

Skill focus	Autumn		Spring		Summer		Early Learning Goals
							Children at the expected level of development will:
Clifton progression in Literacy - Reception							
Comprehension 	Use pictures to tell stories. Sequence familiar stories. Independently look at book, holding them the correct way and turning pages. Begin to use the front cover to say what a story might be about.	Engage in story times, joining in with repeated phrases and actions. Begin to answer questions about the stories read to them. Show understanding and enjoyment of an increasing range of books including fiction, non-fiction, poems and rhymes.	Act out stories. Anticipate key events in stories, Begin to predict what may happen next in the story. Suggest how a story might end.	Begin to answer questions about what they have read. Use vocabulary that is influenced by their experiences of books	Retell a story. Follow a story without pictures or props. Talk about the characters in the books they are reading	Answer questions about what they have read. Know that information can be retrieved from books.	• 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, non-fiction, rhymes and poems and during role-play.
Word Reading	Recognise their name.	Become more secure in recognising	Continue to apply phase 2 phonemes	Continue to develop reading of CVC words	Begin to build on their confidence and	To confidently read words with phase 3 long	• Say a sound for each letter in the alphabet and at least 10 digraphs

	Continue to explore rhyming strings. Know words are constructed from phonemes and phonemes are represented by graphemes. Begin to recognise taught phase 2 phonemes and names of letters. Orally blend sounds given by an adult. Begin to blend phonemes together to read words using the taught phonemes. Begin to recognise phase 2 tricky words.	taught phase 2 phonemes and names of letters. Blend to read cvc words independently using taught phonemes. Begin reading captions and sentences using taught phonemes. Read books matching their phonics ability. Recognise phase 2 tricky words.	when reading captions and sentences. Say the sound for each letter in the alphabet. Begin to recognise taught phase 3 phonemes including digraphs and trigraphs. To develop reading of CVC words containing a wider range of letters, short vowel sounds, consonant digraphs and double letters. Read books matching their phonics ability. Begin to recognise phase 3 tricky words.	containing a wider range of letters, short vowel sounds, consonant digraphs, double letters and long vowel digraphs/trigraphs. Recognise an increasing number of phase 3 tricky words. Read captions and sentences including taught phonemes and where necessary taught tricky words. Read books matching their phonics ability.	fluency in word reading by re-reading books. Recognise at least 10 digraphs. Read books matching their phonics ability. Begin to read CVCC and CCVC words by blending adjacent consonants. Continue to recognise an increasing number of phase 3 tricky words.	vowel sounds with adjacent consonants. To read longer words. Read books matching their phonics ability. Continue to develop reading CVCC and CCVC words by blending adjacent consonants. Begin to recognise phase 4 tricky words.	• 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.
---	---	--	--	--	---	--	--

Writing 	Trace over my name with a starting dot. Move a pencil from left to right across a page. Follow simple mazes with straight pathways. Hold a pencil using a tripod grip (emerging). Sit at a table correctly when working with an adult. Draw letters in sand or sensory trays (exploratory, not accurate).	Copy my name with the reminder of a starting dot. Draw around a template. Trace over pictures. Trace over writing patterns (waves, zigzags, arches, loops). Copy simple writing patterns. Begin using letter movement families through gross-motor actions (sky writing, sand trays, paintbrushes).	Write own name independently Write initial sounds to label pictures. Write a dictated CVC word. Write a CVC word to match a picture or object. I put my finger under each word to check the sounds (early proofreading). Children show accuracy in letter formation Downward strokes: l, i, t Tall/long ladder letters: h, b, p One-arm robots: r, n, m Curly caterpillars: c, o, a, d (a), g, q	Write their own CVC words to label pictures. Use phonic knowledge to spell longer words (CVCC, CCVC emerging). Spell some tricky words (phase-appropriate). Think, say, remember and write a caption (2+ words). Begin to leave spaces between words. Children show accuracy in letter formation Snakes & swirls: e, s Down-up letters: u, y Zig-zag monsters: v, w, k	Think, say, remember and write a simple sentence using openers: The, I, He, She. Use correct letter formation. Leave spaces between words. Use a full stop when tracing and copying a given sentence. Order given words to make a sentence. Use correct letter formation, leave spaces and add a full stop when ordering and copying a given sentence. I put my finger under each word to read my sentence (proofreading).	Write simple sentences independently using known tricky words. Use phonic knowledge to spell longer words (CVCC, CCVC, polysyllabic attempts). Use full stops consistently. Leave clear spaces between words without reminders. Write labels, lists, captions and simple sentences in play contexts. Choose appropriate tools (pencil, felt tip, chalk) and maintain tripod grip. Sustain writing for increasing periods.	• 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.
---	---	---	---	---	--	--	--

				Tricky letters: f, j Crossovers: x, z		Form all lowercase letters correctly using movement families. Begin to control size and orientation of letters on a line.	
--	--	--	--	---	--	---	--