Literacy Basic Skills Overview - Reception

This document highlights the essential skills that need to be securely learned in Reception to enable pupils to build on this knowledge and make progress in Year 1. To ensure there are no gaps in children’s learning, Year 1teachers should use this document at the start of the academic year to analyse pupils’ work. Teachers should focus on the objectives highlighted in yellow to determine whether children are secure in these basic skills, or whether consolidation is needed before moving onto the Year 1curriculum

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| **Reading** | **Writing** |
| **40-60+ Months:*** Continues a rhyming string.
* Hears and says the initial sound in words.
* Segments the sounds in simple words and blends them together. Knows which letters represent some of them.
* Links sounds to letters, naming and sounding the letters of the alphabet.
* Beginning to read words and simple sentences.
* Uses vocabulary and forms of speech that are increasingly influenced by experience of books.
* Enjoys an increasing range of books.
* Knows that information can be retrieved from books and digital devices.

**Early Learning Goal:*** Reads and understands simple sentences.
* Uses phonic knowledge to decode regular words and read them aloud accurately.
* Reads some common irregular words.
* Shows understanding when talking with others about what they have read.
 | **40-60+ Months:*** Beginning to break the flow of speech into words.
* Continues a rhyming string.
* Hears and says the initial sound in words.
* Segments the sounds in simple words and blend them together.
* Links sounds to letters, naming and sounding the letters of the alphabet.
* Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
* Writes own name and other things such as labels and captions.
* Attempts to write short sentences in meaningful contexts.
* Gives meaning to marks made when drawing, writing and painting.

**Early Learning Goal:*** Uses phonic knowledge to write words in ways which match their spoken sounds.
* Writes some irregular common words.
* Writes sentences which can be read by themselves and others.
* Spells some words correctly and others are phonetically plausible.
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| **Communication and Language** |
| **C&L: Listening and Attention** | **C&L: Understanding** | **C&L: Speaking** |
| **40-60+ Months:*** Maintains attention, concentrates and sits quietly during appropriate activity.
* Two-channelled attention –can listen and do for a short span.

**Early Learning Goal:*** Listens attentively in a range of situations.
* Listens to stories, accurately anticipating key events and responds to what is heard with relevant comments, questions or actions.
* Gives their attention to what others say and respond appropriately, while engaged in another activity.
 | **40 –60 Months:*** Responds to instructions involving a two-part sequence.
* Understands humour, e.g. nonsense rhymes, jokes.
* Able to follow a story without pictures or props.
* Listens and responds to ideas expressed by others in conversation or discussions.
* **Early Learning Goal:**
* Follows instructions involving several ideas or actions.
* Answers ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
 | **40 –60 Months**:* Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
* Uses language to imagine and recreate roles and experiences in play situations.
* Links statements and sticks to a main theme or intention.
* Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
* Introduces a storyline or narrative into their play.

**Early Learning Goal:** * Expresses themselves effectively, showing awareness of listeners’ needs.
* Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future.
* Develops their own narratives and explanations by connecting ideas or events.
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| **Physical Development: Moving and Handling** |
| **40 –60 Months:*** •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
* Uses simple tools to effect changes to materials.
* Handles tools, objects, construction and malleable materials safely and with increasing control.
* Shows a preference for a dominant hand.
* Begins to use anticlockwise movement and retrace vertical lines.
* Begins to form recognisable letters.
* Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
* **Early Learning Goal:**
* Handles equipment and tools effectively, including pencils for writing.
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