

Nursery 2 Literacy Skills progression.

Children apply knowledge through movement, active play, repeated practice, physical challenge and increasing independence.

	Baseline	End of Autumn Term	End of Spring Term	End of Nursery
Comprehension	- I can choose and look at books with interest. - I can use pictures to talk about what is happening in a story. - I can talk about familiar characters and events. - I can join in with repeated words and phrases in familiar stories. - I can use words I have heard in stories during talk and play	- I can choose books for enjoyment and show preferences. - I can talk about characters, settings and events in familiar stories. - I can put familiar events from a story into a simple order. - I can use pictures and words to talk about what is happening. - I can recreate familiar stories through play.	- I can talk about how a character might be feeling. - I can use a character's actions to help me talk about their feelings. - I can talk about what happened first, next and at the end of a familiar story. - I can suggest what might happen next using clues from pictures or events. - I can use vocabulary from stories in my talk and play.	- I can retell a familiar story in sequence. - I can talk about the beginning, middle and end of a story. - I can talk about a simple problem and how it is resolved. - I can explain how a character's actions affect what happens. - I can make a simple prediction using clues from a story. - I can talk about whether a text gives me a story or information.
Word reading	- I can notice and respond to print and symbols in my environment. - I can listen to and distinguish between different sounds. - I can recognise when spoken words sound the same or different. - I can join in with and recognise rhyming words. - I can listen carefully to sounds around me.	- I can hear and identify rhyming words. - I can break spoken words into parts or beats. - I can recognise words that begin with the same sound. - I can listen for sounds within spoken words. - I can talk about print I notice in familiar contexts	- I can orally segment simple spoken words into individual sounds. - I can identify the initial sound in a spoken word. - I can recognise words that begin with the same sound. - I can orally blend sounds to make a word. - I can begin to recognise that some letters represent sounds.	- I can recognise some taught letters or graphemes and say the sounds they represent. - I can orally blend sounds to make a word. - I can orally segment simple words into sounds. - I can begin to blend taught sounds when looking at simple words. - I can follow print from left to right.
Writing	- I can make purposeful marks. - I can tell someone what my marks mean. - I can use drawing and marks to communicate my ideas. - I can use different tools to make different marks. - I can make marks or pictures about things that are important to me.	- I can make marks that represent my ideas. - I can explain what my marks or writing mean. - I can use marks or early writing for different purposes during play. - I can use drawing and writing together to communicate meaning.	- I can make recognisable letter-like shapes and some letters. - I can recognise and attempt letters from my name. - I can hear the initial sound in some spoken words. - I can represent some sounds I hear using known letters. - I can use writing for a purpose during my play.	- I can write some or all of my name in the correct sequence. - I can hear sounds in simple words. - I can represent some sounds using taught letters or graphemes. - I can use letters and marks to communicate a message. - I can write from left to right. - I can use my developing phonics knowledge when I write

Reception Literacy Skills progression.

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	Baseline	End of Autumn Term	End of Spring Term	End of EYFS
Comprehension	- I can retell a familiar story in sequence. - I can talk about the beginning, middle and end of a story. - I can talk about a simple problem and how it is resolved. - I can explain how a character's actions affect what happens. - I can make a simple prediction using clues from a story. - I can talk about whether a text gives me a story or information.	- I can talk about a character's feelings and actions. - I can use words and illustrations to help me explain what a text means. - I can talk about where and when a story takes place. - I can use what has already happened to predict what might happen next. - I can find and talk about information in a simple non-fiction text. - I can use new vocabulary from texts when discussing my ideas.	- I can explain how a character's actions, thoughts and feelings are connected. - I can use information from a text to explain my ideas. - I can make predictions using evidence from the text. - I can compare simple similarities and differences between texts. - I can express my opinion about a text and give a reason. - I can talk about information and vocabulary I have learned from stories, non-fiction, rhymes and poems.	- I can retell stories and narratives in my own words using recently introduced vocabulary. - I can sequence key events from a story or narrative. - I can talk about how characters, settings and events are connected. - I can anticipate key events using what I know from the text. - I can use and understand recently introduced vocabulary when talking about stories, non-fiction, rhymes and poems. - I can talk about and respond to different types of texts.
Word reading	- I can recognise some taught letters or graphemes and say the sounds they represent. - I can orally blend sounds to make a word. - I can orally segment simple words into sounds. - I can begin to blend taught sounds when reading simple words. - I can follow print from left to right	- I can say the phoneme represented by taught graphemes. - I can blend taught phonemes to read words. - I can use my phonics knowledge to attempt unfamiliar words. - I can recognise some taught tricky or exception words. - I can read simple sentences containing sounds and words I know.	- I can apply my taught GPCs to decode unfamiliar words. - I can recognise that some phonemes can be represented by different graphemes. - I can recognise an increasing number of taught words automatically. - I can read sentences from left to right, word by word. - I can recognise taught exception words automatically.	- I can say a sound for each letter of the alphabet and taught digraphs. - I can blend sounds to read words containing taught graphemes. - I can use my phonics knowledge to decode unfamiliar words. - I can read taught exception words. - I can read simple sentences and books that are consistent with my phonic knowledge. - I can read increasingly fluently by recognising familiar words and decoding accurately.

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Writing	- I can write some or all of my name in the correct sequence. - I can hear sounds in simple words. - I can represent some sounds using taught letters or graphemes. - I can use letters and marks to communicate a message. - I can write from left to right. - I can use my developing phonics knowledge when I write.	- I can segment spoken words into individual phonemes. - I can represent phonemes using taught graphemes. - I can use taught GPCs to write words. - I can write some taught tricky or exception words from memory. - I can combine words to communicate an idea. - I can write from left to right using recognisable letters.	- I can say a sentence before I write it. - I can segment words into phonemes for spelling. - I can use known GPCs to spell familiar and unfamiliar words. - I can write taught exception words from memory. - I can leave spaces between words. - I can write a simple sentence that communicates a complete idea. - I can form an increasing number of letters correctly.	- I can write recognisable letters, most of which are correctly formed. - I can segment words and represent sounds using appropriate taught letters or graphemes. - I can spell words by identifying sounds and writing the corresponding taught graphemes. - I can write taught exception words. - I can write simple phrases and sentences that can be read by others. - I can use spaces between words. - I can independently apply my phonics knowledge when writing.