



Literacy Skills Grid

Progression Step	Year	Oracy (speaking and listening)	Reading	Writing
Progression step 1	Nursery	<ul style="list-style-type: none"> Notice sounds and voices. Respond to name and basic cues. Use single words, sounds, or gestures to express needs. Engage in parallel play, using basic gestures to interact with familiar adults. 	<ul style="list-style-type: none"> Enjoy sharing books and listening to stories. Recognise familiar logos and symbols in the environment. Begin to handle books correctly (turning pages, holding right way up). Join in with repeated phrases in familiar stories. Recognise some pictures and relates them to spoken words. Show interest in rhymes and simple songs. 	<ul style="list-style-type: none"> Develop fine motor skills to strengthen the muscles needed for writing. Explore and experiment with different writing tools and surfaces. Use marks and symbols to express ideas, stories, or observations. Share drawings and early writing with peers and adults to build confidence. Engage in activities that develop hand-eye coordination and pencil control. Show interest in making marks with a variety of materials. Begin to understand that marks and symbols can carry meaning.
	Reception	<ul style="list-style-type: none"> Follow one-step instructions and show basic comprehension. Combine two to three words into simple sentences. Initiate simple interactions with peers, beginning to take turns. Narrate events or stories using basic connectors and expression to reflect meaning 	<ul style="list-style-type: none"> Recognise and say sounds (phonemes) from Set 1. Begin to decode CVC and CCVC/CVCC words with growing accuracy; notices high-frequency words in context. Begin to read simple words using 'Fred Talk'. Listen to and recalls key details from simple stories. Recognise some high-frequency words. Join in with rhyming and repetitive text in books. Begin to use phrasing, rhythm and intonation when reading aloud short, familiar decodable texts. 	<ul style="list-style-type: none"> Understand that writing has meaning and conveys messages. Begin to form recognisable letters. Write own name and simple words. Use marks, letters, or symbols to represent ideas. Attempt to write short, simple sentences with basic punctuation. Begin to recognise and use capital letters and full stops.
Progression step 2	Year 1	<ul style="list-style-type: none"> Listen well in structured settings and begin to recall simple story elements. Use short, clear sentences with basic connectors (e.g. <i>and</i>, <i>but</i>) with adult support; begins to link ideas using speech. Use appropriate body language (eye contact, nodding) when interacting. 	<ul style="list-style-type: none"> Read short texts aloud using mostly accurate decoding; groups words into phrases and re-reads for sense when needed. Know Set 1 and some Set 2 sounds and blends confidently. Recognise more high-frequency words without blending. Understand basic punctuation when reading (full stops, question marks). Answer simple comprehension questions about a text. Begin to read with expression. Begin to show comprehension through voice (e.g. rising tone for questions); makes simple inferences and personal connections. 	<ul style="list-style-type: none"> Write short, simple sentences with basic punctuation, with growing independence. Begin to use adjectives and adverbs in writing. Spell simple words correctly using phonics. Form letters correctly with appropriate spacing. Use 'and' to join ideas in a sentence. Use capital letters and full stops more consistently.
	Year 2	<ul style="list-style-type: none"> Understand and follow familiar multi-step instructions. Use descriptive language to describe immediate experiences. Join in cooperative play, using language to negotiate roles. 	<ul style="list-style-type: none"> Know all Set 2 and Set 3 sounds and blends fluently. Read books at an appropriate level with greater fluency. Recognise and uses punctuation (e.g., commas, speech marks). Answer retrieval and inference questions about a text. Predict what might happen next in a story. Begin to read aloud with appropriate expression and phrasing. Make basic inferences, explains simple vocabulary in context, and begins to justify responses using story evidence. 	<ul style="list-style-type: none"> Write short stories with a clear sequence of events. Use adjectives and adverbs more confidently to add detail. Write longer sentences using conjunctions (e.g., because, but, so). Spell more common words correctly. Use capital letters for names and 'I'. Begin to use question marks and exclamation marks. Begin to expand sentences using conjunctions (e.g. <i>because</i>, <i>but</i>), and organises ideas into short compositions with a clear sequence.
	Year 3	<ul style="list-style-type: none"> Engage in listening by identifying key details and asking questions for clarity. Use more complex sentences and linking words to retell events. 	<ul style="list-style-type: none"> Read familiar and unfamiliar texts with growing automaticity, maintaining phrasing and self-correction as needed. Read aloud with some confidence and fluency. Use knowledge of root words and prefixes/suffixes to decode new words. 	<ul style="list-style-type: none"> Write in different types of texts (stories, letters, reports). Use varied sentence types and vocabulary for effect; begins to revise sentences for clarity. Write structured paragraphs with a clear topic. Use commas in lists.



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		<ul style="list-style-type: none"> Initiate and maintain simple interactions in small groups. Begin to use expressive intonation and gesture to support storytelling or explanation. Maintain small group dialogue, building on others' contributions with support. 	<ul style="list-style-type: none"> Begin to summarise key ideas in a text. Understand how paragraphs are structured in longer texts. Discuss characters, setting, and plot with reasons. 	<ul style="list-style-type: none"> Introduce speech marks for dialogue. Spell common tricky words correctly.
Progression step 3	Year 4	<ul style="list-style-type: none"> Express ideas in sentences with some clarity. Describe events in some detail. Listen actively to others and responds with relevant comments or questions, showing awareness of purpose and context. Take turns and contribute to paired/group discussions. Use appropriate vocabulary and tone when recounting or describing events. Begin to plan and deliver short spoken pieces using varied tone and vocabulary to engage listeners. 	<ul style="list-style-type: none"> Read aloud fluently with increased expression and confidence. Identify main ideas and supporting details in reading texts. Identify main themes and messages in different texts. Use skimming and scanning to locate information. Begins to infer meaning from texts. Recognise different genres and their key features. Explain personal opinions about texts with reasoning. Justifies inferences with embedded evidence; explains how language shapes tone, tension or atmosphere. 	<ul style="list-style-type: none"> Write for a purpose with some awareness of audience. Organise ideas in writing into paragraphs. Use a variety of sentence starters to add interest to writing. Expand vocabulary using more varied, precise and interesting words. Begin to plan and edit writing independently. Use a range of different sentence lengths with some accuracy. Use a range of punctuation to clarify meaning in sentences (capital letter/full stop/comma/question mark/exclamation mark/speech marks/apostrophes).
	Year 5	<ul style="list-style-type: none"> Clearly express ideas and opinions. Offer explanations and describe events using relevant detail. Respond appropriately showing an understanding of main points. Contribute to discussions. Work collaboratively with others, showing understanding of different viewpoints and beginning to build on or challenge others' ideas respectfully. Begin to adapt vocabulary and tone depending on the purpose (e.g. to persuade, inform). When presenting, show an awareness of ways to interest the audience by making eye contact, using volume and varying tone. Use imaginative and persuasive language in speech; adapts delivery style and tone to suit different purposes. 	<ul style="list-style-type: none"> Read a variety of texts with growing confidence and fluency. Read aloud with a clear awareness of audience and purpose. Understands the main ideas and supporting details in reading texts. Use a range of strategies to locate and retrieve information. Make inferences and begin to explain reasons for character's actions. Locate some evidence from the text to support ideas and interpretations. Comment on writer's language choices. Read a range of texts for pleasure. 	<ul style="list-style-type: none"> Adapt writing for different purposes and audiences with growing independence (e.g. narrative, persuasive, explanation). Develop character and setting in stories to engage the reader. Use paragraphs and organisational devices to structure writing. Choose vocabulary and phrasing more precisely and for impact. Use a range of different sentence lengths with some confidence. Edit and improves writing independently, with increasing attention to audience, purpose, and tone. Use a range of punctuation confidently to clarify meaning in sentences (capital letter/full stop/comma/question mark/exclamation mark/speech marks/apostrophes). Begin to shape longer pieces with paragraph openings and conclusions, using cohesive devices and layout to support clarity.
	Year 6 and 7	<ul style="list-style-type: none"> Speak in full sentences using varied vocabulary and structure to suit purpose; avoids slang or informal speech in formal contexts. Use formal language (without abbreviations). 	<ul style="list-style-type: none"> Read complex texts fluently and with sophisticated expression; adjusts delivery to reflect subtext, irony, and tone. Understand the main ideas, supporting details and sequence of events in a reading text. 	<ul style="list-style-type: none"> Use grammar, punctuation, and vocabulary choices deliberately to clarify meaning, create tone, and engage the reader. Write in detail for a range of different purposes and audiences (letter/report/leaflet/diary entry/description/recount/article/narration).



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Progression step 4		<ul style="list-style-type: none"> Express clear ideas and opinions supported with evidence. Make a range of contributions to discussions. Listen carefully and respond to others with relevant points, building on others' ideas remembering to take turns. Ask questions to other pupils about their ideas and opinions. Use a range of appropriate vocabulary and tone confidently to suit different purposes and audiences (e.g. debates, presentations). When presenting, maintain interest of the audience (consider clarity, volume, tone, eye contact, gestures). Craft persuasive arguments using rhetorical techniques (e.g. repetition, direct address); facilitates group dialogue by inviting contributions and managing turn-taking. 	<ul style="list-style-type: none"> Make a prediction about what the text will say, based on what they already know. Skim texts for gist and key ideas (use section headings, bold face words, definitions, images. Ask pupils what stands out). Scan texts for more detailed information (look for something specifically – link to the purpose of reading). Answer comprehension questions showing an understanding of what has been read. Use evidence from text to support ideas and justify interpretations. Use inference to understand implied meaning. Ask questions about unfamiliar vocabulary in texts. Analyse how language, structure and presentation contribute to meaning. Identify descriptive and figurative language in texts (similes/metaphors/personification/onomatopoeia). Summarise the key ideas from a text by selecting the important ideas, paraphrasing (simpler/shorter to make meaning clearer), and by using synonyms. 	<ul style="list-style-type: none"> Use figurative language techniques to create interest and engage the reader in descriptive and narrative writing (similes/metaphors/personification/onomatopoeia). Use persuasive (pushing one sided argument) and argumentation techniques (showing knowledge of both sides of argument), e.g. rhetorical questions, repetition, rule of three, statistics, facts, emotive language, direct address). Use varied, imaginative and subject specific vocabulary. Use some range of connectives when organising ideas, writing for different purposes. Use simple, compound, and complex sentences accurately in writing. Use a clear structure when writing non-fiction responses including an introduction, main ideas in the body of the text, and conclusion. Edit and redraft work to improve clarity and impact. Use paragraphs for every new time, person, topic, and place. Spell common homophones correctly – there, their, and they're. Use capital letters for the start of sentences, the names of people and places, and the pronoun 'I'. Use the correct punctuation mark at the end of sentences – full stop/exclamation mark/question mark. Use commas confidently to clarify meaning in sentences. Use apostrophes for contraction and possession (never to make words plural). Use conjunctions, semicolons (when clauses are related in subject matter), or full stops to join two independent clauses (never commas). Use colons to signal the introduction of further information between clauses, to introduce a list, and to introduce a quotation.
	Year 8	<ul style="list-style-type: none"> Develop ideas, opinions and arguments with greater consistency supported with a range of evidence. Make well-thought-out (think before you speak) contributions to discussions that directly respond to what the previous contributors have said. Take on roles in group discussions. When challenged, defend points of view with reasons and evidence. 	<ul style="list-style-type: none"> Understand inferred meaning, identify viewpoint and compare texts (fiction/non-fiction, drama or poetry). Precisely select relevant evidence from texts to support ideas. Consolidate understanding of what has been read by expanding provided sentence – who, what, when, where, why, how. Explore key words and their connotations (hidden meaning/implied meaning). 	<ul style="list-style-type: none"> Use a range of techniques for deliberate effect in writing depending on writing purpose, e.g. narration, description, persuasion, argumentation, instruction etc. Use paragraphs for every new time, person, topic, and place and experiment using paragraphs of different lengths. Use varied, imaginative and precise vocabulary choices for effect in writing.



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		<ul style="list-style-type: none"> • Show understanding through questioning and summarising others' contributions. • Adapt vocabulary and tone for different contexts (e.g. debates, presentations). • When presenting, use techniques to engage the audience (rhetorical questions, repetition, rule of three, statistics, facts, emotive language, direct address). 	<ul style="list-style-type: none"> • Comment on language/vocabulary choices and their intended effect. • Read texts critically for bias, perspective, and purpose. 	<ul style="list-style-type: none"> • Use a range of connectives when organising ideas, writing for different purposes. • Use simple, compound, and complex sentences for different effect. • Use a variety of strategies and resources to spell familiar and unfamiliar vocabulary. • Use inverted commas and brackets securely.
	Year 9	<ul style="list-style-type: none"> • Sustain arguments with detailed reasoning drawing on a range of supporting evidence. • Make significant contributions which sustain the discussion and move it forward. • Adapt discussion contributions based on the reactions of others. • Respond to others' views critically considering alternative perspectives and offering a balance of interpretations. • Lead discussions, manage contributions and support collaborative decision-making. • Confidently vary vocabulary and tone to suit a wide range of formal and informal situations. • When presenting, choose techniques to engage the audience for deliberate effect (choose techniques based on purpose of presentation and intended impact). 	<ul style="list-style-type: none"> • Compare and contrast ideas between texts (fiction/non-fiction, drama or poetry). • Synthesise (bring together) information across texts and evaluate credibility. • Analyse language/vocabulary choices, structure (layout), and evaluate the overall effectiveness of texts. • Interpret more complex texts, comparing themes and techniques used by the writer. • Evaluate the writer's craft (techniques they use/structure of the text), tone, and purpose in detail. 	<ul style="list-style-type: none"> • Use varied, imaginative and precise vocabulary choices for deliberate effect in writing. • Use a wide range of connectives when organising ideas, writing for different purposes. • Use a wide range of techniques in writing more precisely depending on writing purpose, e.g. narration, description, persuasion, argumentation, instruction etc. • Use paragraphs accurately using a range of different lengths for deliberate effect. • Use varied sentences (simple/compound/complex) for deliberate effect depending on purpose (impact on the reader). • Use a range of punctuation precisely for deliberate effect – punctuation achieves intended purpose.