



## RECEPTION LONG TERM OVERVIEW FOR LITERACY



These statements show the typical level of development in Literacy for Reception children. The statements are benchmarked to enable teachers to assess the rate of learning and development and to plan next steps. They will also enable staff to track children's progress towards the end of year requirements. If these statements are attained, they will enable a Reception child to reach a good level of development and the Early Learning Goals. Throughout the year children will develop their learning through a mix of child-led and directed play activities.

### Communication and Language

#### Listening, Attention and Understanding

##### (December March)

- I can turn to listen to my friends or my teacher.
- I can listen to and then follow an instruction.
- I can remember and join in with rhymes and stories I like.
- I can find the right tool for a job.
- I can follow instructions using prepositions.
- I can respond to a string of requests one after another (not quickly)
- I can ask and respond to 'why' questions.
- I can follow a story with props and pictures.
- I can show interest in the lives of other people or events.
- I can see some similarities and differences between people.
- I can operate a CD player or MP3 player and show understanding of the remote controls.
- I can show interest in other technological items.
- I can listen to a whole story and comment on what is happening.
- I can ask questions about my favourite books.
- I can choose a book or game that might be different from my friends and tell you why.
- I can play and listen to my friends at the same time.
- Understand how to listen carefully and why listening is important.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- I can respond quickly to a series of instructions.
- I can laugh at funny rhymes and jokes.
- I can remember key points from a story told without props or pictures.
- I can have a conversation and I can respond to other children's opinions.
- I can talk about family routines and special occasions.
- I can understand and complete a simple program on a computer.
- Engage in non-fiction books.

##### *Goal - Listening, Attention and Understanding*

*Children at the expected level of development will:*

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



## Communication and Language

### Speaking

#### (December March)

- I can start to link simple sentences.
- I can explain in simple sentences, including ordering, stating what happened and what might happen.
- I can use tense, intonation and rhythm to enhance meaning.
- I can use vocabulary to express imaginary events in play.
- I can engage in imaginary role play sometimes building stories around toys and objects.
- I can explore new vocabulary, sounds and intonation.
- I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults.
- I can play alongside other children engaged in the same type of imaginary play.
- I can use sentences that are well formed. (However, they may still have some difficulties with grammar.

For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')

- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

#### ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



## Literacy

### Word Reading and Comprehension

#### Word reading (December March)

- I can join in with rhymes and stories.
- I can join in with the rhythm of well known rhymes and songs.
- I can recognise my own name.
- I can identify sounds in words, in particular, initial sounds.
- I can segment and blend simple words demonstrating my knowledge of sounds (with support – independently).
- I can link sounds to letters in the alphabet.
- I can read simple words and simple sentences.
- I can identify rhymes.
- I can find my own rhymes .
- 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.

#### Comprehension (December March)

- I can hold a book, turn the pages and indicate an understanding of pictures and print.
- I can tell a story to friends.
- I can talk about events and characters in books.
- I can make suggestions about what might happen next in a story.
- I can read simple words and simple sentences.
- I can talk about my favourite book.
- I can use vocabulary and events from stories in my play.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

#### **ELG: Comprehension**

Children at the expected level of development will:

- 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.

#### **ELG: Word Reading**

Children at the expected level of development will:

- 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.



## Literacy

### Writing

#### Handwriting (December March)

- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.
- I can use tools for mark making with control.
- I can grip using five fingers or preferably two fingers and thumb for control.
- I can use pincers, tweezers and threading equipment with increasing control and confidence.
- I can copy shapes, letter and pictures.
- I can sit on a chair with a straight back and my feet on the floor.
- I can control finer tools when playing with dough.
- I can form recognisable letters, some of them correctly.
- I can use a tripod grasp.
- *Form lower-case and capital letters correctly.*

#### Composition

- I can tell an adult what I have drawn or painted.
- I can give meaning to my marks as I write.
- I can create representations of people, events and objects.
- I can use some identifiable letters to communicate meaning and uses them to write captions and labels.
- *Re-read what they have written to check that it makes sense.*

- I can read back my writing.
- I can begin to rehearse what I write orally before writing.
- *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.*

#### Spelling

- I can identify sounds from my own name in other words.
- I can ascribe meaning to other marks like on signage.
- I can start to write identifiable shapes and letters.
- I can segment and blend the sounds in simple words and name sounds.
- *Spell words by identifying the sounds and then writing the sound with letter/s.*

#### Grammar, Punctuation

- I can recognise a capital letter at the start of my name
- I can talk about sentences and start to write short sentences.
- I can start to use full stops and capital letters in the correct places.

#### ELG: Writing

Children at the expected level of development will:

- 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.



## Physical Development

### Fine and Gross Motor

#### (December March)

- I can use a pincer grasp.
  - I can stand momentarily on one foot when shown.
  - I can catch a large ball.
  - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
  - I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
  - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.
  - I can show a preference for a dominant hand.
  - I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
  - I can travel with confidence and skill around, under, over and through balancing and climbing equipment.
  - I can use a tripod grasp.
  - *Revise and refine the fundamental movement skills they have already acquired:*
    - rolling
    - crawling
    - walking
    - jumping
    - running
    - hopping
    - skipping
    - climbing
  - *Progress towards a more fluent style of moving, with developing control and grace.*
  - *Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.*
  - *Develop their small motor skills so that they can use a range of tools competently, safely and confidently.*
- Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.*
- *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.*
  - *Combine different movements with ease and fluency.*
  - *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.*
  - *Develop overall body-strength, balance, co-ordination and agility.*
  - *Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.*
  - *Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.*
  - *Develop the foundations of a handwriting style which is fast, accurate and efficient.*

#### ELG: Gross Motor Skills

Children at the expected level of development will:

- *Negotiate space and obstacles safely, with consideration for themselves and others;*
- *Demonstrate strength, balance and coordination when playing;*
- *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.*

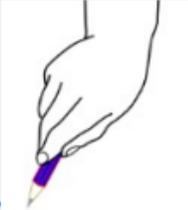
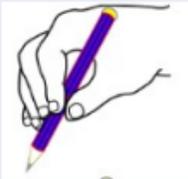
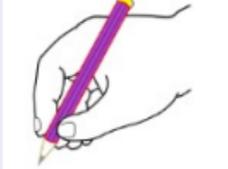
#### ELG: Fine Motor Skills

Children at the expected level of development will:

- *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;*
- *Use a range of small tools, including scissors, paint brushes and cutlery;*
- *Begin to show accuracy and care when drawing.*

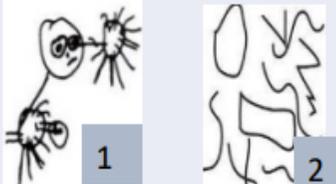
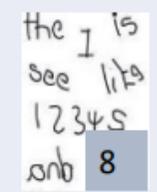
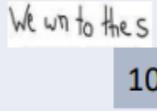
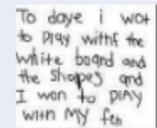
## Physical Development

### The stages of grip development For reference

16-26 months	22-36 months	30-50 months	40-60 months
 <p><b>Fisted Grasp and</b></p> <p><b>Fist grip.</b> Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p>	 <p><b>Palmar</b></p> <p><b>Four-finger grip.</b> As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.</p>	 <p><b>Five finger Grasp and</b></p> <p><b>Pincer grip.</b> Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p>	 <p><b>Tripod Grasp (Three finger)</b></p> <p>Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p>

# Literacy

## The stages of writing development For reference

16-26 months	22-36 months	30-50 months	40-60 months
<div data-bbox="246 494 582 678">  </div> <div data-bbox="224 678 649 957"> <p>1</p> <p>2</p> <p>This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.</p> </div>	<div data-bbox="705 518 862 710">  </div> <div data-bbox="884 598 1064 981"> <p>3</p> <p>As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.</p> </div> <div data-bbox="705 758 862 933">  </div> <div data-bbox="884 989 1064 1061"> <p>4</p> <p>We now see random letters and letter strings.</p> </div> <div data-bbox="705 997 862 1173">  </div> <div data-bbox="884 1109 1064 1181"> <p>5</p> </div>	<div data-bbox="1131 534 1288 710">  </div> <div data-bbox="1288 542 1444 1045"> <p>6</p> <p>Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.</p> </div> <div data-bbox="1131 758 1288 933">  </div> <div data-bbox="1288 1053 1444 1165"> <p>7</p> </div> <div data-bbox="1131 997 1288 1189">  </div> <div data-bbox="1288 1181 1444 1228"> <p>8</p> <p>We now see letter strings, letter groups and print from the environment.</p> </div>	<div data-bbox="1601 590 1758 710">  </div> <div data-bbox="1859 582 1982 766"> <p>9</p> <p>We now see children beginning to experiment with sounds and the initial sounds of words represented.</p> </div> <div data-bbox="1601 742 1758 853">  </div> <div data-bbox="1859 774 1982 957"> <p>10</p> <p>Then more consonant sounds are represented. We then see inventive spelling including vowels.</p> </div> <div data-bbox="1601 853 1758 981">  </div> <div data-bbox="1859 965 1982 1157"> <p>11</p> <p>Finally we have transitional writing with better attempts and spelling and some use of punctuation.</p> </div> <div data-bbox="1601 1045 1758 1173">  </div> <div data-bbox="1859 1173 1982 1228"> <p>12</p> </div>