



In Reception children learn English skills through various areas of learning. These areas of learning are Communication & Language and Literacy. These areas are broken down into further areas of learning. In communication & language there are 3 areas: Listening and Attention, Speaking & Understanding. In Literacy there are two further areas: Reading and Writing. Children also learn English through phonics. This information is taken from Development Matters in the Early Years Foundation Stage and by the end of the Reception year children should have achieved the Early Learning Goal for each of the areas of learning. This is what is expected by the end of the year.

Area of Learning	Throughout the reception year children should ...	At the end of the reception year it is expected that children ...	At the end of the reception year for children to be exceeding they should
Listening & Attention	<ul style="list-style-type: none"> • Listen with enjoyment to stories, songs, rhymes and poems • Sustain attentive listening in a range of situations • Respond with relevant, comments, questions or actions • Give attention to what others say and respond appropriately • Follow instructions 	Listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	<ul style="list-style-type: none"> • Follow more complex/several part instructions accurately • Ask for clarification e.g. about instructions given to them • Listen with sustained concentration for longer periods
Speaking	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play 	Express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	<ul style="list-style-type: none"> • Show awareness of the listener (audience) by making changes to language and non-verbal features • Recount experiences and stories • Use a range of vocabulary to add information, express ideas and explain actions or events • Justify ideas and experiences
Understanding	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. 		<ul style="list-style-type: none"> • Express views about characters in a story or the story as a whole • Answer questions using 'think, say, feel' prompts about experiences, stories and events • Answer questions about why things happen in a story

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Reading	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.
Writing	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels & captions. • Attempts to write short sentences in meaningful contexts 	Use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible	Spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

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Phonics	<p>Use Phase 1 & 2 knowledge to</p> <ul style="list-style-type: none"> • ☐ Blend VC words orally e.g. at, it, in, up, • ☐ Blend CVC words orally e.g. top, run, bed, rat • ☐ Segment VC words orally e.g. at, it, in, up, • ☐ Segment CVC words orally e.g. top, run, bed, rat, <p>Use Phase 2 to</p> <ul style="list-style-type: none"> • ☐ Blend VC words using phonemes s, a, t, p, i, n - e.g. at, in, is, it • ☐ Blend CVC words using phonemes s, a, t, p, i, n - e.g. sit, pit, pat, pan, tip • ☐ Blend CVC words using all above and m, d, g, o e.- g. dog, mad, gap • ☐ Blend CVC words using all above and c, k, ck, e, u, r - e.g. sock, neck, rack • ☐ Blend CVC words using all above and h, b, f, ff, l, ll, ss - e.g. huff, hiss, bill • Segment and write VC words using grapheme s, a, t, p, i, n - e.g. at, in, is, it • ☐ Segment CVC words using graphemes s, a, t, p, i, n - e.g. sit, pit, pat, pan, tip • ☐ Segment CVC words using all above and m, d, g, o e.g. dog, mad, gap • ☐ Segment CVC words using all above and c, k, ck, e, u, r e.g. sock, neck, rack • ☐ Segment CVC words using all above and h, b, f, ff, l, ll, ss e.g. huff, hiss, bill 	<p>Use Phase 2 & 3 knowledge to</p> <ul style="list-style-type: none"> • ☐ Blend CVC words using all above and j, v, w, x, y, z, zz, qu - e.g. jack, buzz, vet, quick • ☐ Blend CVC words using all above and ch, sh, th, ng - e.g. chip, shop, this, thin, song • ☐ Blend CVC words using all above and ai, ee, igh, oa, oo - e.g. rain, teeth, night, coat, boot, good • ☐ Blend CVC words using all above and ar, or, ur, ow, oi - e.g. cart, fork, curl, down, soil • ☐ Blend CV, CVV and CVC words using all above and ear, air, ure, er - e.g. hear, fear, chairs, sure, cure, shower, tower • ☐ Segment CVC words using all above and j, v, w, x, y, z, zz, qu e.g. jack, buzz, vet, quick • ☐ Segment CVC words using all above and ch, sh, th, ng e.g. chip, shop, this, thin, song • ☐ Segment CVC words using all above and ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good • ☐ Segment CVC words using all above and ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil • ☐ Segment CV, CVV and CVC words using all above and ear, air, ure, er e.g. hear, fear, chairs, sure, cure, shower, tower 	<ul style="list-style-type: none"> • Blend CVCC words using all phonemes covered in Phase 2 and 3 e.g. paint, tights, boils, shelf, toast • ☐ Blend CCVC words using all phonemes covered in Phase 2 and 3 e.g. spoon, clown, float, sweet • ☐ Blend CCVCC, CCCVC, CCCVCC words using all phonemes covered in Phase 2 and 3 e.g. frost, street, scrunch • ☐ Blend words with more than one syllable e.g. turnip, sister, cooking • Segment CVCC words using all graphemes covered in Phase 2 and 3 • e.g. paint, tights, boils, shelf, toast • ☐ Segment CCVC words using all graphemes covered in Phase 2 and 3 e.g. spoon, clown, float, sweet • ☐ Segment CCVCC, CCCVC, CCCVCC words using all graphemes covered in Phase 2 and 3 e.g. frost, street, scrunch • ☐ Segment words with more than one syllable e.g. turnip, sister, cooking