

# English Progression Map – Reception



This document sets out the expected progression for Literacy in Reception. At Templemoor Infant and Nursery school the development of the whole child is at the heart of the early year's department. This is a flexible document which can be adapted over the year as teaching takes place to ensure learning is taught in small steps and is progressively building on prior skills. This teaching happens within discrete lessons, story times and is then further embedded across the curriculum during play in the continuous provision areas (CPA) inside and outside. Embedding, the teaching of our chosen phonic scheme, Read Write Inc.

RECEPTION		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	All about me and friends	Autumn	Will you read me a story?	Do cows drink milk?	Are we there yet?	Why do ladybirds have spots?
	Key Texts	<b>Fiction:</b> Hello Friend by Rebecca Cobb	<b>Fiction:</b> After the Storm by Nick Butterworth	<b>Fiction:</b> Nadiya's Bake Me a Story: Fifteen stories and recipes for children by Nadiya Hussain	<b>Fiction:</b> What the Ladybird Heard by Julia Donaldson	<b>Fiction:</b> Naughty Bus by Jan Oke	<b>Fiction:</b> Christopher's Caterpillar by Charlotte Middleton
		<b>Non-Fiction:</b> We all have different families by Melissa Higgins	<b>Non-Fiction:</b> Tree: Seasons Come, Seasons Go' by Patricia Hegarty and Britta Teckentrup	<b>Non-Fiction:</b> As above 'Recipe Book'	<b>Non-Fiction:</b> William Bee's Wonderful World of Tractors by William Bee	<b>Non-Fiction:</b> My First Book of Transport by Charlotte Guillain	<b>Non-Fiction:</b> Yucky Worms by Vivian French
		<b>Poetry:</b> Bedtime March-Past By Moira Andrew	<b>Poetry:</b> Cake-O-saurus By Celia Warren	<b>Poetry:</b> Where am I? By Mike Barfield	<b>Poetry:</b> The Tiger By Peter Niblett	<b>Poetry:</b> Oh, oh, the story man by Jan Dean	<b>Poetry:</b> Zanzibar Jeanne Willis
		<b>For more key texts see Reception Core Book List</b>					
	Language and Communication including CPA-Role-play	Talk 1 to 1 with an adult/other child. Listen carefully in groups and respond appropriately. To retell a simple story to an adult. To answer a question in a large group. Take part in the Nativity Play.		Talk to a group of children. Listen attentively in a group and show interest. To retell a story with more detail. To answer questions, starting to give explanations. To start asking questions.		Talk confidently to adults and peers. Listen carefully and ask questions. To retell and make up own stories. To answer questions confidently with explanations. To ask appropriate questions.	

		<p>Role-play Autumn 1: Home corner Talking to peers in role of family members. Playing home scenarios: e.g. writing shopping lists, taking messages from the telephone, writing key dates on calendar. Reinforcing known language and developing confidence in a small group or alongside peers. Role-play Autumn 2: Percy's Hut (outside in tree house) Café (inside) Taking roles of a character and exploring new vocabulary e.g. Percy, waiter, customer</p>		<p>Role-play Spring 1: Puppet Theatre Children re-telling traditional stories, making up own stories and listening to others. Use of story book language. Role-play Spring 2: Farm and Farm Shop – to use imagination to get in role of farmer/shop keeper to develop verbally a storyline.</p>		<p>Role-play Summer 1: Airport and Aeroplane – children to continue to develop imagination and reflect on experiences to get in role of pilot/air steward/passenger using new vocabulary to develop a story line. Role-play Summer 2: Campsite– children to continue to develop imagination and reflect on experiences to get in role using new vocabulary to develop a story line.</p>	
	<b>Physical Development</b> Including Gross and Fine motor skills CPA-Funky fingers, Writing, Malleable, construction	<p>Write first name to sign in daily (use of name card if needed)</p> <p>Nelson Handwriting assessments – small group weekly guided lesson (including dough disco, ribbons or handwriting patterns)</p> <p>RWI. daily sound practice – write and learn rhyme</p>	<p>Write first name to sign in (without name card)</p> <p>Nelson Handwriting Patterns in small guided group, weekly. Workbook 'Starter A' Pages 2-9</p> <p>RWI daily sounds and writing c.v.c words</p>	<p>Write first and second names to sign in (use name card for surname if needed)</p> <p>Nelson Handwriting letters in small guided group, weekly. Workbook 'Starter A' m, a, s, d, t, i, n</p> <p>RWI. daily sounds, c.v.c. words and simple sentences</p>	<p>Write first and second names to sign in (without name card)</p> <p>Nelson Handwriting letters in small guided group, weekly. Workbook 'Starter A' p, g, o, c, k, u, b</p> <p>RWI. daily sounds, c.v.c. words and simple sentences</p>	<p>Nelson Handwriting letters in small guided group, weekly. Workbook 'Starter A' f, e, l, h, r, j, v</p> <p>RWI daily sounds, c.v.c. words and simple sentences</p>	<p>Nelson Handwriting Letters in small guided group, weekly. Workbook 'Starter A' y, w, z, x, ss, ll, ck</p> <p>RWI daily sounds, c.v.c. words and simple sentences</p>

	Reading Including Core Books CPA-Book Corner /phonic station	<p>RWI. Set one single sounds: m, a s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x</p>	<p>RWI Set one single sounds: m, a s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x</p> <p>Set one special friends: sh, th, ch, qu, ng, nk, ck, kn, ll, ss, ff, zz</p> <p>Oral blend up to 3 sounds.</p>	<p>RWI. Set one single sounds: m, a s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x</p> <p>Set one special friends: sh, th, ch, qu, ng, nk, ck, kn, ll, ss, ff, zz</p> <p>Read simple ditties Know ditty red words: l, the, of, no, my, to</p>	<p>RWI Set one single sounds: m, a s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x</p> <p>Set one special friends: sh, th, ch, qu, ng, nk, ck, kn, ll, ss, ff, zz</p> <p>Set two sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Read simple ditties Know ditty red words: l, the, of, no, my, to</p>	<p>RWI. Set one single sounds: m, a s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x</p> <p>Set one special friends: sh, th, ch, qu, ng, nk, ck, kn, ll, ss, ff, zz</p> <p>Set two sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Read RWinc. Green Level Books Know green level red words: l, the, of, no, my, to, your, said, you, he, are</p>	<p>RWI. Set one single sounds: m, a s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x</p> <p>Set one special friends: sh, th, ch, qu, ng, nk, ck, kn, ll, ss, ff, zz</p> <p>Set two sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Read RWinc. Purple Level Books Know purple level red words: l, the, of, no, my, to, your, said, you, he, are, me, go,</p>

	Writing (including CPA/mark making area)	I can write my first name with some sounds formed correctly	I can write my first name with most sounds formed correctly. I am starting to write familiar words e.g. Mum, Dad and simple c.v.c. words	I know about capital letters, spaces and full stop. I can write a simple sentence with support.	I can write my first name and my surname.	I can write a simple sentence independently with some red words spelt correctly.	Independently write simple sentences with most red words spelt correctly. Starting with a capital letter, spaces and ending with a full stop.  Starting to learn letter names to aid spelling in key stage one.
		To write a label on a bulb clearly.	To write a Christmas Card to a specified person.	To make a simple book.	To write a sentence about an animal.	To write a postcard to a friend.	To write about what they have enjoyed in Reception.

	Vocabulary	Sound, 'Fred talk', word, stretchy sound, bouncy sound, pointy fingers, top, bottom, around, over, down, up, partner,	<i>Recap on Autumn 1 plus</i> over, down, up, partner, special friend, 'Fred in your head'	<i>Recap on Autumn 1, 2, plus</i> Ditty, red words, capital, lower case, finger space, full stop, sentence, contents, page	<i>Recap on Autumn 1, 2, Spring 1 plus</i> Set one, set two	<i>Recap on Autumn 1, 2, Spring 1 Spring 2, plus</i> captions, speech bubbles	<i>Recap on Autumn 1, 2, Spring 1 Spring 2, Summer 1 plus</i> alphabet, letter names
	Assessing Impact	Government Baseline Assessment Teacher judgement Baseline Wellcomm Assessments for EAL/children highlighted by Nursery as below average in Language and Communication NELI Language assessment RWI assessments at least every 6 weeks. Reception Profile					