



Barnett Wood Infant School

Progression of Skills in English



Reception

Autumn Term

COMMUNICATION & LANGUAGE	LITERACY READING	LITERACY WRITING
I engage with stories and non-fiction books. I can listen to and talk about stories to build familiarity and understanding. I can retell a story once I have developed a deep familiarity with the text, some with exact repetition and some in my own words. I understand how to listen carefully and why listening is important. I will learn new vocabulary and use these new words throughout the day. I ask questions to find out more and to check that I understand what has been said to me. I can describe some events in detail e.g. a trip to the park. I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	I join in with repeated refrains and anticipate key events and phrases in rhymes and stories. I am beginning to describe main story settings, events and main characters. I am beginning to be aware of the way stories are structured. I look at books independently. I handle books carefully. I know that information can be retrieved from books. I can sequence the key events of a familiar story. I can read a few common exception words matched to the Little Wandle phonic programme.	I begin to hear and say the initial sounds in words. I am beginning to write my own name and other things such as labels and captions. I am beginning to form some lower case letters correctly. I can segment and identify the sounds in simple words.

Spring Term

COMMUNICATION & LANGUAGE	LITERACY READING	LITERACY WRITING
I can maintain attention, concentrate and sit quietly during an appropriate activity. I listen to stories with increasing attention and recall including those without pictures or prompts. I can join in with key phrases in rhymes and stories and anticipate key events.	I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. I am beginning to describe main story settings, events and main characters. I handle books carefully. I know that information can be retrieved from books.	I am beginning to correctly form lower case letters. I can use one-handed tools and equipment, e.g. to make snips in paper with scissors. I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

I can respond to instructions involving a two-part sequence. I can listen and respond to ideas expressed by others in conversation or discussion. I am building up vocabulary that reflects the breadth of my experience. I use talk to organise, sequence and clarify my thinking, ideas, feelings and events. I introduce a storyline or narrative into my play. I use language to imagine and recreate roles and experiences. I am beginning to use more complex sentences to link thoughts (e.g. using and, because).	I can continue a rhyming string Sequence the key events of a familiar story. I am beginning to check that my writing makes sense. I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment.	I can write my own name and other things such as labels and captions. I can segment and identify the sounds in simple words. I am beginning to write simple phrases and sentences.
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Summer Term

COMMUNICATION & LANGUAGE	LITERACY READING	LITERACY WRITING
I listen attentively in a range of situations. I listen to stories, accurately anticipating key events and responding to what I hear with relevant comments, questions or actions. I give my attention to what others say and respond appropriately. I can follow instructions involving several ideas or actions. I can answer ‘how’ and ‘why’ questions about my experiences and in response to stories or events. I can express myself effectively, showing awareness of listeners’ needs. I use past, present and future forms accurately when talking about events that have happened or are to happen in the future. I develop my own narratives and explanations by connecting ideas or events.	I can read and understand simple sentence. I use phonic knowledge to decode regular words and read them aloud accurately. I can read a range of Reception keywords. I demonstrate understanding when talking with others about what I have read.	I use my phonic knowledge to write words in ways which match my spoken sounds. I can write a range of Reception keywords. I can write simple sentences which can be read by myself and others. Some of the words I write are spelt correctly and others are phonetically plausible.

