



# Literacy Knowledge and Skills Progression Nursery to Year 6



Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading Comprehension</b>	<p>Enjoy sharing books with an adult</p> <p>Pay attention and respond to the picture or the words</p> <p>Ask questions about the book make comments and share ideas</p>	<p>Read and understand simple sentences</p> <p>Demonstrate understanding when talking with others about what they have read</p>	<p>Listen to a wide range of challenging stories, poems and non-fiction</p> <p>Discuss these and make links to own experiences drawing on what they know</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Join in with predictable phrases</p> <p>Recite some poems/rhymes by heart</p> <p>Discuss meanings of new words/vocab provided</p> <p>Self-check to make sure text makes sense</p>	<p>Discuss sequence of events in books</p> <p>Read a wider range of fairy stories, traditional tales and recognise simple recurring language</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Continue to learn/present poems by heart</p> <p>Self-check to make sure text makes sense</p> <p>Make predictions and inferences</p> <p>Ask and answer questions</p>	<p>Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions</p>	<p>Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action)</p>	<p>Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways</p> <p>Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers and give reasons</p> <p>Identify and discuss themes and conventions</p>	<p>Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways</p> <p>Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers and give reasons</p> <p>Identify and discuss themes and conventions</p>



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Reading Comprehension			<p>Discuss significance of titles/events</p> <p>Predict and infer based on what they know and the text</p> <p>Take turns to explain their understanding</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Participate in discussions about texts, explaining their understanding</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action)</p> <p>Recognise different forms of poetry</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Predict what might happen from details stated and implied</p>	<p>Recognise different forms of poetry</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Make reasoned predictions of what might happen clearly derived from details both stated and implied</p> <p>Identify main ideas across paragraphs and summarise these</p>	<p>Make comparisons within and across books</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Discuss and explore meanings of words in context</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Summarise main ideas identifying key details</p>	<p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information</p> <p>Discuss books and courteously challenge others' opinions</p> <p>Explain their understanding through discussions, formal presentations and debates</p> <p>Make comparisons within and across books</p>



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Reading Comprehension					<p>Identify main ideas across paragraphs and summarise these</p> <p>Take turns in high-quality discussions about what they have heard/ read</p>	<p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/ read</p>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information</p> <p>Discuss books and courteously challenge others' opinions</p> <p>Explain their understanding through discussions, formal presentations and debates</p>	<p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Discuss and explore meanings of words in context</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Summarise main ideas identifying key details</p>



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Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Comprehension								<p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information</p> <p>Discuss books and courteously challenge others' opinions</p> <p>Explain their understanding through discussions, formal presentations</p>



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Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Word Reading</b>	Understand print has meaning	Read individual letters by saying the sounds for them	Apply phonic knowledge to decode	Continue to apply phonic knowledge to decode until reading is fluent	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words	
	Print can have different purposes	Blend sounds into words so they can read short words made up of letter sound correspondences	Respond with correct sound to graphemes for all 40+ phonemes	Read accurately (words of two or more syllables) by blending sounds, recognising alternative sounds for graphemes	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words	
	Read print from left to right and top to bottom	Read some letter groups that each represent one sound and say sounds for them	Blend sounds in unfamiliar words containing GPCs already taught	Read words containing common suffixes	Read words containing common suffixes	Read further exception words	Read further exception words	Read further exception words	Read further exception words
		Read a few common exception words	Read common exception words	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read words containing common suffixes	Note unusual correspondence between spelling and sound	Note unusual correspondence between spelling and sound	Note unusual correspondence between spelling and sound	Note unusual correspondence between spelling and sound
		Read simple phrases and sentences made up of words with known letter sound correspondences.	Read other words of more than one syllable	Read words with contractions and understand role of apostrophe	Read further common exception words				
			Read words with contractions and understand role of apostrophe	Read words with contractions and understand role of apostrophe					
			Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency	Read words with contractions and understand role of apostrophe					
				Read words with contractions and understand role of apostrophe					
				Read words with contractions and understand role of apostrophe					
				Read words with contractions and understand role of apostrophe					



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Grammar and Punctuation	Spot and suggest rhymes	Spell words by identifying the sounds	Leave spaces between words	Use commas in lists	Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)	Choose nouns/ pronouns accurately for clarity and cohesion	Use relative clauses with relative pronouns who, which, where, whose, that, when	Use active/passive voice for effect
	Count or clap syllables in a word	Write short sentences with words with known sound letter correspondences using a full stop and capital letter	Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark	Use apostrophes for the contracted form Use apostrophes for singular possession	Use present perfect verb tense (I have seen)	Use fronted adverbials (adverbs, phrases and subordinate clauses)	Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)	Use perfect form to indicate time/cause
	Recognise words with the same initial sound		Use "and" to join words and clauses	Use sentences with different forms: statements, commands, questions and exclamations	Express time, place and cause using conjunctions (when, before, after, while, because)	Use commas after fronted adverbials	Build cohesion within a paragraph	Use hyphens to avoid ambiguity
			Use capital letter for names of people, places, days of the week and pronoun I	Use expanded noun phrases	Express time, place and cause using adverbs (then, next, soon, therefore)	Use apostrophe for plural possession	Link ideas across paragraphs using adverbials of time, place and number or by varying tense	Use colons to introduce a list and mark boundaries between clauses
				Use present/past tense including progressive	Express time, place and cause using prepositions (before, after, during, in, because of)	Punctuate direct speech with inverted commas	Punctuate bullet points consistently	Use semi-colons in a longer list and to mark boundaries between clauses
				Use subordination (when, if, that, because)	Punctuate direct speech with inverted commas	Know the difference between Standard/ non-Standard English	Use wider range of cohesive devices (repetition of word/ phrase, adverbials and ellipsis)	
				Use co-ordination (or, and, but)	Use the forms a or an according to whether the next word begins with a consonant or a vowel		Indicate parenthesis using brackets, dashes and commas	
				Use some features of Standard English			Use commas to clarify meaning/ avoid ambiguity	Identify formal/ informal structures eg question tags, subjunctive form
							Use expanded noun phrases for accuracy	



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Language and Vocabulary	Understand a question or instruction that has two parts	Respond to what they hear with relevant questions, comments and actions	Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing	Recognise and use simple recurring literary language in stories and poems	Use similar writing to identify and understand vocabulary and language	Broaden range of figurative language to include metaphors, personification and repetition	Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing	Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing
	Use longer sentences of four to six words.	Learn new vocabulary	Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)	Discuss and clarify meanings of new words, making links to known vocabulary	Create characters, setting /plot	Begin to interweave character, setting, plot and dialogue	Select appropriate language and vocabulary to reflect their understanding of audience and purpose	Select appropriate language and vocabulary to reflect their understanding of audience and purpose
	Start a conversation with an adult or friend	Use new vocab through the day	Change meaning of adjectives/ verbs using prefix un	Use drama and role-play to identify with and explore characters	Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration		Become familiar with the language of writing eg figurative language, imagery, style and effect	Become familiar with the language of writing eg figurative language, imagery, style and effect
	Use talk to organise themselves and their play	Ask questions to find out more		Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs			Develop characters, settings and atmosphere using language and vocabulary from reading/books	Develop characters, settings and atmosphere using language and vocabulary from reading/books
	Use a growing range of vocabulary	Articulate their ideas and thoughts in well formed sentences					Integrate dialogue to advance action and convey character	Integrate dialogue to advance action and convey character
		Connect one idea to another using a range of connectives					Evaluate how authors use language and consider effect on the reader	Evaluate how authors use language and consider effect on the reader
		Describe events in detail					Use dictionaries (and thesauruses) to check meaning of new words/ language	Use dictionaries (and thesauruses) to check meaning of new words/ language
		Use talk to work out problems and organise thinking						
		Develop social phrases						
		Use new vocab in different contexts						



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<b>Draft, Edit Evaluate</b>		<p>Write simple sentences which can be read by themselves</p> <p>Make some adjustments in response to adult input</p>	<p>Say out loud what they are going to write about</p> <p>Compose sentences orally before writing</p> <p>Re-read what they have written to check it makes sense</p> <p>Discuss what they have written with teacher/pupils</p>	<p>Plan/say aloud what they are going to write, sentence by sentence</p> <p>Write down key ideas/words/ vocabulary</p> <p>Evaluate own writing with teacher/other pupils</p> <p>Re-read for sense and verb tense consistency</p> <p>Proof-read for errors in spelling, grammar and punctuation</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose when writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Choose the appropriate register (formal/informal)</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose when writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Choose the appropriate register (formal/informal)</p>





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Text structure and features	<p>Sing a large repertoire of songs</p> <p>Know many rhymes and talk about familiar books</p> <p>Engage in Storytime</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story once they have developed a deep familiarity of the text</p> <p>Learn Rhymes songs and poems</p> <p>Engage in non fiction books</p>	<p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Recognise and join in predictable phrases and use these in their writing</p> <p>Sequence sentences to form short narratives</p>	<p>Draw on a wide range of stories, poems, plays and information books and understand their features</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple, recurring language and discuss favourite words and phrases</p> <p>Understand the structure of non-fiction books</p> <p>Write for different purposes including narratives (real and fictional), real events and poetry</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play</p>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Organise paragraphs around a theme</p>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Organise paragraphs around a theme</p>	<p>Summarise and present familiar stories in their own words</p> <p>Summarise main ideas from more than one paragraph using evidence</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p>	<p>Summarise and present familiar stories in their own words</p> <p>Summarise main ideas from more than one paragraph using evidence</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p>



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Text structure and features					<p>Build cohesion within a paragraph</p> <p>Write for a range of purposes</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>	<p>Build cohesion within a paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>	<p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to</p>	<p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to</p>



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<b>Transcription</b>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Make a variety of marks using a range of tools and implements.</p>	<p>Handle equipment and tools confidently and competently, including pencils for writing</p> <p>Establish an effective pencil grip</p> <p>Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds</p> <p>Write some irregular common words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Spell some words correctly and others that are phonetically -plausible</p>	<p>Sit correctly at table holding pencil correctly</p> <p>Form all letters correctly and position on a line</p> <p>Use correct spacing between letters and words</p> <p>Name letters of the alphabet</p> <p>Spell words containing the 40+ phonemes, common exception words and days of the week</p> <p>Add suffix -s and -es to create plural nouns/3rd person singular for verbs</p> <p>Use prefix un- Use -ing, -ed, -er and -est where root word remains unchanged</p> <p>Write from memory simple sentences dictated by the teacher</p>	<p>Learn alternative spelling phonemes</p> <p>Spell common exception words, contractions and homophones</p> <p>Use the possessive apostrophe (singular)</p> <p>Add suffixes -ment, -ness, -ful, -less, -ly</p> <p>Form lower-case letters of correct size/proportion</p> <p>Start using diagonal/horizontal strokes to join and know which are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Write from memory simple sentences dictated by the teacher</p>	<p>Use a wider range of prefixes and suffixes</p> <p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophe for plurals</p> <p>Use a dictionary to spell words correctly</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>	<p>Use a wider range of prefixes and suffixes</p> <p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophe for plurals</p> <p>Use a dictionary to spell words correctly</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>	<p>Use a further range of suffixes and prefixes</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p>	<p>Use a further range of suffixes and prefixes</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p>