



Manor Primary School
Literacy – Progression of Skills & Knowledge Overview

Progression of Skills	BN Birth to three	AN 3-4 years	BR Reception	AR Early Learning Goal
Comprehension	<p>Begin to ask questions about something they have heard or seen.</p> <p>Understand who, what, where in simple questions.</p> <p>Respond to simple one step instruction</p> <p>Respond to a sentence containing 2 information carrying words eg give teddy the cup.</p>	<p>Understand the use of objects eg. What do we use to cut things?.</p> <p>Show an understanding of prepositions by carrying out an action or selecting the correct picture for under, on top, behind.</p> <p>Understand more complex sentences eg put your toys away and then we can read a book</p> <p>Begin to understand how and why questions.</p> <p>Respond to a sentence containing 3 information carrying words.</p>	<p>Respond to instructions involving a two part sequence.</p> <p>Share understanding of something they have heard.</p> <p>Follow a story without pictures or props.</p> <p>Respond appropriately to ideas expressed by others in conversation or discussion.</p>	<p>Demonstrate understanding of what has been read to me by retelling stories and narratives using my 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>Follow instructions using several ideas or actions.</p> <p>Answer how and why questions about own experiences.</p> <p>Answer how and why questions in response to stories or events.</p> <p>Express views about events or characters after listening to a story.</p> <p>Understand humour.</p>
Word Reading	<p>Have some favourite stories, rhymes, songs, poems and share them with an adult, peer or look at them alone.</p> <p>Join in with rhyming and rhythmic activities</p> <p>Fill in the missing word or phrase in a known rhyme, story or game.</p> <p>Beginning to turn pages in books.</p> <p>Explore books, lifting flaps or finding hidden words</p>	<p>Say and perform action to a familiar nursery rhyme.</p> <p>Beginning to recognise language patterns in stories, poems and other texts (repeated phrases, rhyme, alliteration)</p> <p>Say the rhyming word at the end of a familiar rhyme.</p> <p>Recognise rhythm in spoken words by clapping and tapping syllables in words.</p>	<p>Recognise rhyming words in familiar rhymes, poems and stories.</p> <p>Recognise a rhyming pair</p> <p>Continue a rhyming string.</p> <p>Recognise and say initial sounds in words.</p> <p>Recognise and say the end sound in words.</p> <p>Read some letter groups that each represent one sound.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p> <p>Suggest what a story might be about from the title, blurb or illustrations.</p>



Manor Primary School

Literacy – Progression of Skills & Knowledge Overview

	<p>Ask questions about a book and make comments and or share my ideas.</p> <p>Repeat words or phrases from familiar stories.</p> <p>Select my name supported by a picture prompt.</p> <p>Enjoy using story resources to retell parts of familiar stories</p> <p>Develop my play around favourite stories using props.</p> <p>Make links between print I see in the environment.</p>	<p>Hear and sort objects by their initial sound.</p> <p>Hear and sort objects by their end sounds.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Join in with repeated refrains and anticipate key events and phrases in familiar rhymes and stories.</p> <p>Describe the main setting and principal characters in a story.</p> <p>Talk about illustrations and print in books.</p> <p>Talk about print in the environment (own name, signs, logos)</p> <p>Look at books independently.</p> <p>Handle a book carefully.</p> <p>Hold books the correct way up and turn the pages one at a time.</p> <p>Pretend to read familiar books, drawing on my memory, language patterns and illustrations as prompts.</p> <p>Know that when I read I start at the top and go from left to right.</p> <p>Read my name.</p>	<p>Read some 1 syllable words by blending using some of the grapheme-phoneme correspondence I have learnt.</p> <p>Blend the sounds to read simple words made up of the letter-sound correspondences learnt.</p> <p>Beginning to read simple phrases and sentences.</p> <p>Choose a book they would like to read.</p> <p>Identify the title on a book</p> <p>Enjoy exploring a range of books.</p> <p>Understand that words and pictures in books and computers give information.</p>	<p>Talk about main points or key events in a simple text.</p> <p>Sequence the important parts of a story in order.</p> <p>Recognise language patterns in stories, poems and other texts.</p> <p>Choose and share favourite books they like to read for pleasure from a selection.</p>
<p>Writing</p>	<p>Make marks using gross motor movements.</p> <p>Marks start at the top of the page.</p> <p>Marks flow from left to right.</p> <p>Pictures are beginning to tell a story or convey a message.</p> <p>Make symbols such as a cross, star, or letter like marks.</p> <p>Use pictures, symbols, words or letters that I know to 'write' my ideas on the page.</p> <p>Sometimes talk about the marks I make.</p> <p>Beginning to copy some of the letters in own name.</p>	<p>Talk about the marks made when drawing, writing and painting.</p> <p>Break the flow of speech into words.</p> <p>Group my symbols and letters so they look like words.</p> <p>Label an object/picture by writing the initial sound.</p> <p>Label an object/picture by writing the end sound.</p> <p>Copy first name.</p> <p>Copy both names.</p> <p>Write first name from memory.</p>	<p>Write both names correctly from memory using capital letters where appropriate.</p> <p>Form most lower-case letters correctly.</p> <p>Form most capital letters correctly.</p> <p>Beginning to write the grapheme to the sound heard.</p> <p>Segment the sounds in simple words and know which letters represent some of them</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Beginning to write labels and captions and talk about what they have written.</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>Spell some common exception words for Reception</p> <p>Spell some regular reception words correctly.</p> <p>Write simple sentences that they can read.</p> <p>Write simple phrases and sentences that can be read by others.</p>



Manor Primary School
Literacy - Progression of Skills & Knowledge Overview

	Talk about the marks, pictures or symbols seen in different places.	Write some of the 26 graphemes in the alphabet accurately.	Beginning to write simple sentences that they can read. Use finger spaces between words. Re-read what they have written to check that it makes sense.	Write short sentences with words with known letter-sound correspondence using a capital letter and full-stop.
--	---	--	---	---