KPS Progression of Skills

Literacy curriculum Reception

	Check point 1 (Autumn)	Check point 2 (Spring)	Check point 3 (Summer)	
Writing	Write initial sounds to words. Write simple CVC words. Begin to form letters correctly. Curly caterpillars (c, o, a, g, d, q, e, s, f) Long ladder letters (i, t, l u, j).	To develop correct letter formation through daily inputs. To write sentences using finger spaces. To write sentences containing digraphs and trigraphs. To begin to spell known tricky words correctly. To begin to write more than 1 sentence at a time. To begin to use a full stop. One armed Robot (r, h, n, m, b, k, p) Zig Zag Monsters (v, w, x, z).	To form letters consistently correctly. To begin to use capital letters. To be able to read your writing back to yourself and make simple corrections. To write a series of sentences e.g. 2-3 sentences at a time. To begin to use connectives to extend sentence writing e.g 'and'. To spell tricky words correctly within sentence writing. To try different genres within writing e.g List, narrative, instructions, fiction/non-fiction	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 other 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. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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
Phonics **Following Little Wandle**	Phase 2	Phase 3	Phase 4	
Comprehension	Introduce 'Getting Lost in a Story' and begin to break down narratives into characters, setting etc. Build up to retelling the story as a class each week. Story props, puppets and masks in AOP to encourage independent role play. Learn a story and perform it on stage as our Christmas play. Record and discuss new vocabulary with the children.	During reading sessions, answer questions about the characters and the text. Children show understanding of what they have read during group reading, through targeted and open questioning. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Retelling stories with the recently introduced vocabulary	Explain the stories they have listened to or have read themselves. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author, title Fiction and Non- Fiction: Beginning to understand that a non-fiction is a fact or information book. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Class story mapping using recently introduced vocabulary.	

Vocab	Puppets, Story prompts, Narrative, Character, Setting, Problem, Solution, listen, grapheme, phoneme, digraph, Tricky Words	Vocabulary, speech, fluency, questioning, text, reading, rhymes, trigraph, sentences, finger spaces,	front cover, back cover, spine, blurb, illustration, illustrator, author, title, anticipate, story mapping, full stop, capital letters, genre, instructions, non-fiction, fiction	
Key Texts: You Choose- Pippa Goodheart On The Way home- Jill Murphy Traditional Tales collection- Ladybird. Where the Wild Things are- Maurice Sendak The Baddies - Julia Donaldson				
Enrichment: ***York Theatre Royal Workshops. School performances (Autumn and Summer)***				