

Emscote Infant School

Literacy Skills Progression – Reception to the end of KS1

	Reception - EYFS			Year 1			Year 2		
Spoken Language & Listening	Listen attentively & respond to what they hear with relevant questions, comments & actions when being read to and during whole class discussions & small group interactions.	Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Use talk to organise, sequence and clarify thinking, ideas, feelings and events Link statements and stick to main theme.	Listen and respond appropriately to adults and peers	Ask relevant questions to extend my understanding, build vocabulary and knowledge.	Maintain attention and take an active part in conversations.	Give well-structured descriptions and explanations.	Engage in conversations asking relevant questions.	Engage in conversations asking relevant questions and responding to comments.
	Make comments about what they have heard & ask questions to clarify.	Beginning to use more complex sentences to link thoughts.	Listen to stories, accurately anticipate key events.	Understand the need to take turns and listening to what others say.		Participate in discussions about what is read to them.			
	Hold conversation when engaged in back-and-forth exchanges with their teacher & peers.	Offer explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes & poems when appropriate.	Express their ideas & feelings about their experiences using full sentences including past, present & future tenses & making use of conjunctions, with modelling & support from the teacher.						
Reading – Word Reading	Fills in missing words and phrases in known rhyme, story or games. Begin to use word endings, e.g. going, cats, (Spoken).	Use phonics knowledge to decode simple CVC words.	Read words consistent with their phonic knowledge & sound blending.	Respond quickly with the correct sound to graphemes. (all 40+ phonemes). (See Appendix)	Read accurately by blending sounds in unfamiliar words containing taught GPCs. (Grapheme-Phoneme-Correspondences)	Read aloud accurately books based on my developing phonics knowledge.	Read accurately by blending the sounds in words linked to taught graphemes, recognising alternative graphemes.	Read phonics words quickly and accurately without the need to segment and blend.	Read books aloud closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	Say a sound for each letter of the alphabet & at least 10 digraphs.	Read aloud simple sentences & books.	Read common irregular words.						
		Answer 'how' and 'why' questions about experiences and in response to stories or events.	Follow instructions involving several ideas or actions.						
Reading - Comprehension		Hold book right way up and turns pages. Look at books independently. Recognises familiar words and signs, including name.	Respond to what they hear with relevant comments, questions or actions.	Read common exception words. (See Y1 list in Appendix),		Re-read books to build up fluency and confidence in word reading.			(See Y2 list in Appendix).
	Shares favourite stories, rhymes, songs, poems and jingles. Repeat words and phrases from familiar stories.	Listen to, join in and talk about a range of poems, stories and non-fiction.	Read and understand simple sentences.	Draw on what I know and relevant information when discussing book I have read.	Make inferences based on what is being said and done. I can check that the text makes sense.	Predict what might happen on the basis of what has been read so far.	Develop a pleasure in reading, motivation to read, vocabulary and understanding by: Answer and ask questions about the texts and predict what might happen based on what I have heard and read.	Listen to, discuss and express views about a wide range of contemporary & classic poetry, stores & non-fiction at a level beyond that at which they can read independently.	Check that the text makes sense as I read and correct inaccurate reading.
	Use & understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes & poems and during role-play.	Know that print carries meaning and, in English, is read from left to right, top to bottom.	Demonstrate an understanding when talking to others about what has been read – use own words & recently introduced vocabulary.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Link what they read or hear to their own experiences.				
		Know that information can be retrieved from books and computers.							

	Recite familiar rhymes and poems by heart.	Make links between familiar rhymes and stories and own experiences Describe main story setting events and main characters. Suggests how a story might end.	Develop own narratives and explanations by connecting ideas and events. Introduce a storyline or narrative into play.	Retell familiar stories, fairy stories and traditional tales.	Recognise and discuss the characteristics of stories, fairy stories and traditional tales.	Discuss the significance of the title and events. Discuss word meanings, linking new meanings to those already know.	Discuss the sequence of events in books and how items of information are related.	Become increasingly familiar to retell in detail a wide range of stories, fairy stories and traditional tales.	Talk about the way in which different non-fiction books are structured.
		Join in with repeated refrains. Anticipates key events and phrases in rhymes and stories. Recognise rhyme in spoken words.	Continue a rhyming string. Find rhyming families. Extend vocab, by grouping and naming, exploring the meaning of new words.	Recognise and join in with predictable patterns.	Discuss word meanings and link to those already known. Explain clearly their understanding of what is read to them.	Check that the text makes sense and correct inaccurate reading.	Discuss and clarify meanings of words, linking new meanings to known vocabulary. Discuss and clarify the meaning of word, including favourite words and phrases.	Recognise simple recurring literary language in stories and poetry.	Make inferences based on what is being said and done as well as past experiences.
Writing Transcription - Phonics	Teach using a Government approved Systematic Synthetic Phonics Approach (SSI) – <i>Floppy Phonics Scheme linked with Jolly Phonics songs.</i>	Begin to match phonemes to graphemes. s,a,t,p,i,n Blend and segment the phonemes and graphemes in simple CVC words. cat, lip, tap etc	Match, blend and segment CVC words using phonemes and short vowels.w, j, v, z, zz, qu. CVC words with short vowel digraphs, consonant digraphs and double letters. ou, er, ch, sh, ff, ll, ss, zz, ck. Spell words ending in 'i' and 'll', e.g. all, ball,	Match, blend and segment a wide range of CVC words with vowel digraphs and trigraphs, e.g. oa, ai, ea, ear, air, igh. Spell words beginning with 'wr', e.g. write, wrong, wrap.	Segment and blend words containing adjacent consonants and apply this in spelling. trend, pond, thread A word that ends with 'k' will be spelt with 'ck,' back, clock. Spell words beginning with 'w' and 'qu', e.g. watch, work, warm, quantity, squash.	Segment and blend two and three syllable words. I can spell words with a 'v' sound at the end of the word, e.g. have, live, give. Spell words ending in 'al' and 'il', e.g. metal, pedal, animal, pencil, fossil.	Recognise that in one-syllable words with: a short vowel that ends with a consonant, f/l/s/z., the final consonant will be doubled. Cliff. Spell words containing 'kn' and 'gn' e.g. knock, knee and gnaw. Spell words containing 'le' and 'el' e.g. table, bottle, apple, camel, tunnel, travel.	Recognise that where there is only one consonant after a short vowel the consonant is doubled before the suffix is added, ed/er/est/ing/y hopped, biggest . Add 'es' to nouns and verbs ending in 'y' e.g. flies, copies, carries. Spell words ending in 'tion' e.g. station, motion, section.	Recognise that: where a word ends with (le) preceded by a short vowel there must be two consonants. paddle, topple (where there is no vowel before just add the suffix). Spell words ending in 'ey', e.g. monkey, valley. Spell words ending in ge, dge and g in words before e, i and y, e.g. badge, age, gem, join.
Spelling		Name familiar letters, e.g. the letters in name. Spell simple CVC words, e.g. bed.	Name the letters of the alphabet in order. Link sounds to letters, naming and sounding the letters of the alphabet. Spell simple CCVC words, e.g. shed. Write some irregular common words.	Spell words contain each of the 40+ phonemes (see appendix**). Use the spelling rule for adding –s or -es.	Spell simple common exception words, e.g. the, here, boy, girl. Name the letters of the alphabet in order. Spell words with 's' spelt as a 'c' before 'e', 'i' and 'y', e.g. race, ice, city.	Spell compound words, e.g. football, farmyard, playground. Spell the days of the week. Use letter names to distinguish between alternative spellings of the same sound.	Segment spoken words into phonemes and represent these with correct graphemes. Spell common exception words, e.g. today, said, were, was, there, come, some, once etc.	Spell a range of phonemes represented by different graphemes, e.g. 'ee', 'ea', 'oy', 'oi'. Spell more words with contracted forms, e.g. I'm, I'll, we'll.	Spell common homophones, e.g. pair-pear, stair-stare. Use the possessive apostrophe (singular) e.g. the girl's book.
		Write the initial and sometimes the final letter in most words.	Use phonics knowledge to write words in ways which match the spoken sound.	Spell words with a 'y' at the end of the word, e.g. cry, fly, reply. Write from memory simple sentences dictated by the teacher that include words using GPSs and CEWs taught so far.	Use –ing, -ed, -er and -est. I can spell the days of the week.	Use the prefix –un.	Add a suffixes to an adjective, e.g. –ment, -ness, -ful, -less, -ly. Write from memory simple sentences dictated by the teacher that include words using GPSs. CEWs and punctuation taught so far.	Write an increasing range of exception words, e.g. because, climb, only, great, father, should	Write an increasing range of exception words, e.g. beautiful, favourite.

Writing - Punctuation		Spell words by identifying sounds in them & representing the sounds with a letter or letters.	Write lines of word-like clusters and will sometimes put a full stop at the end of the line.	Put full stops in my writing. Separate words with spaces.	Begin to use a capital letter and a full stop to punctuate most of my sentences.	Use a capital letter for the names of people, places, days of the week and the personal pronoun 'I'.	Use a capital letter for the days of the week.	Use capital letters and full stops in all sentences.	Use capital letters and full stops in all sentences. Use question marks and exclamation marks.
		Write recognisable letters, most of which are correctly formed.	Sometimes start my writing with a capital letter. Write simple phrases & sentences that can be read by others.	Start writing with a capital letter.	Begin to use question marks and exclamation marks in my writing.	Use exclamation marks to create effect. Use question marks to punctuate questions.	Use question marks and exclamation marks.	Use apostrophes to mark where letters are missing (contractions) e.g. hasn't, couldn't, I'll. Use apostrophes to mark singular possession in nouns, e.g. the girl's name.	Beginning to use commas in simple lists.
Writing - Vocabulary		Recognise nouns, a person, a place, a building, an object. Show awareness of rhyme and alliteration.	Find words that begin with the same sound or letter, six small sunflowers (alliteration).	Recognise and use plurals adding (s) to nouns, cat/cats, girl/girls.	Recognise and use plurals adding (es) to nouns ending in sh/ch/s/z/x, churches, boxes.	Use a pronoun to replace a noun. Jenny, John and Mary...(they).	Use simple imperative verbs accurately, stir, mix, chop.	Begin to use co-ordination, conjunctions (or, and, but).	Begin to use subordination, conjunctions (when, if, that, because).
		Build up vocabulary that reflects the breadth of experiences.	Find words to describe, people, places and objects.	Recognise that proper nouns are preceded by a, an, the.	Use simple adjectives, big, red, cold.	Use simple verbs The boy ran up the hill.	Use simple prepositions, at/by/for/of/in/ on/to/up.	Use present and past tenses correctly and consistently.	Use time connectives, then, next, after, later.
			Write simple phrases & sentences that can be read by others.	Use the prefix, un- to change the meaning of verbs and adjectives.	Add suffixes to verbs – ing, - ed, -er and –est where the root does not need to be changed.	Use possessive adjectives to replace a noun and describe another by saying whose it is, my, yours, his, it, our, their.	Use a suffix to change an adjective into a verb e.g. fluffy, sparkly, older, strongest, wrinkled.	Form nouns using suffixes such as –ness, -er, -est and by compounding, e.g. superman.	Use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he is shouting.
Writing – Sentence & Text		Recall and repeat words and phrases in stories and rhymes I know.	Make and share a simple sentence. I went to the park (some words spelt correctly).	Use words and phrases to make a simple sentence. The red bus is fast.	Use 'and' to join words and clauses in to a simple compound sentence. Sam went out and played in the sand.	Use simple sentences in my writing.	Write different types of sentences, including statement, question, exclamation and command.	Use expanded noun phrases to describe and specify the beautiful, blue butterfly.	Use present and past tenses correctly and consistently.
		Make simple labels.	Write own name, labels and captions. Write short sentences.	Say out loud what is going to be written. Write a sentence about something familiar.	Compose a sentence orally before writing it. Write more than one sentence.	Repeat sentence openings. Sam and the dog went to the park. Sam ran to the slide.	Use a pronoun to replace a noun, e.g. I/you/he/she/it/we/you/t hey The boy went to the park. He went with his friends.	Use subordination, when, if, that, because + co-ordination, or, and, but.	Use different ways to start a sentence. Suddenly....Just then....After a while. I can write in the first person, I...we...
Writing – Handwriting & Presentation	Non-Cursive Scheme focus in Reception (Nelson Handwriting)	Form letters in my name correctly.	Sit correctly at a table holding a pencil (with a grip if required).	Pre-Cursive Scheme focus in Year 1. Form capital letters correctly.	Write most ascenders and descenders correctly. Understand which letters belong to which handwriting 'families' and to practise these.	Form number digits 0-9 correctly.	Moving from Pre-Cursive to Cursive Joined Scheme focus in Year 2. Form letters with clear ascenders and descenders.	Form all lower-case and upper-case letters accurately.	Write capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters.
		Carefully retrace lines.	Use a pencil to form some letters.	Start to form lower-case letters in the correct direction, starting and finishing in the right place.	Put a finger space between groups of letters.	Keep the size of the letters the same.	Use the diagonal and horizontal strokes needed to join letters.	Understand which letters, when adjacent to one another, are best left un-joined.	Use spacing between words that reflects the size of the letters.

Writing - Composition	Talk about the different marks made.	Sometimes give meaning to marks drawn and painted. Ascribe meaning to marks they draw and paint.	Give meaning to marks, drawn, written and painted.	Say out loud what I am going to write.	Compose a sentence orally before writing it.	Sequence sentences to form short narratives.	Plan or say out loud what to write about.	Plan by writing down ideas and/or key words. Consider what to write to help encapsulate what they want to say, sentence by sentence.	Plan by sequencing ideas into sentences. Read aloud what they have written with appropriate intonation to make meaning clear.
			Listen to and respond to the experiences of others.	Ask, and respond to simple questions.	Write sentences about experiences.	Write a series of sentences about mine and others experiences.	Write narratives about personal experiences and those of others (real and fictional).	Write about real events and poetry.	Develop stamina and write for a range of different purposes.
			Read writing to an adult.	Re-read what I have written to make sure that it makes sense.	Discuss my writing and identify ways in which I could improve my writing.	Evaluate my writing by sharing it with others. Read aloud their writing clearly enough to be heard by others.	Evaluate writing by re-reading aloud with intonation to check that it makes sense to both teachers and other pupils.	Evaluate writing by re-reading to check that verbs to indicate time are used consistently.	Proof-read writing to check for errors in spelling, grammar and punctuation.
Writing - Story		Talk about stories I know.	Use pictures and words to describe events in a story.	Describe a character or setting.	Use simple sentences to describe key events in a story.	Describe events, characters and settings in stories.	Write a story with a clear beginning, middle and end.	Use an increasing range of story openers in order to hook the reader, In a dark gloomy wood... Sequence the events in my story.	Sequence the events in the story.
		Talk about what the characters are doing.	Put key events in a story in order.	Write simple sentences to describe the beginning, middle and/or end of a story.	Identify and use repeating patterns and refrains, I'll huff and I'll puff...Run, run you can't catch me...	Use a range of traditional story openers. Once upon a time... Long, long ago...	Describe the appearance of my characters.	Describe the setting at the beginning of my story.	Describe the appearance, actions and feelings of characters.
Writing - Information		Talk about pictures in books.	Talk about features of the front and back cover.	Identify some features of a non-fiction text, Photos, pictures, captions.	Talk about the main key features of a non-fiction text. Photos, captions, diagrams, contents page and index.	Use some of the main key features of a non-fiction text., pictures, captions, and simple diagrams.	Include important facts in my writing.	Begin to write in a formal and impersonal style.	Use heading, sub-heading and introductory sentences.
		Talk about objects, people and events.	Use the pictures in a book to find out what the book is about.	Use pictures and captions to find information.	Know that an index is arranged alphabetically.	Include a heading when recording information.	Include key features, title, captions, pictures/photos and bullet points.	Include headings, numbers bullet points and diagrams.	Use other sources of simple information to inform my writing, Internet etc.
Writing - Poetry		Join in with class rhymes and poems.	Find pairs of words that rhyme, pat/cat, ten/pen, pig/jig.	Identify word patterns, pat, mat, cat, bat pen, den, ten, ben.	Use repeating patterns to create sentences and simple rhyme, The pink cat sat on a blue mat.	Identify groups of words to describe objects, people and places.	Continue to build up a repertoire of poems learnt by heart – including using appropriate intonation to make the meaning clear.	Use words and repeating phrases to create a Pattern or Shape poem.	Write a simple single verse poem using repeating patterns and rhyming words.
		Make up nonsense words that sound the same.	Find words that sound the same. pat, mat, cat, sat.	Recite some poems by heart.	Identify and create phrases using alliteration.	Use groups of word to create an Acrostic poem.	Recognise and can create words and simple phrases using alliteration.	Use simile in my poem. I can use alliteration to create a short rhyme.	Generate and use increasingly adventurous words and phrases.

Appendix 1

Year 1 and Year 2 Common Exception Words

Year 1 and 2 Common Exception Words

Year 1












































the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Appendix 2

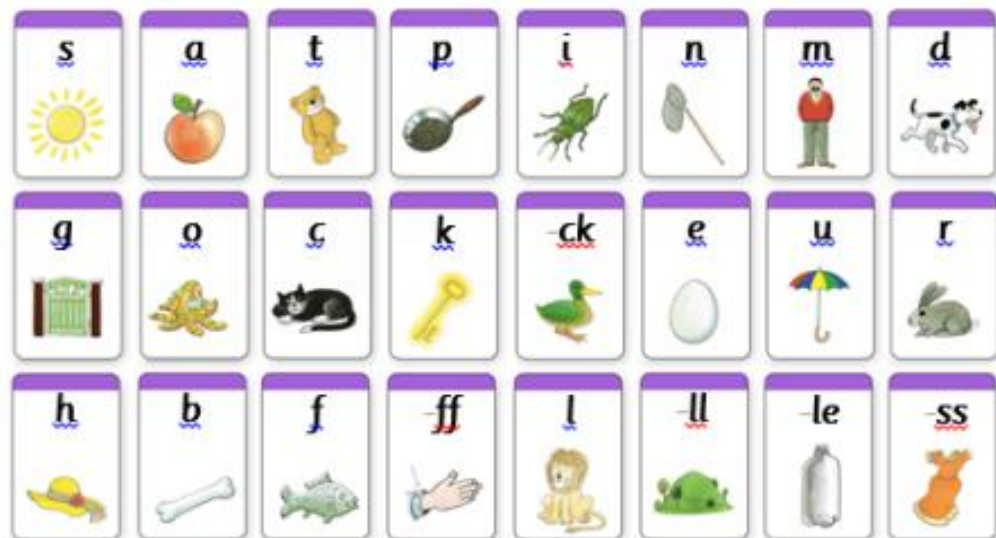
Appendix 2: 40+ phonemes

s 	t 	p 	n 	m 	a 	e 	i 	o 
g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
w 	x 	y 	z 	qu 	or 	ur 	ow 	oi 
ch 	sh 	th 	th the	ng 	ear 	air 	ure pure	er 

Systematic Synthetic Phonics (SSI) Approach

Oxford Reading Tree: Floppy Phonics Scheme – Order of Teaching phonemes & then blending to read words.

Stage 1+ Sounds



Stage 2 Sounds



Stage 3 Sounds



Stage 4 Sounds

