

# Literacy Progression (Nursery – Year 1)

Skill	Nursery (3-4 year olds)	Reception	Year 1
I can....			
Understanding Print	<p>Understand that:</p> <p>Print has meaning</p> <p>Print can have different purposes</p> <p>We read English text from left to right and from top to bottom</p> <p>Books have different parts and know their names</p> <p>Books follow an order (page sequencing)</p>		
Comprehension	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Demonstrate understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Listen to and discusses a wide range of poems, stories and non-fiction at a level beyond which I can read independently.</p> <p>Link what I read or hear read to my own experiences.</p> <p>Recognise key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Appreciate rhymes and poems, and to recite some by heart.</p>

		<p>Re-read these books to build confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Discuss word meanings, linking new meanings to those already known.</p> <p>Draw on what I already know and vocabulary provided by the teacher to understand books.</p> <p>Check a text makes sense as I read and correct inaccurate reading.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences about what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussions about what is read to me, taking turns and listening to what others say.</p> <p>Explain clearly my understanding of what is read to me.</p>
<p>Word Reading</p>	<p>Spot and suggest rhymes</p> <p>Fill in missing words from known rhymes</p> <p>Count or clap syllables in a word</p> <p>Recognise words with the same initial sound, such as money and mother</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</p>

		<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.</p> <p>Re-read books to build up my fluency and confidence in word reading.</p>
<p>Writing - Composition</p>	<p>Use some of print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Spell words containing each of the 40+ phonemes already taught, common exception words and days of the week.</p> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• use the spelling rule for adding –s or –es as the plural marker for nouns <ul style="list-style-type: none"> <li>• use the prefix un–</li> <li>• use –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)</li> </ul> </li> </ul> <p>Write from memory simple sentences dictated by my teacher that include words using the GPCs and common exception words taught so far.</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• Saying out loud what I am going to write about.</li> <li>• Composing a sentence orally before writing it. <ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives <ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Join words and clauses using 'and'.</li> </ul> </li> </ul> </li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul> <p>Name the terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>

<p>Review</p>		<p>Re-read what they have written to check that it makes sense.</p>	<p>Re-read what I have written to check that it makes sense.</p> <p>Discuss what I have written with the teacher and other pupils.</p> <p>Read aloud my writing clearly enough to be heard by my peers and the teacher.</p>
<p>Listening (Attention and Understanding)</p>		<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>See Years 1-6 Spoken Language Document</p>
<p>Speaking</p>		<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>See Years 1-6 Speaking and Language Document</p>