

# Communication, Language and Literacy

## Skills and Knowledge Progression

Strands	Developing	Broadening	Blended	Pathway
Word Reading	<p><b>To recognise familiar objects and or symbols used in everyday life</b></p> <ol style="list-style-type: none"> <li>Explore and handle a range of familiar objects, photos and symbols</li> <li>Engage with a range of familiar objects and or symbols associated with everyday life</li> <li>Engage with a range of picture books</li> <li>Identifies objects from a simple description</li> <li>Identifies symbol from a simple description</li> <li>Begin to match objects to photos and symbols used in everyday life</li> </ol> <p><b>To recognise that print has meaning</b></p>	<p><b>Can identify initial letter sounds to the letter and picture</b></p> <ol style="list-style-type: none"> <li>Hear an initial letter sound and point to the picture/object</li> <li>Hear an initial letter sound and point to the corresponding letter</li> <li>Can find initial letter sounds for 4 letter words</li> </ol> <p><b>Recognise familiar words (appropriate to phonics knowledge)</b></p> <ol style="list-style-type: none"> <li>Match an image to the corresponding word through recognition of initial letter sounds</li> <li>Begin to access phase 2 phonics</li> <li>Blend a range of familiar CVC words</li> <li>Match CVC words to images</li> <li>Recognise own name</li> </ol>	<p><b>Interprets a text, using phonics, subject knowledge and illustrations</b></p> <ol style="list-style-type: none"> <li>Read simple phrases and sentences consistent to phonics knowledge</li> <li>Match simple phrases and sentences to an illustration</li> </ol> <p><b>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught and read books aloud</b></p> <ol style="list-style-type: none"> <li>Read a range of familiar words with known GPCs</li> <li>Begin to blend unfamiliar words with known GPC's</li> <li>Segment the sounds in unfamiliar works and blend them together</li> <li>Choose a book they know and enjoy to read aloud</li> </ol>	<p><b>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they read</b></p> <ol style="list-style-type: none"> <li>Identify what a prefix is and attach these to a range of root words</li> <li>Demonstrate an understanding of how the prefix changes the meaning of the root word</li> <li>Identify what a suffix is and attach these to a range of root words</li> <li>Demonstrate an understanding of how the suffix changes the meaning of the root word</li> </ol> <p><b>Read common exception words, noting the unusual correspondences between</b></p>

	<ol style="list-style-type: none"> <li>1. Explore print in a range of different formats</li> <li>2. Begins to recognise letters in their name</li> <li>3. Match their name</li> <li>4. Scans text when looking at books/ pictures</li> </ol> <p><b>To match photos, pictures or illustrations</b></p> <ol style="list-style-type: none"> <li>1. Explore objects, photos and symbols</li> <li>2. Copy and adult modelling matching an object to photo/symbol</li> <li>3. Engage in match object/symbols</li> </ol> <p><b>To focus on initial letter sounds of words (appropriate to phonics knowledge) and begin to match the object to the sound</b></p> <ol style="list-style-type: none"> <li>1. Explore initial letter sounds of a range of words through play</li> <li>2. Identify initial letter sounds</li> </ol>	<ol style="list-style-type: none"> <li>6. Begin to segment the sounds in simple words and blend them together</li> <li>7. Begin to read high frequency words</li> <li>8. Recognise letters of the alphabet</li> </ol> <p><b>Read simple sentences using phonic knowledge (appropriate to phonics knowledge)</b></p> <ol style="list-style-type: none"> <li>1. Can identify letters of the alphabet when heard</li> <li>2. Read a range of high frequency words</li> <li>3. Segment the sounds in phonic appropriate sentences and blend together</li> <li>4. Read a range of teacher created sentences with decodable words</li> <li>5. Re-read books, consistent to phonics knowledge to build up confidence in word reading</li> </ol>	<p><b>Read words with contractions, and understand that the apostrophe represents the omitted letter(s)</b></p> <ol style="list-style-type: none"> <li>1. Explore reading words with contractions</li> <li>2. Explore apostrophe and when to use them</li> <li>3. Explore putting together words with contractions</li> <li>4. Explore putting together contracted words using an apostrophe</li> <li>5. Read contracted words linked to phonics knowledge</li> </ol>	<p><b>Spelling and sound, and where these occur in the word</b></p> <ol style="list-style-type: none"> <li>1. Read a range of common exception words</li> <li>2. Identify what sound families are within the common exception words</li> <li>3. Identify the differences between the graphemes and phonemes within the words</li> </ol>
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	<ul style="list-style-type: none"> <li>3. Match object / symbol to initial letter sounds</li> <li>4. Match letter sounds to letters from the alphabet</li> </ul>			
<b>Reading comprehension</b>	<p><b>Name objects using photos, symbols, word or spoken word.</b></p> <ul style="list-style-type: none"> <li>1. Selects an object or symbols from a selection of 2</li> <li>2. Selects an object or symbols from a selection of 3</li> <li>3. Match object to photo</li> <li>4. Match object to symbol</li> <li>5. Match object word or spoken word</li> <li>6. Identifies object described by their function</li> </ul> <p><b>Respond to 'who, what and where' questions using pictures or symbols to support</b></p> <ul style="list-style-type: none"> <li>1. Respond to who questions</li> <li>2. Respond to what questions</li> <li>3. Respond to 'where' questions</li> </ul>	<p><b>Begin to understand 'how' and 'why' questions</b></p> <ul style="list-style-type: none"> <li>1. Begin to answer 'how' questions, linked to an activity, when given a choice</li> <li>2. Begin to answer 'why' questions, linked to an activity, when given a choice</li> <li>3. Explore images and answer 'how' &amp; 'why' questions</li> </ul> <p><b>Anticipate (where appropriate) key events in stories and or sequence</b></p> <ul style="list-style-type: none"> <li>1. Engage in listening to a familiar story or repetitive sequence</li> <li>2. Sequence key events from a similar event or story</li> </ul>	<p><b>Begin to link what they read or hear to their own experiences</b></p> <ul style="list-style-type: none"> <li>1. Engage in a range of non – fiction &amp; fiction texts</li> <li>2. Experience a range of non-fiction and fiction texts that explore life experiences</li> <li>3. Begin to compare similarities to what they have read or hear to their own life experiences</li> </ul>	<p><b>Participate in a discussion around a wide range of texts taking turns and listening to what others say</b></p> <ul style="list-style-type: none"> <li>1. Read a wide range of texts and genres</li> <li>2. Express an opinion on what they have read</li> <li>3. Listen to others' express their opinions</li> <li>4. Take turns to share with others' their views on the texts</li> <li>5. Consider how others' views may differ from their own</li> <li>6. discuss words and phrases that capture the reader's interest and imagination</li> <li>7. make comparisons within and across texts</li> <li>8. recommend texts that they have read to their peers, giving reasons for their choices</li> </ul>

	<p>4. Show understanding of basic prepositions</p> <p><b>Communicate through actions, photos or symbols what happens next in a repetitive sequence / story.</b></p> <ol style="list-style-type: none"> <li>1. Engage in listening to a familiar story or repetitive sequence</li> <li>2. Repeat what happens next in a familiar story, through actions, photos or symbols</li> </ol>	<ol style="list-style-type: none"> <li>3. Begin to anticipate key event in stories or sequence</li> <li>4. Begin to make predictions</li> </ol> <p><b>Sequence a story using beginning, middle and end.</b></p> <ol style="list-style-type: none"> <li>1. Engage in listening to familiar stories</li> <li>2. Identify the beginning, middle and end of a story</li> <li>3. Order events from the beginning, middle and end of a story.</li> </ol>		<p><b>Identify the main ideas drawn from more than one paragraph and summarise these</b></p> <ol style="list-style-type: none"> <li>1. Ask questions about a text to improve their understanding</li> <li>2. Identify or highlight key words throughout the text which give information</li> <li>3. Identify key themes throughout the text and communicate these to someone else</li> <li>4. Summarise the main ideas within the text</li> <li>5. identify how language, structure and presentation contribute to meaning</li> </ol> <p><b>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</b></p> <ol style="list-style-type: none"> <li>1. Identify the actions of characters within a text</li> <li>2. Identify how a character may be feeling and what their thoughts or motives might be</li> </ol>
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				<ol style="list-style-type: none"> <li>3. Begin to give a reason for what they think the character may be feeling without referring back to the text</li> <li>4. Use key words or descriptions from the text to explain their inference</li> </ol>
<p><b>Writing transcription</b></p>	<p><b>Imitate writing by making continuous lines of shapes and symbols</b></p> <ol style="list-style-type: none"> <li>1. Mark making becomes progressively controlled</li> <li>2. Imitate modelled movements exploring circular, backwards, forwards, vertical and horizontal movements when mark making</li> <li>3. Begin to give meaning to marks as they draw and paint</li> <li>4. Make continuous lines and patterns when mark making</li> </ol>	<p><b>Writes some recognisable letters</b></p> <ol style="list-style-type: none"> <li>1. Begin to form pre letter formations</li> <li>2. Make recognisable marks</li> <li>3. Make pre letter formations independently</li> </ol> <p><b>Attempts to write familiar words</b></p> <ol style="list-style-type: none"> <li>1. Make pre letter formations independently</li> <li>2. Trace over letter support mats</li> <li>3. Read / hear word and trace over letter support mat</li> <li>4. Copy letter formations</li> <li>5. Read / hear word and attempt to form correct letters</li> </ol>	<p><b>Use writing as a means of recording and communication for different purposes.</b></p> <ol style="list-style-type: none"> <li>1. Explore a range of ways to recording ideas e.g. video</li> <li>2. Copy an adult modelling writing for a purpose</li> <li>3. Write for a purpose</li> </ol> <p><b>Form capital letters:</b></p> <ol style="list-style-type: none"> <li>1. Form straight line letters: E F H I L T</li> <li>2. Form straight and slant line letters: A K M N V W X Y Z</li> <li>3. Form straight and curly line letters: B D G J P Q R U</li> <li>4. Form curly line letters: C S O</li> </ol>	<p><b>Spell an increasing range of words using a dictionary to check spellings if unsure</b></p> <ol style="list-style-type: none"> <li>1. Use prefixes and suffixes to extend a root word when writing</li> <li>2. Identify when words are misspelt</li> <li>3. Use a dictionary to check spellings if unsure</li> <li>4. Spell a range of words correctly that include silent letters</li> <li>5. Spell a wide range of words (from National Curriculum spelling lists) independently</li> </ol> <p><b>Understand when to use a possessive apostrophe for plurals</b></p>

		<p><b>Forms recognisable (lower and upper case) letters, most of which are correctly formed</b></p> <ol style="list-style-type: none"> <li>1. Make pre letter formations</li> <li>2. Trace over letter support mats</li> <li>3. Recognise lower case letters</li> <li>4. Recognise upper case letters</li> <li>5. Form lower case and upper-case letters</li> </ol>	<p><b>Understand which letters belong to which handwriting 'families':</b></p> <ol style="list-style-type: none"> <li>1. Form long ladder letters (l, i, t, u, j, y)</li> <li>2. Form one-armed robot letters (r, b, n, h, m, p)</li> <li>3. Form curly caterpillar letters (c, a, d, o, g, q and s, e, f)</li> <li>4. Form zig-zag letters (z, v, w, x)</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify possessive apostrophes within words when reading</li> <li>2. Identify where to put the possessive apostrophe in words with regular plurals e.g. girls' and boys'</li> <li>3. Identify where to put the possessive apostrophe for plurals for irregular plurals e.g. children's</li> <li>4. Use possessive apostrophes appropriately within their own writing</li> </ol> <p><b>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</b></p> <ol style="list-style-type: none"> <li>1. Write short sentences dictated by an adult remembering the words within the sentences</li> <li>2. Begin to include appropriate punctuation within short sentences dictated to them</li> <li>3. Use the appropriate punctuation and words for sentences</li> </ol>
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				of increasing length dictated to them
<b>Writing Composition</b>	<p><b>Matches a range of objects to photos and or symbols</b></p> <ol style="list-style-type: none"> <li>1. Explore objects, photos and symbols</li> <li>2. Match objects to symbols</li> </ol> <p><b>Understands that writing is a form of communication</b></p> <ol style="list-style-type: none"> <li>1. Make marks using preferred mode of communication.</li> <li>2. Track paper or a screen as make marks</li> <li>3. Recognise that symbols/marks or pictures have meaning.</li> <li>4. Imitate or complete actions using a mark making tool</li> </ol> <p><b>Responds appropriately to 'who', 'what' questions with gesture / single words</b></p> <ol style="list-style-type: none"> <li>1. Explore a range of images / videos</li> <li>2. Explore 'who' &amp; 'what' questions</li> <li>3. Respond to who and 'what' questions</li> </ol>	<p><b>Begins to plan stories using props and role play</b></p> <ol style="list-style-type: none"> <li>1. Explore using props, photos and symbols to play</li> <li>2. Sequence an everyday event through props, photos and or symbols</li> <li>3. Follow a sequence for an everyday event through props, photos and or symbols</li> </ol> <p><b>Attempts to write familiar words</b></p> <ol style="list-style-type: none"> <li>1. Make pre-letter formations</li> <li>2. Trace over letter support mats</li> <li>3. Read / hear word and trace over letter support mat</li> <li>4. Read / hear word and attempt to form correct letters</li> </ol>	<p><b>Begins to write a well-structured sentence</b></p> <ol style="list-style-type: none"> <li>1. Understand how words can combine to make sentences</li> <li>2. Plan what they are going to write about</li> <li>3. Separate words with spaces</li> <li>4. Sequence sentences to form short narratives</li> <li>5. Begin to punctuate sentences using capital letters, full stops and apostrophes for contracted words as appropriate</li> <li>6. Begin to punctuate sentences using exclamation marks, question marks, and commas in a list</li> <li>7. Re-read what they have written to check it makes sense</li> <li>8. Use a capital letter for names of people, places, days of the week and the pronoun I.</li> </ol>	<p><b>Plan their writing considering a range of features</b></p> <ol style="list-style-type: none"> <li>1. Read a range of writing to begin to understand the different features</li> <li>2. Identify the structure and features needed for the writing they are planning, e.g. type of poetry, or settings characters etc.</li> <li>3. Identify the vocabulary needed for the topic of their writing</li> <li>4. Record their plan to refer back to when writing</li> </ol> <p><b>Draft their writing using a plan and evaluate effectiveness</b></p> <ol style="list-style-type: none"> <li>1. Use plan to support their writing</li> <li>2. Check sentences make sense before writing</li> <li>3. Use paragraphs to organise information around a theme as appropriate</li> <li>4. Proof-read writing for spelling and punctuation errors</li> </ol>

			<p><b>Use time words to aid sequencing</b></p> <ol style="list-style-type: none"> <li>1. Explore a range of time words</li> <li>2. Observe an adult modelling time words to a sequence</li> <li>3. Adding time words to sequencing</li> </ol> <p><b>Use co-ordinating conjunctions to link words and join clauses</b></p> <ol style="list-style-type: none"> <li>1. Explore words and adding them together</li> <li>2. Use the words 'and' and 'or' to link words / phrases, e.g. this or that</li> <li>3. Explore putting sentences together</li> <li>4. Join two sentences using 'and', 'or', and 'but'</li> </ol>	<p>including identifying when to use punctuation for effect</p> <ol style="list-style-type: none"> <li>5. Evaluate the effectiveness of own writing and begin to identify possible improvements</li> <li>6. Evaluate the effectiveness of others' writing and suggest improvements</li> <li>7. Edit work based on feedback given to improve</li> </ol> <p><b>Use conjunctions to join clauses</b></p> <ol style="list-style-type: none"> <li>1. Identify the subordinating conjunctions when, if, that, because within a text</li> <li>2. Notice which two clauses are being joined together by the subordinating conjunctions when, if, that, because</li> <li>3. Create their own sentences using subordinating conjunctions</li> <li>4. Identify the conjunctions: before,</li> </ol>
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				<p>after, while, and so within a text</p> <ol style="list-style-type: none"><li>5. Notice which two clauses are being joined together by the conjunctions: before, after, while, and so</li><li>6. Create their own sentences using conjunctions</li></ol>
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