



Progression of Skills and Knowledge in English



Nursery and Reception Progression Ladders

Yellow indicates Nursery Starting Point / Green is nursery end and reception starting point / Blue is end of Reception

Literacy										
	Nursery				Overlap		Reception		ELG	
	4 19-24 mths	5 25-30 mths	6 31-36 mths	7 37-42 mths	8 43-48 mths	9 49-54 mths	10 55-60 mths	11 61-66 mths	12 67-72 mths	ELG
Word Reading	When looking at picture books or on a screen can point to a named object for example, 'Where is the dog?'	Points to objects, coloured pictures or photographs to indicate a choice.	Can recognise and match picture labels and silhouettes to objects in the environment, in books, pictures or when playing using digital devices.	Beginning to track from left to right and discriminate between similar and familiar letter like shapes.	Knows that print carries meaning.	Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words.	Links sounds to letters when segmenting and blending CVC words.	Uses phonic knowledge to decode regular words, reading them aloud accurately. Can read some common irregular words. Able to demonstrate speedy recognition of familiar printed words.	Uses phonic, semantic and syntactic knowledge to read phonically regular words of more than one syllable. Reads many common exception words and irregular words to understand new vocabulary in a familiar story or text.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Comprehension	Shows an emotional response when looking at or sharing a book. Able to fill in the missing word (sign or speech) when a story or rhyme is read to them.	Uses finger puppets/props and everyday resources to play with songs, rhyme or stories.	Listens attentively, showing pleasure, to a familiar story published or created in the provision.	Uses their own illustrations or props to retell a story. Engages in story talk when in the role play or in small world.	Knows how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds.	Will request favourite rhymes, poems, fiction or non-fiction books based on own interest, enjoyment and pleasure. Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world.	Talks about what they have read showing some understanding, drawing on new vocabulary. Demonstrates emotional engagement with the content. Will retell stories and poems in their play using vocabulary acquired from their reading experiences.	Reads and understands simple sentences. Able to anticipate key events in stories. Will select a book to share or read for own pleasure and may show preference for theme, particular characters or familiar authors.	Describes in their own words what they have read in a non-fiction or fiction text using a range of new vocabulary with accuracy and confidence, answering questions, making inferences and predictions about what might happen next	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Writing	Uses extended arms when moving, dancing or climbing. Uses hands to explore different textures.	Grasps a mark making implement and creates a forwards, backwards or circular movement. Uses hand and arm actions to rotate and turn.	Makes marks in different media using hands or mark-making tools. Uses pincer grip in play to hold small objects.	Mark making shows variation in shape and form. Engages in mark making in their play.	Recognises and writes some letters from their own name. Engages in making messages for others from their pictures, painting and in their play.	Uses groups of letters or letter-like shapes when writing. Some familiar letters are beginning to be formed correctly. Ascribes meaning to the 'other' marks they make	Segments CVC words and uses appropriate letters, that are recognisable to represent sounds in their writing. Independently chooses to write for different purposes, initially articulating their thoughts through the spoken word	Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some common irregular words. Writes simple phrases and sentences which can be read by themselves and others, with some words spelt correctly using appropriate strategies such as phonics and common exception words.	Spells phonetically regular words of more than one syllable as well as many irregular but high frequency words. Letter formation is legible and consistent. Uses key features of narrative in their own writing to describe a familiar event or create a story	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

The knowledge and skills then feed into the KS1 curriculum shared below