

Literacy - Reception: Knowledge, Skills, Impact and Progression

1. Build-up of knowledge, skills and impact across the year

	Autumn 1 Phase 2	Autumn 2 Phase 3	Spring 1 Phase 3 / 4	Spring 2 Phase 4	Summer 1 Phase 4+	Summer 2 ELG / Y1 ready
Knowledge	A book has a front cover, back cover and pages and is read front to back. Their name is made of letters. Letters carry sounds. Phase 2 GPCs: s a t p / i n m d / g o c k c k e u r / h b f l. Tricky words: is, I, the. A label, a caption and a sentence are different. Story language (once upon a time) and time connectives (first, then, next, finally).	Letters work together; double letters often make one sound. Phase 3 GPCs: ff ll ss j / v w x y / z zz qu ch / sh th ng nk, then review. Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be. A sentence has a capital letter and a full stop. Onomatopoeia and descriptive adjectives. Writing has real purposes (cards, lists, messages).	Phase 3 long-vowel digraphs and trigraphs: ai ee igh oa / oo oo ar or / ur ow oi ear / air er; then review and the first Phase 4 (CCVC). Tricky words: was, you, they, my, by, all, are, sure, pure. A sentence needs a capital letter, finger spaces and a full stop. Non-fiction gives us facts. Story structure (setting, problem, resolution); innovation = keep the structure, change the details.	Phase 4 adjacent consonants - CVCC and CCVC; words with two or more digraphs; suffixes - ing, -ed, -s/-es; compound words; longer words with adjacent consonants. Every sound must be heard to spell a word. Fact-captions, character descriptions and questions. Innovation and independent writing — 'we are writers'.	Phase 4 extended - CCVC, CCVC, CCCVC and polysyllabic words; ongoing tricky-word review; end-of-term review of all GPCs and tricky words. Oral composition before writing (KFKS 1). Sentence expansion (simple → extended with adjectives). Instruction writing (imperative verbs); explanation writing (because, so that); fact files. Colourful semantics (who, doing, where, describe). Prediction and inference.	Final consolidation of all Phase 4 GPCs; automatic reading of tricky words; reading with fluency and expression. Recounts, invitations, cards, 'I am / I can' sentences, personal letters (greeting, message, sign-off), non-fiction labels / captions / headings, festival posters. Rhymes, poems and songs.
Skills	Hold a book the right way up. Recognise and say Phase 2 GPCs. Orally blend and begin to read CVC words. Recognise own name in print. Mark-make with a developing pencil grip. Write the first letter of their name and simple labels using known sounds (KFKS 9). Retell	Recognise Phase 3 GPCs and read the new tricky words. Blend CVC words containing digraphs. Write short captions and messages with a capital letter and full stop (KFKS 9). Begin to re-read writing. Retell stories in their own words.	Read digraphs and trigraphs and blend words containing them. Read the new tricky words on sight. Write sentences with a capital letter and full stop. Innovate a familiar story (e.g. Rosie's Walk). Write a sequence of sentences using time connectives. Re-read writing.	Blend and segment Phase 4 words; spell using known sounds (KFKS 9). Recognise and use suffixes. Write a sentence, a character description and a question. Innovate a story. Write independently. Begin to re-read and edit.	Blend and segment Phase 3/4 words to read and write. Orally compose before writing. Predict and infer characters' feelings. Retell and innovate stories. Write fact files, instructions and explanations. Re-read and edit. Spell using phonics and tricky words.	Blend and segment Phase 4 confidently. Write simple sentences for a range of purposes. Engage with and infer from non-fiction. Learn and join in with rhymes, poems and songs. Read with fluency and expression. Re-read to check sense; apply phonics to spelling.

	Autumn 1 Phase 2	Autumn 2 Phase 3	Spring 1 Phase 3 / 4	Spring 2 Phase 4	Summer 1 Phase 4+	Summer 2 ELG / Y1 ready
	familiar stories with picture support.					
Impact - end of term	Recognise all Phase 2 GPCs. Read is, I, the on sight. Orally blend and begin to read CVC words. Write a caption a peer can read.	Recognise all Phase 2 and Phase 3 GPCs. Read all tricky words taught. Write a short message with a capital letter and full stop. Re-read their own writing.	Read most Phase 3 GPCs and tricky words automatically. Write a sequence of sentences with capital letters and full stops. Innovate a familiar story. Spell using Phase 3 phonics.	Read most Phase 4 GPCs and tricky words. Write independently. Re-read and edit. Spell using all phonics taught.	Write simple phrases and sentences that can be read by others. Read some common exception words automatically. Re-read to check sense. Spell using all Phase 2/3/4 phonics and tricky words.	End of Reception / ELG: write simple phrases and sentences others can read and spell them phonically (Writing). Read tricky words automatically and read aloud with fluency and expression (Word Reading). Demonstrate understanding of texts and recite rhymes, poems and songs (Comprehension / Speaking). Secure for Phase 5 and Year 1.

2. Literacy progression across the year

Strand	Autumn 1 Phase 2	Autumn 2 Phase 3	Spring 1 Phase 3 / 4	Spring 2 Phase 4	Summer 1 Phase 4+	Summer 2 ELG / Y1 ready
Phonics & Word Reading	Phase 2 GPCs (s a t p - h b f l). Oral blending; begin to read CVC. Tricky words: is, I, the.	Phase 3 consonant digraphs (ff ll ss j - sh th ng nk). Blend CVC with digraphs. Phase 3 tricky words.	Phase 3 long-vowel digraphs/trigraphs (ai ee igh oa - air er). Read most Phase 3 GPCs automatically. Phase 4 (CCVC) introduced.	Phase 4 adjacent consonants (CVCC, CCVC). Words with two or more digraphs. Read words containing suffixes.	Phase 4 extended (CCVCC, CCCVC, polysyllabic). Read some common exception words automatically.	All Phase 4 consolidated. Tricky words read automatically. Read aloud with fluency and expression (Word Reading ELG).
Writing - Composition	Mark-make with intent. Write the first	Captions and short messages with a	Sentences with capital, finger	Fact-captions, character	Oral composition first. Expanded	Recounts, letters, posters and non-

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	letter of own name. Write simple labels.	capital letter and full stop. Write for real purposes (cards, lists, thank-you notes).	spaces and full stop. Sequence sentences with time connectives. Innovate a familiar story.	descriptions and questions. Write independently. Begin to edit.	sentences. Instructions, explanations and fact files. Re-read and edit.	fiction for a range of purposes. Write simple sentences others can read (Writing ELG).
Writing - Spelling & Transcription	Hear and write initial sounds. Tripod grip developing. Curly-letter family begun (KFKS 2 / 6).	Spell CVC words with Phase 2/3 sounds. Long and bouncy letter families. Numerals 0–9 (KFKS 3 / 4 / 7).	Spell words with Phase 3 digraphs. Zig-zag letter family. Securing tripod grip (KFKS 5 / 6).	Segment and spell Phase 4 words (KFKS 9). All four letter families reviewed.	Spell using all phonics and tricky words. Letters and numerals formed automatically. Tripod grip in almost all cases.	Recognisable, correctly-formed letters. Fluent, increasingly automatic handwriting (KFKS 6, ELG).
Comprehension, Speaking & Listening	Listen to stories. Use new vocabulary. Retell with picture support. Sequence events. Use story language.	Retell stories in own words. Use 'because'. Listen attentively in circle time. New topic vocabulary.	Recount using time connectives. Answer 'how / why' questions. Engage with non-fiction.	Use comparatives (similar to / different from). Articulate extended ideas. Infer from text and pictures.	Ask investigative questions. Predict and infer feelings. Sustain attention. Explain with reasoning.	Discuss texts with detail and expression. Recite rhymes, poems and songs. Demonstrate understanding (Comprehension / Speaking ELG).