

**Literacy Checkpoints - Reception**

<b>Checkpoint</b>	<b>Literacy – Comprehension</b>	<b>Literacy – Word Reading</b>	<b>Literacy - Writing</b>
<b>September</b>	Listen to a story and comment on the events. Name the characters from a familiar story.	Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word.	Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. “this is a car”
<b>Christmas</b>	Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it.	Say a sound for all Phase 2 GPCS. Blend CVC words verbally.	Write their name with correct formation. Form Phase 2 letters recognisably. Segment CVC words verbally. Write the initial and middle sounds for a CVC word.
<b>Easter</b>	Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions.	Say a sound for each letter in the alphabet Blend and read VC/CVC words.	Form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others.
<b>EOY incl. ELG</b>	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.	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.	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.
<b>Those working in Greater Depth may...</b>	Recycle familiar stories verbally (or in written form), recalling the structure of the original story. Substantiate their predictions and opinions with evidence from the story. Use newly acquired language from books in different contexts.	Recognise all Phase 2 and 3 phonemes.  Recognise all Phase 2 and 3 phonemes when reading unfamiliar words.  Read Phase 4+ common exception words by sight.	Form all letters correctly, with clear ascenders and descenders.  Write words of more than one syllable.

			Use a full stop and capital letter in a sentence.
<b>Vocabulary</b>	<p>Character, setting, beginning, middle, end,  Title, author, illustrator, front cover, back cover,  spine, illustrations, blurb, contents, index  Fiction, non-fiction  First, then, after that, next, finally, in the end  Predicting: maybe, perhaps, I think,  Settings:  Feelings: angry, worried, sad, happy, anxious,  delighted, excited, nervous,  Fiction, non-fiction</p>	<p>Letter, phoneme, grapheme, word, sentence  Syllable, sound, rhyme, spell  Finger space, full stop  Lower case, upper case, capital  Blend, segment</p>	<p>Read, segment  Word, sentence, letter, finger space,  full stop  Rhyme  Capital letter</p>
<b>Skills</b>	<p>Joining in with repeated phrases  Retelling a story  Describing a story setting  Describing beginning, middle and end events  Predicting what will happen next  Describing a character  Saying whether we liked a book or not and why  Rhyming  Giving opinions on events and characters  Relating events in a story to our own lives – seeing  differences and similarities  Knowing the difference between fiction and non-  fiction</p>	<p>Recognise the difference between  writing/print and pictures/illustrations  Recognise all Phase 2 graphemes and say  corresponding phoneme  Blend  Hear a rhyming word  Continue a rhyming string  Read high frequency words</p>	<p>Hold pencil correctly  Segment  Hear initial sounds  Hear rhyme in words  Use knowledge of rhyme in  writing/spelling  Give meaning to their writing  Write a simple sentence  Read their own writing</p>