

## Literacy Checkpoints - Reception

Checkpoint	Literacy – Comprehension	Literacy – Word Reading	Literacy - Writing
<b>Milestone 1</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>Milestone 2</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. Understand 5 concepts of print: -Print has meaning, print can have different purposes, read from left to right and top to bottom, the names of the different parts, page sequencing.	To read most Set 1 single letters by saying the sounds for them. Can orally blend simple CVC words. Beginning to blend CVC words for reading.  In Daily Catch-Up phonics sessions Below 80% for decoding (Little Wandle assessments)	Write their name with correct formation. Form some letters recognisably. Segment CVC words verbally. Write simple CVC words Begin to write labels/captions
<b>Milestone 3</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.	To read all Set 1 single letters by saying the sounds for them. Blend and read VC/CVC words. Can read some letter groups that each represent one sound and say sounds for them. (special friends) Read more words containing Special Friends and words that contain 4+ sounds. Read a few common exception words matched to the RWI phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read a red RWI book	Form all letters of the alphabet some of which are correctly formed. Beginning to write phrases and short sentences. Beginning to re-read what they have written to check it makes sense. Use a tri-pod grip for writing Form some capital letters correctly. Beginning to use finger spaces between words.
<b>EOY incl. ELG</b>	ELG-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG-Anticipate – where appropriate – key events in stories. ELG-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	ELG-Say a sound for each letter in the alphabet and at least 10 digraphs; ELG-Read words consistent with their phonic knowledge by sound-blending; ELG-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG-To read a green/purple RWI book.	ELG-Write recognisable letters, most of which are correctly formed; ELG-Spell words by identifying sounds in them and representing the sounds with a letter or letters; ELG-Write simple phrases and sentences that can be read by others.

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