



Knowledge and Skills Progression – Literacy



	Nursery	Reception
Reading Comprehension – retrieval	Begin to talk about the main events and principle characters in stories, using props and materials for role play.	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.
Comprehension – genre and conventions	Join in with repeated refrains and phrases when being read to.	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories
Comprehension – questioning and explaining	Begin to use recently introduced vocabulary to talk about the main characters in stories.	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.
Comprehension – retelling and performing	Begin to remember and repeat key phrases and refrains from well-known stories and narratives.	Retell stories and narratives through role play and small world play, using some key vocabulary.
Comprehension – understanding	Demonstrate awareness of what has been read to them by retelling stories in their play using props.	Talk about stories that have been read to them and retell them through role play and small world play.
Comprehension – sequencing and summarising	Engage in extended conversations about stories and, with support, make links to other familiar stories.	Talk about stories and make connections with events in their own lives or other familiar
Comprehension – writer's craft	Handle books and identify the title and how a book should be read.	Be aware of how the title and blurb give information about a book.
Comprehension – inference	Talk about the pictures in story books.	Talk about the pictures in story books and use them to discuss how characters might be feeling.
Comprehension – predicting	Suggest how a story might end.	Suggest what might happen at different points in a story.
Comprehension – word meaning	Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.	Show an understanding of the meanings of new words by using them in discussion and role play situations.
Word reading – grapheme-phoneme correspondence	Recognise words that start with the same initial sound.	Recognise and say sounds represented by graphemes.
Word reading – words containing GPCs	Join in with oral blending activities.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Word reading – prefixes, suffixes, morphology and etymology	Join in with rhyme, rhythm and alliteration activities.	Use phonic knowledge to blend sounds into words.
Word reading – phonic knowledge	Identify and suggest rhymes and join in with rhyming games.	Blend sounds to read words.
Word reading – blending	Count or clap syllables in a word	Use phonic knowledge to decode monosyllabic real and nonsense words.
Word reading – common exception words	Recognise familiar words and signs, such as their own name and advertising signs.	Read some common exception words

Word reading – reading aloud	Listen to stories and rhymes in a small group.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Word reading – fluency	Have favourite stories that they enjoy listening to.	Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
<u>Spoken word</u> Discussion	Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
<u>Writing</u> Transcription – spelling – alphabet	Use some of their print and letter knowledge in their early writing.	Begin to link the letters of the alphabet with the corresponding phoneme.
Vocabulary, grammar and punctuation – punctuation		Be aware of the different punctuation marks in books.
Handwriting – letter formation	Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately.	Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.
Transcription – spelling – spelling rules and strategies	Hear and say the initial sound in words and begin to orally segment the sounds in simple words.	Spell words by identifying the sounds and then writing the sounds with letters.
Transcription – spelling – prefixes, suffixes, morphology and etymology	Join in with oral segmenting activities.	Use phonic knowledge to spell words.
Transcription – spelling – common exception words and frequently misspelt words	Use mark making to represent familiar people and events and write some or all of their name.	Begin to spell some simple common exception words, such as the, to, no, go and I.
Composition – planning	Give meaning to the marks they are making as they are drawing, writing or painting.	Use talk to support the writing process.
Composition – sentences	Talk about their pictures and mark making as they create.	Say words, captions and sentences out loud before writing.
Composition – drafting paragraphs	Begin to use mark making to communicate thoughts.	Use writing to communicate thoughts, ideas, experiences and events.
Composition – audience and purpose	Use mark making to support their play.	Use writing to support their play.
Composition – narrative	Begin to use letters and shapes to communicate meaning.	Put words in order to make a simple phrase or sentence.
Composition – evaluating and editing	Talk about their drawing and mark making with the teacher.	Talk about their writing with the teacher.
Composition – proofreading	Begin to talk about what their mark making represents.	Begin to read back what they have written to check it makes sense.
Composition – performing and presenting	Share their mark making with others.	Share their writing with others, reading it aloud where appropriate.
Transcription – spelling – dictations	Give meaning to the marks they make as they draw, write or paint and share this with others.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.