



Literacy Skills Grid

Progression Step	Year	Oracy (speaking and listening)	Reading	Writing
Progression step 1	Nursery	- 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.	- 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.	- 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	- 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	- 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.	- 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	- 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.	- 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.	- 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	- Understand and follow familiar multi-step instructions. - Use descriptive language to describe immediate experiences. - Join in cooperative play, using language to negotiate roles.	- 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.	- 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., <i>because</i>, <i>but</i>, <i>so</i>). - 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	- Engage in listening by identifying key details and asking questions for clarity. - Use more complex sentences and linking words to retell events.	- 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.	- 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.



Literacy Skills Grid

		- 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.	- Begin to summarise key ideas in a text. - Understand how paragraphs are structured in longer texts. - Discuss characters, setting, and plot with reasons.	- Introduce speech marks for dialogue. - Spell common tricky words correctly.
Progression step 3	Year 4	- 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.	- 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.	- 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	- 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.	- 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.	- 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	- 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).	- 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.	- 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).



Literacy Skills Grid

Progression step 4		- 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.	- 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.	- 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	- 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.	- 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).	- 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.



Literacy Skills Grid

		• 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).	• Comment on language/vocabulary choices and their intended effect. • Read texts critically for bias, perspective, and purpose.	• 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	• 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).	• 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.	• 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.