Literacy - Progression of Skills

NC SKILL AREA	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Spoken language	**ELG: Speaking** Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • 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.	• Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different 2 purposes, including for expressing feelings. • Maintain attention and participate actively in. collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication.'					
Reading – word reading	**ELG: Word Reading** Children at the expected level of development will: • 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.	• Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, – ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up their fluency and confidence in word reading.	• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded • Read accurately by blending the sounds in words that contain the graphemes taught so far. • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words • 'Read most words quickly and accurately, without overt sounding and blending • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately • Re-read these books to build up their fluency and confidence in word reading	• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	
Reading - comprehension	**ELG: Comprehension** Children at the expected level of development will: • 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.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Being encouraged to link what they read or hear read to their own experiences. • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognising and joining in with predictable phrases. • Learning to appreciate rhymes and poems, and to recite some by heart. • Discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by:	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Discussing the sequence of events in books and how items of information are related • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Recognising simple recurring literary language in stories and poetry • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by:	To develop positive attitudes to reading and understanding of what they read by: • Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks • Reading books that are structured in 4 different ways and reading for a range of purposes. • Using dictionaries to check the meaning of words that they have read • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Discussing words and phrases that capture the reader's interest and imagination • Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising these	Maintain positive attitudes to reading and understanding of what they read by: • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. • Reading books that are structured in different ways and reading for a range of purposes. • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Recommending books that they have read to their peers, giving reasons for their choices. • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books. • Learning a wider range of poetry by heart. • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Understand what they read by: • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Asking questions to improve their understanding. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	

		• Drawing on what they already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to them as they read and correcting inaccurate reading. • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done. • Predicting what might happen on the basis of what has been read so far. • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them.	• Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading. • Making inferences on the basis of what is being said and done. • Answering and asking questions. • Predicting what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. 'Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Identifying how language, structure, and presentation contribute to meaning	• Predicting what might happen from details stated and implied. • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identifying how language, structure, and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for their views.
Writing - transcription		Spell: • Words containing each of the 40+ phonemes already taught Common Exception words • The days of the week. • Name the letters of the alphabet: • naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound. Add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. • Apply simple spelling rules and guidance as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception Word banks online. 8 words. • Learning to spell more words with contracted forms. • Learning the possessive apostrophe (singular) • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, -ly • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.	• Use further prefixes and suffixes and • understand how to add them (English Appendix 1). • Spell further homophones. • Spell words that are often misspelt (English Appendix 1). • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters, e.g. Knight, psalm, solemn. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.
Writing - handwriting	**ELG: Fine Motor Skills** Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; **ELG: Writing** Children at the expected level of development will: • write recognisable letters, most of which are correctly formed;Write simple phrases and sentences that can be read by others.	• Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	• Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • 'Use spacing between words that reflects the size of the letters.	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Increase the legibility, consistency and quality of their handwriting.	Write legibly, fluently and with increasing speed by: • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for a task.
Writing - composition		Write sentences by: • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense.' • Discuss what they have written with the teacher and other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher.	Develop positive attitudes towards and stamina for writing by: • Writing narratives about personal experiences and those of others (real and fictional). • Writing about real events. • Writing poetry • Writing for different purposes. Consider what they are going to write before beginning by: • Planning or saying out loud what they are going to write about. • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear	Plan their writing by: • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. Draft and write by: • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2. • Organising paragraphs around a theme. • In narratives, creating settings, characters and plot. • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Evaluate and edit by: • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Plan their writing by: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Précising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].' Evaluate and edit by: • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and writing and choosing the appropriate register. • Proof-read for spelling and punctuation errors.

					• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Writing – vocabulary, grammar & punctuation		Develop their understanding of the concepts set out in English Appendix 2 by: • Leaving spaces between words. • Joining words and clauses using 'and'. • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Learning the grammar for Year 1 in English Appendix 2. • Use the grammatical terminology in English Appendix 2 in discussing their writing.	Develop their understanding of the concepts set out in English Appendix 2 by: • Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Learn how to use: Sentences with different forms: statement, question, exclamation, command • Expanded noun phrases to describe and specify [for example, the blue butterfly] • The present and past tenses correctly and consistently including the progressive form • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • The grammar for Y2 in English Appendix 2. • Some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	Develop their understanding of the concepts set out in English Appendix 2 by: • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Learning the grammar for years 3 and 4 in English Appendix 2. Indicate grammatical and other features by: • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	Develop their understanding of the concepts set out in English Appendix 2 by: • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. Omitted) relative pronoun. • Learning the grammar for years 5 and 6 in English Appendix 2. Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
Spelling	ELG: Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters;			• Adding suffixes beginning with vowel letters to words of more than one syllable • The /i/ sound spelt 'y' elsewhere than at the end of words • The /u/ sound spelt 'ou' • More prefixes. • The suffix –ation • The suffix –ly/ • Words with endings sounding like /ʒə/ or /tʃə/. • Endings which sound like /ʒən/. • The suffix –ous. • Endings which sound like /ʃən/, spelt –tion, – sion, –ssion, –cian. • Words with the /k/ sound spelt ch. • Words with the /ʃ/ sound spelt ch. • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que. • Words with the /s/ sound spelt sc	• Endings which sound like /ʃəs/ spelt –cious or –tious. • Endings which sound like /ʃəl/. • Words ending in –ant, –ance/–ancy, –ent, – ence/–ency. • Words ending in –able and –ible. • Words ending in –ably and –ibly. • Adding suffixes beginning with vowel letters to words ending in –fer. • Use of the hyphen. • Words with the /i:/ sound spelt ei after c. • Words containing the letter-string ough. • Words with 'silent' letters. • Homophones. • Years 5 and 6 word list.
Word level				• Formation of nouns using a range of prefixes. • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • The grammatical difference between plural and possessive –s. • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	• Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise; -ify]. • Verb prefixes [for example, dis-, de-, mis-, over- and re-]. • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]. • How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence				'Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of].' '.Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).' 'Fronted adverbials [for example, Later that day, I heard the bad news.].'	• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].
Text				• Introduction to paragraphs as a way to group related material. • Headings and sub-headings to aid presentation. • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. • Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across aid cohesion and avoid repetition.	• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. • Layout devices [for example, headings, sub- headings, columns, bullets, or tables, to structure text].

Punctuation				• Introduction to inverted commas to punctuate direct speech • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" • Apostrophes to mark plural possession [for example, the girl's name, the girls' names • Use of commas after fronted adverbials.	• Brackets, dashes or commas to indicate parenthesis. • Use of commas to clarify meaning or avoid ambiguity. • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]. • Use of the colon to introduce a list and use of semi-colons within lists. • 'Punctuation of bullet points to list information. • 'How hyphens can be used to avoid ambiguity [for example, man eating shark versus man- eating shark, or recover versus re-cover].
Terminology for pupils				• Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial.	• Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, Cohesion, ambiguity. • Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.