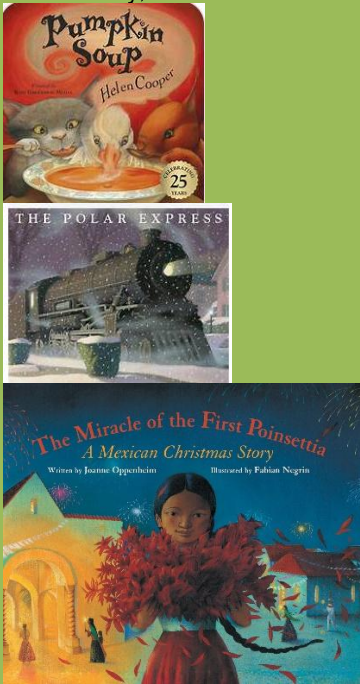


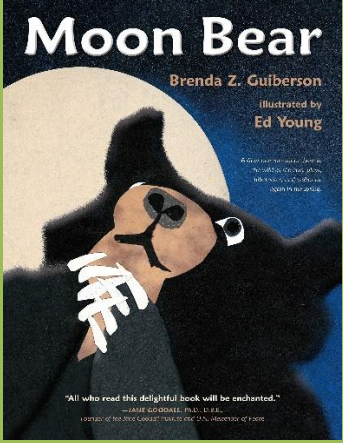
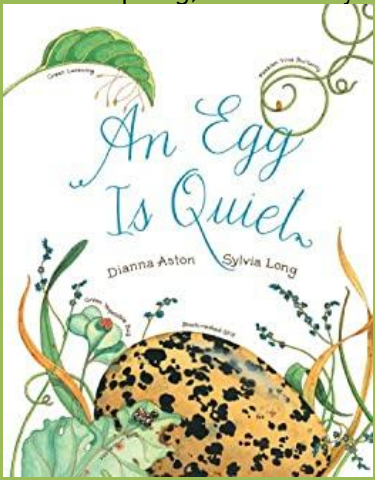
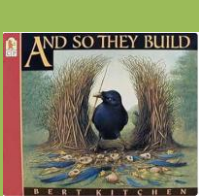
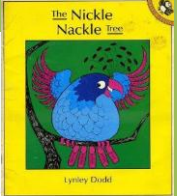
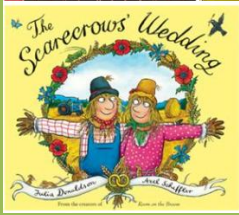
Literacy

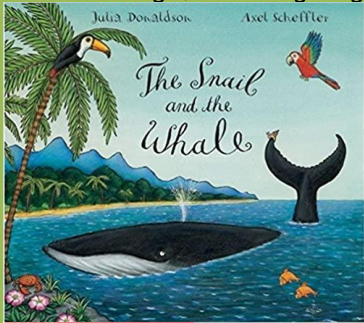
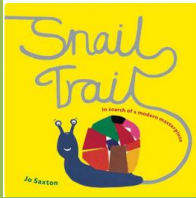
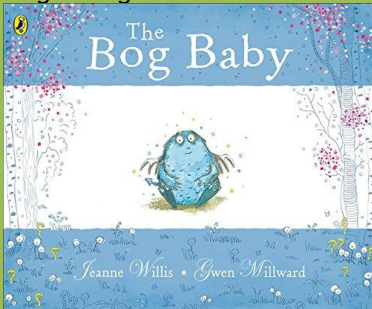
Todwick Primary School

Reception Progression of Skills and Knowledge.



Term	Skills	Topics/Themes & Texts
Autumn 1	Read individual letters by saying the sounds for them. Write all of their first name. Use some of their print and letter knowledge in their writing e.g. 'm' for mummy Hear initial sounds in words and begin to segment VC words. Become familiar with a range of books by the author Oliver Jeffers. Autumn Handwriting: Begin to form lower-case letters. Work towards a dynamic tripod grip. Use their core muscle strength to achieve a good posture when sitting at a table.	Bees, Space, Van Gogh, Autumn time 
Autumn 2	Read individual letters by saying the sounds for them and be secure in phase 2 Letters and Sounds by December. Blend sounds into words, so they can read short words made up of known letter-sound correspondences. Read Phase 2 common exception 'tricky' words. Read simple phrases made up of words with Phase 2 letter-sound correspondences. Re-read books to build up confidence in word reading. Spell CVC words by identifying the sounds and then writing the sound with their corresponding grapheme. Begin to form lower-case letters correctly. Autumn Handwriting: Begin to form lower-case letters. Work towards a dynamic tripod grip. Use their core muscle strength to achieve a good posture when sitting at a table.	Kandinsky, Celebrations 

Spring 1	Blend sounds into words, so they can read short words made up of known letter-sound correspondences. Read Phase 2 and some Phase 3 common exception 'tricky' words. Read simple phrases made up of words with Phase 2 letter-sound correspondences. Re-read books to build up confidence in word reading, fluency and understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with their corresponding grapheme. Begin to write simple captions. Spring Handwriting: Form most lower-case letters correctly. Advancing confidence towards a dynamic tripod grip with increasing control. Sit correctly at a table, positioning paper/book appropriately, holding a pencil comfortably and correctly.	Winter, China, Animal welfare,  
Spring 2	Blend sounds into words, so they can read short words made up of known letter-sound correspondences from Phase 3 Letters and Sounds. Read Phase 2 and some Phase 3 common exception 'tricky' words. Read simple phrases and sentences made up of words with Phase 2 and some Phase 3 letter-sound correspondences. Re-read books to build up confidence in word reading, fluency and understanding and enjoyment. Begin to re-read words and simple captions to check they make sense. Write simple captions showing some awareness of finger spaces. Spring Handwriting: Form most lower-case letters correctly. Advancing confidence towards a dynamic tripod grip with increasing control. Sit correctly at a table, positioning paper/book appropriately, holding a pencil comfortably and correctly.	Farms. Spring, Local study    

Summer 1	Blend sounds into words, so they can read short words made up of known letter-sound correspondences from Phase 3 Letters and Sounds. Read Phase 2 and all Phase 3 common exception 'tricky' words. Read simple phrases and sentences made up of words with Phase 2 and Phase 3 letter-sound correspondences. Re-read books to build up confidence in word reading, fluency and understanding and enjoyment. Re-read what they have written to check that it makes sense. Write simple captions with spacing between words. Begin to write simple sentences and with support show some awareness of full stops. Summer Handwriting: Form lower-case letters correctly and begin to form some capital letters correctly. Use a dynamic tripod grip with strength and control in preparation for fluent writing. Sit correctly at a table, positioning paper/book appropriately, holding a pencil comfortably and correctly, sustaining this for extended time.	The Sea, Environmental Issue- Plastics, David Attenborough, Growing Veg   
Summer 2	Blend sounds into words, so they can read short words made up of known letter-sound correspondences from Phase 3 and 4 Letters and Sounds. Read Phase 2, Phase 3 and some Phase 4 common exception 'tricky' words. Read simple phrases and sentences made up of words with Phase 2, Phase 3 and some Phase 4 letter-sound correspondences. Re-read books to build up confidence in word reading, fluency and understanding and enjoyment. Re-read what they have written to check that it makes sense. Write short sentences and captions with words with known letter-sound correspondences. Use spacing between words. With support, begin to show some awareness of capital letters and full stops.	Mini-beasts, Monet Growing Veg, new beginnings  

	Summer Handwriting: Form lower-case letters correctly and begin to form some capital letters correctly. Use a dynamic tripod grip with strength and control in preparation for fluent writing. Sit correctly at a table, positioning paper/book appropriately, holding a pencil comfortably and correctly, sustaining this for extended time.	
Writing ELG · 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		
A child entering Y1 at Todwick Primary School should be able to... · Compose and orally rehearse a simple sentence, holding approximately a 6-word sentence in working memory before writing. · Write dictated sentences linked to taught phonics using a range of familiar sentence stems. · Usually use capital letters, finger spaces and full stops correctly in dictated writing with adult prompting. · Form most letters correctly using an effective dynamic tripod grasp, demonstrating sufficient handwriting fluency for short pieces of writing. · Segment words using taught Phase 2–4 phonics and spell many decodable words correctly. · Read back their own writing to check it makes sense and make simple corrections with adult support.		