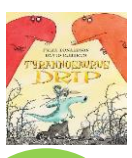


Reception



Read sentences and phonically regular books independently, showing an understanding of what they have read.
Use information sources to find out facts and relay to others.
Write sentences independently using their phonic knowledge.
Becoming more consistent at using finger spaces, a capital letter and a full stop in their writing.
Re-read their writing to check it makes sense.

Summer 2



Summer 1

Read a sentence with phonic knowledge with greater independence.
Engage in discussion and show understanding of what they have read and listened to.
Reads more common exception words.
Spells some common exception words.
Begins to write more than one sentence about the same topic.
Shows awareness of some punctuation in their writing.

Describes settings, events and characters of a story in greater detail.
Uses phonic knowledge to read words and captions/simple sentences.
Knows information can be found from books and digital devices.
Continues to refine letter formation.
Become more confident at segmenting CVC words and attempt to write a caption.
Can read some common exception words.

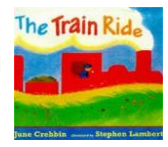


Spring 1



Reads simple sentences with more confidence.
Shows understanding of what they have read.
Retell familiar stories.
Writes words using phonic knowledge, including those with digraphs.
Writes captions and sentences, showing some awareness of using spacing, capital letter and a full stop.

Spring 2



Autumn 2



Reads some CVC words with sounds they have learnt.
Understand and use more complex vocabulary they have heard in books.
Writes sounds they can hear in words.
Hold a pencil effectively.
Begin to segment CVC words.
Write CVC words.



Autumn 1

Identifies first sound in words.
Blend sounds orally to say a word.
Knows the sounds for more letters.
Joins in with discussion about characters and settings of stories.
Acts out stories in sequence.
Becomes more confident with writing their name.
Learns how to form the letters of the sounds they have learnt.



Nursery



Respect and enjoy looking at books, turning pages carefully.
Engage in discussion about stories they have heard with relevant responses.
Show an awareness of features of stories such as characters and main events.

Have a developing phonological awareness, for instance rhyme and alliteration.
Know the first five sounds and pictures of RWI.

Make marks that imitate writing
Make purposeful marks, giving meaning to them.
Write some recognisable letters, including some of those in their name.

Summer 2

Summer 1



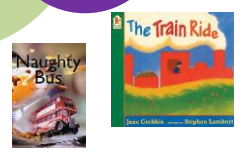
Spring 2



Attempt to write some letters, such as those in their name.
Show increasing control and purpose in their mark-making.



Begin to identify the initial sounds in some words, such as their name.
Shows awareness that print has meaning and in English is read from left to right and top to bottom.



Autumn 2

Fill in a missing word or phrase from a familiar rhyme, song or story.
Enjoys listening to stories and recalls key events.

Understands that print has meaning
Recognises their name and other familiar words such as logos or signs.

Include mark making in their play.
Shows good fine motor control when manipulating small toys, e.g. threading, adding pegs to a board, using Duplo etc.



Begin to sequence story events.
Gives attention when listening to stories in a group and begin to engage in discussion about them.

Autumn 1



Autumn 1

Begins to recognise their name card, e.g. the first letter



Join in with singing songs and rhymes.
Listen and begin to join in with some familiar stories.