



	Reception Autumn	Reception Spring	Reception Summer	ELG Checkpoint
Word Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.			
	<ul style="list-style-type: none"> *Read taught sounds speedily. *Blend teacher Fred Talk * Blend cvc words using letters learnt so far using Fred Talk *Read to a familiar adult a phonetically decodable text. * Read red words I, the and he 	<ul style="list-style-type: none"> *Read taught sounds speedily. * Blend cvc words using letters and special friends *Read to a familiar adult a phonetically decodable text. * Read 12 red words * Read simple phrases * Nonsense CVC words 	<ul style="list-style-type: none"> *Blend words using letters and known special friends * Read a text that contains the known special friends * Read 14 red words * Read simple phrases and sentences * Children read 10 digraphs/trigraphs 	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Comprehension	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.			
	<ul style="list-style-type: none"> *Share familiar story books at home and at school. * Listen to and learn 5 autumn poetry basket rhymes, and 5 topic based texts. * Talk about books and who was in them, what happened. * Learn new vocabulary. * Talk about stories listened to, including character descriptions, personalities, events and how this story links to own life. *Listen to at least 2 stories a day. *Celebrate popular children's authors including Julia Donaldson * Order and retell simple stories. * Create own stories to tell and act out. 	<ul style="list-style-type: none"> *Share familiar story books at home and at school. * Listen to and learn 5 spring poetry basket rhymes, and 5 topic based texts. * Discuss books and compare stories, talk about where they are set and predict what might happen at the end. * Talk about stories listened to, including identifying vocabulary to describe a character, talking about the decisions a character makes and the messages learnt from the story *Listen to at least 2 stories per day. * Celebrate popular children's authors including Eric Carle * Retell simple stories and order events/pictures to retell. 	<ul style="list-style-type: none"> *Share familiar story books at home and at school. * Listen to and learn 5 summer poetry basket rhymes, and 5 topic based texts. * Talk about books, poems and rhymes and discuss how they make them feel and why. * Talk about stories listened to, using descriptive language when asking and answering questions, talking about feelings and understanding word meanings. Children listen to at least 2 stories a day read to them by adults in the class. Children have an element of choice over some of these books. * Celebrate popular children's authors including Sue Hendra * Children can retell familiar stories using a book or from memory. * Children can make up their own stories and tell them to a familiar adult to be acted out by the class at a later date. 	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play
Writing	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.			
	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line - done daily Show children how to touch each finger as they say each sound (Fred Fingers). For red words such as 'the' and 'I', help children identify the sound that is tricky to spell.	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line - done daily. Support children to rehearse a sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud (counting on fingers	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are important as well as the size and position of the letter on a line - done daily. Children should be given opportunities for some extended writing in sentences to build up stamina and to retell more information.	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

	<p>Give plenty of opportunities to copy their name/make their name using letters</p> <p>Many opportunities for children to write their name from left to right, making clearly recognisable letters. Children then need to learn how to form these letters correctly.</p> <p>NB. Once children know the first 6 RWInc sounds, children can begin to write these letters as initial sounds or cvc if can segment.</p> <p>Children can write the initial sounds of words using the GPCs they are taught.</p> <p>Children can segment to spell cvc words using their phonics knowledge of GPCs already taught.</p> <p>Encourage children to write labels (only using GPCs taught) linked to the topic.</p> <p>Checkpoint 1: I can write my name from memory. I can copy red words from the word mat. I can correctly form 5 letters. I can write a cvc word.</p>	<p>with spaces in between representing finger spaces) - hold a sentence.</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p>Dictate sentences to ensure they contain only the taught sound-letter correspondences</p> <p>Model how you read and re-read your own writing to check it makes sense</p> <p>Give children a variety of purposes to write, and the opportunity to write labels, captions and sentences</p> <p>Model and name capital letters, full stops and finger spaces.</p> <p>Checkpoint 2: I can correctly form 15 letters I can write a simple sentence or phrase, sometimes using spaces between words.</p>	<p>Children write for a variety of purposes and are motivated to write.</p> <p>Children understand the features of a list, card, letter and caption.</p> <p>Children make phonetically plausible attempts at unfamiliar words that can be read by others.</p> <p>Children rewrite familiar stories</p> <p>Checkpoint 3: I can correctly form 20 letters. I can write simple sentences leaving spaces between words and sometimes using punctuation.</p>	
--	--	---	--	--