and Pie Corbett style)</li> </ul>	<p><b>Anticipates – where appropriate – key events in stories (ELG)</b></p> <p>-</p>	<ul style="list-style-type: none"> <li>-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.'</li> <li>-Distinguishes between good and bad characters.</li> <li>Uses clues such as the picture to help clarify new vocabulary.</li> <li>-Uses the structure of a simple story when re-enacting and retelling.</li> </ul>

	<p>-Repeats words and phrases from familiar stories.</p> <p>-Repeats new vocabulary in the context of a story.</p>	<p>-Recites lines from familiar stories or a poem, off by heart</p> <p>-Begins to use modelled vocabulary during role play or when using small world resources.</p>	<p><b>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</b></p>	<p>-Understand the need to clarify words and phrases, and ask for help if they have not understood.</p>
<b>Word Reading</b>	<p>Recognise taught Level 2 sounds (Twinkl)</p> <p><b>Autumn 1</b> s a t p i n m d g o c k</p> <p><b>Autumn 2</b> ff ll ss j v w x y z zz</p> <p><b>Teach</b></p> <p>-words with –s /s/ added at the end (hats sits)</p> <p>-words ending in s /z/ (his) and with –s /z/ added at the end</p> <p>-vc, cvc blends sounds orally into words, (use finger moving away from mouth)</p>	<p>Recognise taught Level 3 sounds (Twinkl)</p> <p><b>Spring 1</b> qu ch sh th th ng ai ee igh oa oo oo</p> <p><b>Teach</b></p> <p>-words with double letters</p> <p>-longer words</p> <p><b>Spring 2</b> ar or ur ow oi ear ure air er</p> <p><b>Teach</b></p> <p>-words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</p> <p><b>-cvc, cvcc, ccvc</b> blends sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p><b>Says a sound for each letter in the alphabet and at least 10 digraphs (ELG)</b></p> <p><b>Reads words consistent with their phonic knowledge by sound-blending (ELG)</b></p>	<p>Reads words containing taught sounds from Twinkl level 2-4</p>
	<p><b>Recognises and reads tricky words</b></p> <p>Autumn 1 – to the no go l</p> <p>Autumn 2 – he she we me be</p> <p><b>Recognises and spells tricky words</b></p> <p>Autumn 2 – to the no go l</p>	<p>Recognises and reads tricky words</p> <p>Spring 1- was my you they here all</p> <p>Spring 2- said so have like</p> <p>Recognises and spells tricky words</p> <p>Spring 1- he she me we be</p> <p>Spring 2- was my you they</p>	<p><b>Recognises and reads tricky words</b></p> <p>Summer 1- are come some were there</p> <p>Summer 2- there where do when</p> <p><b>Recognises and spells tricky words</b></p> <p>Summer 1- said have like</p> <p>Summer 2- some come</p>	<p>Reads aloud simple sentences and books that include all taught sounds from Level 2 – 4, including tricky words.</p>
	<p>-Begins to read CV and CVC words containing known letter-sound correspondences, using phonics fingers.</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><b>Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</b></p> <p>-Able to decode unknown words which are phonetic on first reading.</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>

			<ul style="list-style-type: none"> <li>-Uses strategy to look for digraphs first and then initial sounds.</li> <li>-When re-reading: demonstrates a greater degree of fluency, reading some words straight off.</li> </ul>	Starts to read in a more phrased manner while maintaining track of the print.
<b>Writing</b>	<b>Letter Formation</b> <ul style="list-style-type: none"> <li>-Traces and copies lowercase letters.</li> <li>-Begins to use some clearly identifiable letters to communicate meaning.</li> <li>-Use the correct letter formation of taught letters.</li> </ul>	<ul style="list-style-type: none"> <li>-Forms lowercase letters and begins to practice forming capital letters correctly.</li> </ul>	<b>Writes recognisable letters, most of which are correctly formed (ELG)</b> <ul style="list-style-type: none"> <li>-To form lower- case and capital letters correctly</li> </ul>	To begin to use capital letters for some proper nouns e.g. names, days of the week.
	<b>Writing Name</b> <ul style="list-style-type: none"> <li>-Writes their first name with some support if required.</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently writes first name independently.</li> <li>-Copies surname from a name label.</li> <li>-Copies family names from a label.</li> </ul>	<ul style="list-style-type: none"> <li>-Is able to write their first name using correct letter formation, and with clear distinction between ascenders and descenders – Able to write their surname independently.</li> </ul>	-Is able to write their first name and surname independently using correct letter formation, and with clear distinction between ascenders and descenders.
	<ul style="list-style-type: none"> <li>-Begins to write taught sounds as captions or labels for drawings or in early writing such as a pretend shopping list.</li> <li>-Begins to segment words orally.</li> <li>-Uses a sound card to help identify sounds they are not secure with.</li> </ul>	<ul style="list-style-type: none"> <li>-Attempts to spell words by identifying the sounds and then writing the sound with letters, segmenting orally and using phonics fingers.</li> <li>-To spell words using taught sounds.</li> <li>- Uses a sound/digraph card to help identify sounds they are not secure with.</li> </ul>	<b>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</b> <ul style="list-style-type: none"> <li>-Independently, can segment words of up to 4 phonemes accurately.</li> <li>-Use classroom resources to support spelling of common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-Write approximately 15 common exception words from memory and use</li> </ul>

	<ul style="list-style-type: none"> <li>-To spell some tricky words using word card.</li> </ul>	<ul style="list-style-type: none"> <li>-To spell some taught tricky words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>-To begin to write longer words and compound words which are spelt phonetically.</li> </ul>	<ul style="list-style-type: none"> <li>classroom resources to support spelling others.</li> </ul>
	<ul style="list-style-type: none"> <li>-Talk about ideas that they would like to write about.</li> <li>-Watch adult record the words they want written.</li> <li>- Say words they want to write over and over so they can remember them.</li> </ul>	<ul style="list-style-type: none"> <li>-Attempts to write short sentences.</li> <li>-Able to use some tricky words that they have learnt to spell in their writing.</li> <li>-Start writing with a capital letter.</li> <li>-Write sentences using finger spaces and full stops.</li> <li>-Begin to hear where a sentence ends.</li> </ul>	<p><b>Writes simple phrases and sentences that can be read by others (ELG)</b></p> <ul style="list-style-type: none"> <li>-Begin to understand a sentence as one 'idea'</li> <li>-Orally rehearse a sentence before writing.</li> <li>-Begin to write using a capital letter and ending with a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>-Able to write several 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.</li> <li>-Read their work back and check it makes sense, noticing and correcting errors with adult support.</li> </ul>