

Literacy Taught in Reception

During your child's time in Reception they will be taught the following :-

Phonological awareness, phonics and spelling

1. to understand and be able to **rhyme** through:
 - recognising, exploring and working with rhyming patterns, e.g. learning nursery rhymes;
 - extending these patterns by **analogy**, generating new and invented words in speech and spelling;
2. knowledge of **grapheme/phoneme** correspondences through:
 - hearing and identifying initial sounds in words;
 - reading letter(s) that represent(s) the sound(s): *a-z, ch, sh, th*;
 - writing each letter in response to each sound: *a-z, ch, sh, th*;
 - identifying and writing initial and dominant phonemes in spoken words;
 - identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit*, *mat*, *pan*;
3. alphabetic and phonic knowledge through:
 - sounding and naming each letter of the alphabet in lower and upper case;
 - writing letters in response to letter names;
 - understanding alphabetical order through alphabet books, rhymes, and songs;
4. to link sound and spelling patterns by:
 - using knowledge of rhyme to identify families of rhyming CVC words, e.g. *hop, top, mop; fat, mat, pat, etc.*;
 - discriminating '**onsets**' from '**rimes**' in speech and spelling, e.g. '*tip*', '*sip*', '*skip*', '*flip*', '*chip*';
 - identifying **alliteration** in known and new and invented words;

Word recognition, graphic knowledge and spelling

5. to read on sight a range of familiar words, e.g. children's names, captions, labels, and words from favourite books;
6. to read on sight the 45 high frequency words to be taught by the end of YR located in the Resource Area;
7. to read on sight the words from texts of appropriate difficulty;
8. to read and write own name and explore other words related to the spelling of own name;
9. to recognise the critical features of words, e.g. shape, length, and common spelling patterns;

Vocabulary extension

10. new words from their reading and shared experiences;
11. to make collections of personal interest or significant words and words linked to particular topics;

Handwriting

12. to use a comfortable and efficient pencil grip;
13. to produce a controlled line which supports letter formation;
14. to write letters using the correct sequence of movements.