

# Literacy Development – Reception Curriculum Framework

## Educational Purpose

Literacy enables children to make meaning from texts and to become increasingly confident readers and writers. Through rich books, talk, systematic phonics, explicit transcription teaching and oral composition, children build secure foundations for comprehension, decoding, fluency and purposeful writing.

## Golden Threads

| Language & Vocabulary                                                                                                                                                                              | Comprehension                                                                                                                               | Phonic Knowledge & Decoding                                                                                                                                    | Fluency                                                                                                                                                     | Transcription                                                                                                                                                       | Composition                                                                                                                                                                      |
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| Children develop and use increasingly rich language through stories, non-fiction, rhymes, poetry, conversation and purposeful interaction; vocabulary supports both comprehension and composition. | Children listen, respond, recall, retell, predict and discuss texts, using what they know and the language they encounter to build meaning. | Children learn that sounds are represented by letters and letter groups and use taught phonic knowledge to blend and read increasingly varied words and texts. | Accurate decoding is strengthened through successful rereading so that familiar words and texts can be read with increasing ease, automaticity and fluency. | Children develop the physical and phonic skills needed to record language, including letter formation, segmentation, spelling, dictation and spacing between words. | Children develop ideas orally from the beginning, learning to formulate, hold and rehearse sentences and increasingly use secure transcription skills to record their own ideas. |

## Curriculum Progression

| Area                           | Typical Starting Points                                                                                                                                                                                                                                                                                                                                                                | DP1 – Establish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | DP2 – Develop & Secure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | DP3 – Apply & Extend                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Statutory ELG<br>End of Reception                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Comprehension KNOWLEDGE</b> | <ul style="list-style-type: none"><li>• Enjoy listening to familiar stories, rhymes or songs.</li><li>• Look at pictures in books.</li><li>• Join in with familiar words, actions or repeated phrases.</li><li>• Show interest in something happening in a story.</li><li>• Explore and handle books.</li><li>• Respond to something heard or seen in a familiar story.</li></ul>      | <ul style="list-style-type: none"><li>• I know books and print have meaning.</li><li>• I know stories have characters and events.</li><li>• I know books can tell me about things.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• I know stories have a sequence.</li><li>• I know story language helps tell a story.</li><li>• I know what has happened can help me think about what might happen next.</li><li>• I know new words help me understand a text.</li><li>• I know non-fiction can help me find out about things.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• I know stories have connected events.</li><li>• I know what has happened in a story can give clues about what might happen next.</li><li>• I know new words help me understand more about a text.</li><li>• I know people can have different ideas and responses to the same text.</li><li>• I know I can use non-fiction to find out and talk about something.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <div>Comprehension</div> <ul style="list-style-type: none"><li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li><li>• Anticipate – where appropriate – key events in stories.</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li></ul> |
| <b>Comprehension SKILLS</b>    | <ul style="list-style-type: none"><li>• Enjoy listening to familiar stories, rhymes or songs.</li><li>• Look at pictures in books.</li><li>• Join in with familiar words, actions or repeated phrases.</li><li>• Show interest in something happening in a story.</li><li>• Explore and handle books.</li><li>• Respond to something heard or seen in a familiar story.</li></ul>      | <ul style="list-style-type: none"><li>• I can engage with a familiar story and show understanding through talk, action, play, drawing or another appropriate response.</li><li>• I can recall something from a familiar story.</li><li>• I can talk about a character or event in a familiar story.</li><li>• I can join in with repeated words or phrases in familiar stories, rhymes or poems.</li></ul>                                                                                                                                                                         | <ul style="list-style-type: none"><li>• I can recall key events from a familiar story in sequence.</li><li>• I can talk about characters and where events happen in a familiar story.</li><li>• I can suggest what might happen next, using what I already know.</li><li>• I can talk about a familiar story using some words or phrases encountered in the text.</li><li>• I can give a simple response or opinion about a familiar story.</li><li>• I can use ideas, characters or language from familiar texts within play or storytelling.</li><li>• I can talk about something I have found out from a familiar non-fiction text.</li></ul>                                                                                    | <ul style="list-style-type: none"><li>• I can retell the main events of a familiar story in sequence, using my own words and some language from the text.</li><li>• I can use a familiar story to create or tell a new idea.</li><li>• I can predict what might happen using something I know from the story.</li><li>• I can use and explain some recently introduced vocabulary when talking about familiar texts.</li><li>• I can give a response to a familiar text and a simple reason for my thinking.</li><li>• I can draw on stories, rhymes, poems or non-fiction when talking, playing or creating.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Word Reading KNOWLEDGE</b>  | <ul style="list-style-type: none"><li>• Enjoy joining in with rhymes and sound play.</li><li>• Show interest in sounds in spoken language.</li><li>• Show interest in signs, symbols, letters or print around them.</li><li>• Notice when adults share or use print.</li></ul>                                                                                                         | <ul style="list-style-type: none"><li>• I know letters represent sounds.</li><li>• I know spoken words are made up of sounds.</li><li>• I know sounds can be blended to read words.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• I know two or more letters can represent one sound.</li><li>• I know sounds can be blended to read words.</li><li>• I know some common words need extra attention when I read them.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>• I know taught letter groups represent sounds.</li><li>• I know blending helps me read unfamiliar words.</li><li>• I know rereading a familiar text can help my reading become smoother.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <div>Word Reading</div> <ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li><li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>                                                                               |
| <b>Word Reading SKILLS</b>     | <ul style="list-style-type: none"><li>• Enjoy joining in with rhymes and sound play.</li><li>• Show interest in sounds in spoken language.</li><li>• Show interest in signs, symbols, letters or print around them.</li><li>• Notice when adults share or use print.</li></ul>                                                                                                         | <ul style="list-style-type: none"><li>• I can recognise and say taught Set 1 sounds.</li><li>• I can hear and orally blend sounds into simple words.</li><li>• I can blend taught sounds to begin to read simple words.</li><li>• I can begin to read taught Red Words.</li></ul>                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• I can recognise and say an increasing range of taught Set 1 sounds, including Special Friends.</li><li>• I can blend taught sounds to read simple words.</li><li>• I can read words containing taught Special Friends.</li><li>• I can read an increasing range of taught Red Words.</li><li>• I can read short phrases or sentences containing taught GPCs and familiar Red Words.</li><li>• I can read appropriately matched RWI Storybooks with increasing accuracy.</li></ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>• I can securely recognise and say taught Set 1 sounds and an increasing range of taught Set 2 sounds.</li><li>• I can blend taught sounds to read increasingly varied decodable words.</li><li>• I can read words containing taught digraphs and other taught letter groups.</li><li>• I can read an increasing range of taught Red Words.</li><li>• I can read simple phrases and sentences containing taught phonic knowledge.</li><li>• I can read a familiar, appropriately matched RWI Storybook with increasing fluency through rereading.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Writing KNOWLEDGE</b>       | <ul style="list-style-type: none"><li>• Explore drawing and mark-making materials.</li><li>• Make marks in different ways.</li><li>• Begin to give meaning to marks or drawings.</li><li>• Show interest in marks or writing around them.</li><li>• Attempt to represent something through drawing or marks.</li><li>• Use mark-making tools with varying levels of control.</li></ul> | <ul style="list-style-type: none"><li>• I know sounds can be written with letters.</li><li>• I know letters have a correct formation.</li><li>• I know words are made up of sounds.</li><li>• I know writing can share meaning.</li></ul>                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• I know sounds can be written with letters or groups of letters.</li><li>• I know words can be broken into sounds for spelling.</li><li>• I know a spoken sentence can be written down.</li><li>• I know a sentence can be said and rehearsed before it is written.</li><li>• I know spaces show where one written word ends and another begins.</li></ul>                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>• I know sounds can be represented by letters or groups of letters.</li><li>• I know words can be segmented into sounds for spelling.</li><li>• I know a sentence carries a complete idea.</li><li>• I know saying and rehearsing a sentence helps me hold it before writing.</li><li>• I know rereading helps me check my writing.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <div>Writing</div> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>                                                                                                                              |
| <b>Writing SKILLS</b>          | <ul style="list-style-type: none"><li>• Explore drawing and mark-making materials.</li><li>• Make marks in different ways.</li><li>• Begin to give meaning to marks or drawings.</li><li>• Show interest in marks or writing around them.</li><li>• Attempt to represent something through drawing or marks.</li><li>• Use mark-making tools with varying levels of control.</li></ul> | <ul style="list-style-type: none"><li>• Transcription – Form some taught lower-case letters from the correct starting point and in the correct direction, with modelling where needed.</li><li>• I can hear a taught sound and write its grapheme.</li><li>• I can use Fred Fingers to hear sounds in simple words.</li><li>• I can begin to represent sounds in simple words using taught graphemes.</li><li>• Composition – Orally say a simple idea or sentence they want to communicate.</li><li>• I can hold and repeat a short spoken sentence with adult support.</li></ul> | <ul style="list-style-type: none"><li>• Transcription – Correctly form an increasing range of taught lower-case letters, including when writing simple words.</li><li>• I can use Fred Fingers to segment simple words.</li><li>• I can spell simple words by representing the sounds with taught graphemes.</li><li>• I can spell an increasing range of taught Red Words.</li><li>• I can hold and write a short dictated caption using taught phonic knowledge.</li><li>• I can begin to leave spaces between words in a dictated caption, with support.</li><li>• Composition – Orally compose a simple sentence about an idea or experience.</li><li>• I can say and rehearse a short sentence before it is written.</li></ul> | <ul style="list-style-type: none"><li>• Transcription – Form most taught lower-case letters correctly, including when writing words and sentences.</li><li>• I can segment words and represent the sounds using taught graphemes.</li><li>• I can spell an increasing range of taught Red Words.</li><li>• I can hold and write a dictated phrase or simple sentence containing taught phonic knowledge.</li><li>• I can leave spaces between words when writing a dictated or rehearsed sentence, with support where needed.</li><li>• I can reread a dictated or rehearsed sentence, with support where needed, to check that it matches what I intended to write.</li><li>• Composition – Orally compose and rehearse a simple sentence about an idea, experience or stimulus.</li><li>• I can with support where needed, shape an idea into a sentence that is manageable to write using developing phonic knowledge.</li><li>• I can begin to use increasingly secure transcription skills to record my own ideas.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Essential Vocabulary</b>    | No essential starting vocabulary.                                                                                                                                                                                                                                                                                                                                                      | <b>book</b> – something we can read<br><b>sound</b> – something we can hear<br><b>letter</b> – a written alphabet symbol<br><b>word</b> – letters carrying meaning<br><b>blend</b> – join sounds to read                                                                                                                                                                                                                                                                                                                                                                           | <b>story</b> – events told in order<br><b>character</b> – a person in a story<br><b>sentence</b> – words expressing a complete idea<br><b>Fred Fingers</b> – fingers help segment sounds<br><b>Special Friends</b> – letters making one sound                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>retell</b> – tell a story again<br><b>setting</b> – where a story happens<br><b>predict</b> – say what might happen<br><b>space</b> – gap between written words<br><b>reread</b> – read something again                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Relevant statutory ELGs are mapped to the strands above.</b>                                                                                                                                                                                                                                                                                                                                                                                      |

## Literacy Entitlement

Every child will:

Experience daily systematic phonics through RWI, with teaching responsive to what they know and need to learn next.

Hear and revisit high-quality stories, non-fiction, rhymes and poetry, read aloud with enthusiasm and expression.

Have regular opportunities to talk about, respond to and retell texts, developing understanding and vocabulary.

Experience Poetry Basket and Helicopter Stories, developing language, storytelling, imagination and performance.

Receive explicit, carefully sequenced handwriting and transcription teaching, building from sound-to-grapheme correspondence towards words, captions and sentences.

Develop oral composition throughout Reception, learning to formulate, hold and rehearse ideas and sentences.

See adults model writing and think aloud as writers, including how spoken language can be represented in writing.

Have meaningful opportunities to draw, mark-make and write within the learning environment, applying what they know for purposes that matter to them.

Experience Drawing Club later in Reception, bringing together rich talk, imagination, vocabulary and increasingly supported written composition.

Read appropriately matched RWI books, with rereading and Speedy Words supporting increasing accuracy and fluency.

Have regular opportunities to choose, explore, enjoy and revisit books, developing their identity as readers.

Receive timely additional teaching and practice when assessment identifies gaps, while continuing to access the full Literacy curriculum.

### AMBITION IS BUILT ON SECURE FOUNDATIONS.

We systematically teach children the knowledge and skills they need to become readers and writers. Composition develops orally from the beginning, while transcription is explicitly taught and carefully sequenced. Directed writing is matched to children's taught phonic and transcription knowledge. As these foundations become increasingly secure, children are supported to bring their own ideas and writing together.

### Assessment and Additional Support

We use RWI assessment for detailed phonic attainment and grouping

We use the Development Points to understand broader Literacy development across comprehension, word reading, transcription and composition.

Development Points are cumulative developmental milestones, not fixed termly tests. Children may demonstrate learning across more than one DP.

We notice the component causing difficulty. A child struggling to write a sentence may need support with sentence memory, segmentation, grapheme retrieval, spelling, formation or language rather than simply 'more writing'.

We provide additional practice that targets the identified gap while maintaining children's entitlement to the wider curriculum.

For children who are secure, move learning forward rather than requiring unnecessary repetition.

### Transition into Key Stage 1

By the end of Reception, children have developed individual foundations in language, comprehension, decoding, emerging fluency, transcription and composition. Transition information shared with Year 1 identifies each child's secure phonic knowledge, matched reading level, developing fluency, handwriting and spelling strengths, oral-language development, effective support and appropriate next steps. Year 1 teaching should build directly from what children securely know, maintaining fidelity to RWI and continuing appropriately matched reading, successful rereading and explicit transcription teaching. Rich read-aloud, book discussion, oral composition and meaningful opportunities to write should continue alongside systematic instruction. Transition does not require every child to read or write at the same level; teaching, texts and writing expectations should remain closely matched to each child's knowledge so that accuracy, confidence and independence continue to develop without creating gaps or ceilings.