

Literacy Checkpoints - Reception

Checkpoint	Literacy – Comprehension	Literacy – Word Reading	Literacy - Writing
September	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"
Christmas	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.
Easter	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.
EOY incl. ELG	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.
Those working in Greater Depth may...	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.
Vocabulary	<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>
Skills	<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>