



Communication, Language and Literacy - Small Steps Progression

Engagement 1					
Areas of engagement	Exploration	Realisation	Anticipation	Persistence	Initiation
Visits the book corner	Joins in when encouraged by an adult to approach the book corner	Approaches the book corner	Explores the book corner	Returns to the book corner	Begins to play with books
1	a	b	c	d	e
Engages with Tuff and Sensory bins/trays	Joins in when encouraged by an adult to approach the trays	Stops at Tuff/Sensory trays when navigating the room	Engages in exploring tuff/sensory trays with an adult	Returns to the tuff/sensory trays	Begins to explore the tuff/sensory trays.
2					
Engage in messy play – sand, wet sand, shaving foam to make shapes using fingers, troughs, spades, forks etc.	Joins in when encouraged by an adult to approach messy play area	Stops at sand, wet sand and shaving foam area when navigating the room	Engages in specific areas of messy play	Returns to messy play.	Begins to play in messy play areas using the different media to make different shapes and patterns
3	a	b	c	d	e
Begins to listen to a simple rhyme read by a familiar adult and copies/joins in with adult actions (i.e “Let’s clap	Joins in when encouraged by an adult to listen to a simple rhyme.	Returns to listen to the rhyme for a longer period of time.	Returns to listen to the rhyme for a longer time	Listens to the rhyme for a longer time with adult modelling the actions	Begins to join in the rhyme with actions

hands” – adult models)					
4	a	b	c	d	e
Engages with malleable activities such as playdough	Joins in when encouraged by an adult to approach the playdough area	Approaches the playdough area independently whilst navigating the room.	Begins to explore playdough	Returns to playdough area and begins to play with the playdough and cutters etc. with an adult	Begins to explore playdough independently
5	a	b	c	d	e

Engagement 2

Areas of engagement	Exploration	Realisation	Anticipation	Persistence	Initiation
Engages and plays with a book (i.e. in the book corner – picks up the book, looks at the book, begins to turn pages)	Plays with books in the book corner/ Looks at books around the room	Looks at a range of books with an adult	Listens to a favourite story with an adult who models having the book the correct way up, turning the pages etc.	Whilst listening to a favourite story pupil begins to turn the pages.	Plays with books independently for a short period of time.
1	a	b	c	d	e
Engages with story props (plays with sensory trays, props such as toys/puppets) during story time or throughout the day.	Becomes familiar with story props at the start of story time	Begin to join in using the story props with adults modelling.	Actively return to the story props and engage with adult support.	Actively join in with an adult during story time using props regularly	Play and engage s with story props at story time.
2	a	b	c	d	e
Joins in body percussion when listening to a simple rhyme with adult support, i.e (adult models clapping hands, pupil joins in)	Shows an interest in a simple rhyme	Shows an interest for a short time in clapping, stamping, finger actions	Begins to join in with a predictive rhyme	Joins in with predictive rhyme and an element of body percussion	Regularly Joins in with simple predictive rhyme clapping hands, stamping feet.
3	a	b	c	d	e
Engages in using a musical instrument to make sounds with adult support	Approaches musical instruments	Shows an interest in musical instruments when played by an adult	Explores musical instruments in the book corner, or when navigating the room.	Begins to play musical instruments with adult support, i.e. adult bangs the	Joins in with a range of musical instruments with

(adult models playing instrument, pupil joins in)				drums, pupil bangs the drums	adult support and encouragement.
4	a	b	c	d	e
Engages in printing and painting activities.	Approaches mark making area, painting area, messy play area	Can be encouraged to join in with mark making, painting, printing, messy play	Explores mark making, painting, printing, messy play	Joins in mark making, painting, printing, messy play	Actively joins in mark making, painting, printing, messy play
5	a	b	c	d	e

Standard 1A - in a familiar rhyme or story pupils can					
Will begin to share a book with an adult.	Engages with a book – turns pages – plays with a book, with support	Engages with a book – turns pages, plays with a book with prompts and cues	Looks at a book with an adult for a short period of time	Looks at a book with an adult, looking at the pictures, turning pages	Begins to engage with the story when sharing a book with an adult.
1	a	b	c	d	e
Joins in making sounds using a musical instrument.	Plays with a musical instrument, with support	Plays independently with a musical instrument.	Joins in a story/rhyme using a musical instrument with adult support	Joins in a story/rhyme using a musical instrument with adult prompts and cues.	Joins in making sounds using a musical instrument
2	a	b	c	d	e
Will join in with a known action rhyme with a familiar adult using body percussion (claps hands, stamps feet etc.) when prompted	Listens to a known action rhyme	Joins in with a known action rhyme with adult prompting	Joins in with a known action rhyme using body percussion with adult prompting	Joins in with a known action rhyme	Joins in with known action rhyme and body percussion
3	a	b	c	d	e
Can show/point to a familiar character in	Looks at a book with an adult	Listens to a story with an adult	Becomes familiar with the story with an adult	Points to a familiar character in a book	Names and points to a familiar character in a book

a known book and name the character.					
4	a	b	c	d	e
Participates in mark making activities	Joins in with malleable activities, including playdough and painting with adult support	Joins in with malleable activities, including playdough and painting	Explores mark making with a range of materials with adult support	Explores mark making with a range of materials with adult prompts and cues	Participates in a range of mark making activities.
5	a	b	c	d	e

Standard 1 (B)					
Indicate correctly pictures of characters and objects in response to questions such as "Where is (the)...?"	Shares a book/story with an adult with support	Shares a book/story with an adult with prompts and cues	Shares a story with an adult	Points to relevant characters and objects in a story	When questioned can show characters/objects in the story
1	a	b	c	d	e
Show anticipation about what is going to happen (eg. by turning the page)	Shares a book/story with an adult with support	Looks at pictures in the story/book.	Joins in with the story with adult support.	Joins in with the story independently and with encouragement is able to show anticipation of what will happen next.	Show anticipation by turning pages or communicating to ask what will happen next.
2					
Join in with some actions or repeat some words, rhymes and phrases when prompted	Joins in actions when listening to a story/rhyme	Joins in with words and phrases with adult support	Joins in with words and phrases with prompts and cues	Joins in with words, phrases and actions with support, prompts and cues	Join in with some actions or repeat some words, rhymes and phrases when prompted
3	a	b	c	d	e
Say an appropriate word to complete a sentence when	Joins in with predictive	Joins in with predictive	Completes a sentence from a	Completes a sentence from a	Joins in and says and appropriate

the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').	stories/rhymes with adult support	stories/rhymes with prompts and cues	predictive text with adult support	predictive text with prompts and cues	word when an adult pauses when listening to a predictive text independently.
4	a	b	c	d	e
draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand)	Participates in mark making using a range of materials with support	Participates in a range of mark making activities with prompts and cues	Will participate in completing a range of mark making activities using a range of materials	Can be encouraged to draw a range of shapes and lines with support	Can draw a range of lines or shapes independently.
5	a	b	c	d	e

Standard 2 (A) - in a familiar rhyme or story pupils can

Demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?	Joins in a story and can identify objects and characters in the story/rhyme with support.	Joins in a story and can identify objects and characters in the story/rhyme with prompts/cues	Can answer simple questions about characters and objects with support	Can answer simple questions about characters and objects with prompts and cues.	Can answer simple questions about characters and objects to show an understanding of the text independently
	a	b	c	d	e
Join in with predictable phrases or refrains	Joins in a story or rhyme.	Joins in a story/rhyme using body percussion to show an understanding of predictable phrase, i.e. clap when you hear a certain word, phrase.	Joins in a predictable phrase or refrain when prompted by an adult.	Joins in a predictable phrase or refrain with prompts and cues.	Joins in a predictable phrase/refrain independently.
	a	b	c	d	e
Say a single sound for 5+ graphemes	Recognises 5 graphemes with support	Recognises 5 graphemes with prompts and cues	Can say 5 grapheme sounds with support.	Can say 5 grapheme sounds with prompts and cues	Can say a single sound for 5 separate graphemes independently.
	a	b	c	d	e
Form correctly most of the 5+ lower-case letters in Standard 2 of English language comprehension and reading	Can mark make letter shapes.	Can form 5+ letter shapes with support.	Can form 5 letter shapes with prompts and cues	Begins to form letter shapes accurately	Can form 5+ lower case letter shapes independently.
	a	b	c	d	e

identify or write these 5+ graphemes on hearing corresponding phonemes.	Is able to say 5 letter sounds	Is able to write 5 letter sounds	Can write 3 letter sounds when hearing 3 letter sounds	Can write 4 letter sounds when hearing 3 letter sounds	Can identify or write 5 letter sounds when hearing 5 corresponding sounds.
	a	b	c	d	e

Standard 2(B) – in a familiar rhyme or story pupils can

Say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').	Listens to a short story/rhyme.	Shows an understanding of a short story or rhyme.	Using picture cues can an say what is happening in a short story/rhyme.	Can say what is happening in the story by completing a sentence with support.	Can say what is happening in the story by completing a sentence.
	A	b	c	d	e
Say a single sound for 10+ graphemes	Recognises 10 graphemes with support	Recognises 10 graphemes with prompts and cues	Can say 10 grapheme sounds with support.	Can say 10 grapheme sounds with prompts and cues	Can say a single sound for 10 separate graphemes independently.
	A	b	c	d	e
Form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading	Can write 5 lower case letters independently.	Can form 10+ letter shapes with support.	Can form 10 letter shapes with prompts and cues	Begins to form 10 letter shapes accurately	Can form 10+ lower case letter shapes independently
	a	b	c	d	e
Identify or write these 10+ graphemes on hearing corresponding phonemes.	Is able to say 10 letter sounds	Is able to write 10 letter sounds	Can write 5 letter sounds when hearing 3 letter sounds	Can write 7 letter sounds when hearing 3 letter sounds	Can identify or write 10 letter sounds when hearing 10 corresponding sounds.
	A	b	c	d	e
Read words by blending sounds with known graphemes,	Is able to say 20 letter sounds	Is able to write 20 letter sounds	Can write 10 letter sounds when hearing 10 letter sounds	Can write 15 letter sounds when hearing 15 letter sounds	Can identify or write 20 letter sounds when hearing

with help from their teacher.					20 corresponding sounds.
	A	b	c	d	e

Standard 3(A) – in a familiar rhyme or story pupils can

Standard 3(A) – in a familiar rhyme or story pupils can					
respond to questions that require simple recall	Shows an understanding of a simple text/rhyme	Can answer and respond to closed questions, i.e. show me the dog in the picture	Can answer and respond to questions about a simple story/rhyme with support	Can answer and respond to questions about a simple story/rhyme with prompts and cues	Can respond to questions about a simple story/rhyme independently.
1	a	b	c	d	e
recount a short sequence of events (e.g. by sequencing images or manipulating objects)	Can follow and join in with an adult sequencing a simple series of events using real objects.	Can follow and join in with an adult sequencing a simple series of events using pictures and visuals.	Can follow simple prompts and cues to sequence a simple story or rhyme.	Can recount a short series of events with adult support.	Can recount a short series of events Independently.
2	a	b	c	d	e
say a single sound for 20+ graphemes	Recognises 20 graphemes with support	Recognises 20 graphemes with prompts and cues	Can say 20 grapheme sounds with support.	Can say 20grapheme sounds with prompts and cues	Can say a single sound for 20 separate graphemes independently.
3	a	b	c	d	e
form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading	Can write 10 lower case letters independently.	Can form 20 + letter shapes with support.	Can form 20 letter shapes with prompts and cues	Begins to form 20 letter shapes accurately	Can form 20+ lower case letter shapes independently
4	a	b	c	d	e
identify or write these 20+ graphemes on hearing the corresponding phonemes	Is able to say 20 letter sounds	Is able to write 20 letter sounds	Can write 10 letter sounds when hearing 10 letter sounds	Can write 15 letter sounds when hearing 15 letter sounds	Can identify or write 20 letter sounds when hearing 20corresponding sounds.

5	a	b	c	d	e
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Standard 3 (B) – in a familiar rhyme or story pupils can

Identify or write these 20+ graphemes on hearing the corresponding phonemes	Can write 5 graphemes on hearing corresponding phonemes independently	Can write 10 graphemes on hearing corresponding phonemes independently	Can write 15 graphemes on hearing corresponding phonemes independently	Can write 20graphemes on hearing corresponding phonemes with support.	Can identify or write these 20+ graphemes on hearing the corresponding phonemes
1					
Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).	Can say simple CVC words.	Can read simple CVC words	Can spell simple CVC words with support	Can spell simple CVC words with prompts and cues	Can spell CVC words independently
2	a	b	c	d	e
write a caption or short phrase using the graphemes that they already know.	Can say a caption or short phrase with support	Can say a caption or short phrase independently	Can compose a short phrase caption spelling words using graphemes	Can say, compose and write a caption or short phrase using the graphemes pupils know with support.	Can write a caption or short phrase using the graphemes that they already know independently.
3	a	b	c	d	e
Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences	Can make up a phrase or short sentence using pictures and visuals with support.	Can make up a phrase or short sentence using pictures and visuals with prompts and cues.	Can make up a short phrase or sentence with adult support.	Can make up a short phrase or sentence with prompts and cues	Can make up a short phrase or sentence to express thoughts about stories and experiences.
4	a	b	c	d	e
Read accurately by blending sounds in	Can identify and say two or three known	Can identify and say two or three known	Is able to blend sounds in words with	Is able to blend sounds in words with	Can read accurately by blending sounds

words with two or three known graphemes.	graphemes with support	graphemes with prompts and cues	two or three known graphemes with adult support	two or three known graphemes with adult prompts and cues	in words with two or three known graphemes.
5	a	b	c	d	e

Standard 4(A) - in a familiar rhyme or story pupils can

Say sounds for 30+ graphemes, including one grapheme (groups of letters) for each of the 30+ phonemes(44 letter sounds)	Can say 30 graphemes on hearing corresponding phonemes independently	Can say 10 graphemes on hearing corresponding phonemes independently	Can say 20 graphemes on hearing corresponding phonemes independently	Can say 25 graphemes on hearing corresponding phonemes with support.	Can identify or write these 30+ graphemes on hearing the corresponding phonemes
1	a	b	c	d	e
Identify or write the 30+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes	Can write 30 graphemes on hearing corresponding phonemes independently	Can write 10 graphemes on hearing corresponding phonemes independently	Can write 20 graphemes on hearing corresponding phonemes independently	Can write 25 graphemes on hearing corresponding phonemes with support.	Can identify or write these 30+ graphemes on hearing the corresponding phonemes
2	a	b	c	d	e
Read accurately by blending the sounds in words with up to four known graphemes	Can recognise, say and write words with up to four graphemes.	Can blend words with adult support using 2 sounds	Can blend words with prompts and cues using 3 sounds	Can blend 4 sounds with support	Can accurately blend word sounds to make and read accurately.
3	a	b	c	d	e
Talk about events in the story and link them to their own experiences	Can talk about events in pupil's own life with support	Can talk about events in a story with support	Can talk about events in pupil's own life independently	Can talk about events in the story independently	Can talk about events in a story and link them to their own experiences
4					
Retell some of the story	Enjoys a story with an adult	Joins in a story at predicted times, i.e	Recognises characters and events in the story	Can re-tell some of a story with adult prompts and cues	Can re-tell some of a story.

		"the wolf huffed and puffed"			
5	a	b	c	d	e

Standard 4 (B) - in a familiar rhyme or story pupils can					
Make up their own sentences and say them aloud, after discussion with the teacher	To make a comment about a story or activity with an adult.	To make a simple sentence about a known story or activity to an adult.	To make up a simple sentence and say out loud to an adult with adult support	To make up two simple sentences and say them out loud with adult support	To say more than two sentences after a discussion with an adult independently.
1	a	b	c	d	e
Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes	Can say 10 graphemes on hearing corresponding phonemes independently	Can say 20 graphemes on hearing corresponding phonemes independently	Can say 30 graphemes on hearing corresponding phonemes independently	Can say 40 graphemes on hearing corresponding phonemes with support.	Can identify or write these 40+ graphemes on hearing the corresponding phonemes
2	a	b	c	d	e
Read accurately by blending the sounds in words with up to five known graphemes	Can blend sounds into words using five known graphemes with adult support.	Can blend sounds into words using five known graphemes with prompts and cues.	Can blend sounds into words using three graphemes independently.	Can blend sounds into words using four graphemes independently.	Can read accurately and independently using five known graphemes.
3	a	b	c	d	e
Write down one of the sentences that they have rehearsed	Can rehearse a sentence with support.	Can rehearse a sentence with prompts and cues	Can write down a rehearsed sentence with support	Can write down the rehearsed sentence with prompts and cues	Can write down a rehearsed sentence independently.
4	a	b	c	d	e
Form most lower-case letters correctly	Can form 6 lower case letters	Can form 12 lower case letters	Can form 18 lower case letters	Can form 22 lower case letters	Can form most lower case letters

	accurately and independently	accurately and independently	accurately and independently	accurately and independently.	accurately and independently.
5	a	b	c	d	e

Standard 4 (C) - in a familiar rhyme or story pupils can					
Read some common exception words	Is familiar with the Phase 2 common exception words	Is able to read some exception common words with adult support	Is able to read up to 10 common words with adult support	Can recognise and read up to 15 common exception words with prompts and cues	Is able to read up to 15 common exception words from Phase 2 independently.
1	a	b	c	d	e
Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes	Can identify and write 20 phonemes on hearing the corresponding phonemes with support.	Can identify and write 20 phonemes on hearing the corresponding phonemes independently	Can identify and write 30 phonemes on hearing the corresponding phonemes with support.	Can identify and write 30 phonemes on hearing the corresponding phonemes independently	Can identify and write 40+phonemes on hearing the corresponding phonemes independently
2	a	b	c	d	e
Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence	Can apply phonic knowledge to read a group of sentences and show an understanding of the sentences they have read.	Can apply phonic knowledge to read a page of a text and show an understanding of the sentences they have read	Can read books and apply phonic knowledge with support	Can read books and apply phonic knowledge with prompts and cues	Can read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence
3	a	b	c	d	e
Spell a few common exception	Can say and understand a few	Can copy the spelling of a few common exception words.	Can spell a given number of common	Can Spell a given number of common	Can Spell a few common exception

words (e.g. I, the, he, said, of)	common exception words		exception words with adult support.	exception words with prompts and cues	words (e.g. I, the, he, said, of)
4	a	b	c	d	e
Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).	Can spell 5 words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) With adult support.	Can spell 5 words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) With prompts and cues.	Can spell 10 words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) With adult support.	Can spell 10 words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) With prompts and cues.	Can Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash). Independently.
5	a	b	c	d	e