

English Language Arts

Foundational Skills in the Development of Literacy

Kindergarten to Grade 2

DRAFT SEPTEMBER 2025



Literacy Progressions: Kindergarten to Grade 2
(end of year learning outcomes)

Foundational Literacy Skills	Specific Learning Outcomes	Kindergarten	Grade 1	Grade 2
ORAL LANGUAGE	Listening	Demonstrate active listening through body language (face the speaker, refrain from interrupting or speaking over others)	Demonstrate active listening through body language (face the speaker, refrain from interrupting or speaking over others)	Demonstrate active listening through body language (face the speaker, refrain from interrupting or speaking over others)
		Demonstrate interest in and enjoyment about familiar topics by responding verbally (repeats or speaks back) or non-verbally (e.g., laugh, head nod, gesture, clap)	Demonstrate interest in and enjoyment a of variety of topics by responding verbally (shares likes/dislikes) or non-verbally (e.g., laugh, head nod, gesture, clap)	Demonstrate interest in and enjoyment about a variety of topics by responding verbally (shares thoughts) or non-verbally (e.g., laugh, head nod, gesture, clap)
		Follow 3-step sequence of directions read aloud (e.g., hang up your coat, put on your indoor shoes, and go to the meeting place)	Follow multi-step instructions (e.g., switch home-reading book, record title of new home-reading book, and put book in your backpack)	Follow detailed multi-step instructions (e.g., switch home-reading book, take out your agenda, write the date and the reminder for the day)
		Listen to text (e.g., chants, poems) and participates in reciting text	Listen to text read aloud and participates with the group (choral read, sing, chant, etc.)	Listen to text read (teacher read aloud, audio text, partner reading, etc.) and asks or responds to questions
	Interacting	Experiments with language to verbalize needs, wants, feelings, and curiosities in a familiar situation or context	Make the purpose of their talk clear and relevant to share their ideas (e.g., needs, wants, feelings, curiosities)	Adapt talk to a particular context or situation (e.g., who the listener is, what the listener knows, what the listener needs to know)
		Enjoy listening and talking with others through play	Initiate and participate in one-to-one conversation and speaking in small groups	Initiate and participate in one-to-one conversations and speaking in small or large groups
		Stay on topic when interacting with others	Stay on topic, extend topic and when appropriate shift to a new topic	Stay on topic, extend topic by building on the statements of others and when appropriate shift to a new topic
		Ask questions to gather information (e.g., what, where, who)	Ask questions to gather information and clarify ideas (e.g., what, where, who, when)	Ask specific questions to gather information and clarify ideas (e.g., what, where, who, when)
	Speaking	Monitor speaking and may self-correct word choices and repeat phrases or parts of their message to be understood	Monitor speaking and may clarify when their intended message has not been understood	Monitor speaking and may check to ensure their intended message is heard and understood
		Use a variety of short, grammatically correct sentences that express a complete thought when speaking	Use a variety of simple and compound, grammatically correct sentences with conjunctions (e.g., so, but, because, after) when speaking	Use a variety of compound and complex sentences with conjunctions (e.g., so, but, because, after) that are grammatically correct, to connect words, phrases, and clauses when speaking
		Use topic-specific word choice and clear pronunciation when speaking	Use phrasing and expression when speaking	Use and adjust volume, expression and phrasing when speaking
		Experiment with new vocabulary to express ideas when speaking	Use new topic and subject specific vocabulary and varied word choice for common words (e.g., synonyms – big/large/enormous) to make <i>speaking</i> more interesting	Use new topic and subject specific vocabulary and varied word choice for common words (e.g., synonyms & antonyms) to make <i>speaking</i> more interesting

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<div>READING</div> <div>Morphological knowledge refers to the understanding of how morphemes (the smallest unit of meaning within words-prefixes, suffixes, and bases) can be used to form words.</div>	Phonological/ Phonemic Awareness	Recognize rhyme (cat, sat) orally and by matching/sorting pictures	Recognize and produce rhyme – <i>Do these words sound the same at the end/rhyme – top/pop? What word sounds like/rhymes with pop?</i>	Recognize and produce rhyme – <i>Do these words sound the same at the end/rhyme – top/pop? What word sounds like/rhymes with pop?</i>
		Can clap parts (syllables) in own name, names of classmates and compound words (e.g., toothbrush)	Can clap/say words aloud and count syllables in single-/multi-syllable words (e.g., desk, robot, umbrella, bathtub); can identify closed/open syllables (e.g., met, me)	Can say words aloud and count syllables in single-/multi-syllable and compound words (e.g., shoe, garden, spaghetti, hotdog); can identify closed/open syllables (e.g., not, no)
		Identify first sound in a word	Identify first/middle/end sound in a single-syllable word (e.g., b-a-t) including nonsense words	Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words, including nonsense words
		Blend sounds together in a single- syllable word (e.g., up, cat)	Blend sounds together in order in single-syllable words with a consonant blend (e.g., s-t-o-p)	Blend sounds together in order in single-syllable words with a consonant blend and digraphs (e.g., bl-u-sh, sh-r-i-nk), including nonsense words
		Segment sounds in order in a VC word (e.g., u-p, a-t)	Segment sounds in order in single-syllable words producing each individual sound (phonemes) (e.g., b-a-g)	Segment sounds in order in single-syllable words producing each individual sound (phonemes), including nonsense words
	Phonics	Know the letters and order of letters in their name and can recognize and read other classmate’s names	Read own name and names of classmates	Typically mastered by end of Grade 1
		Know all letter names and sounds	Know all alphabet letters (upper/lower case) by name and sound accurately and fluently	Typically mastered by end of Grade 1
		Use letters and sounds to decode regularly spelled, one-syllable cvc and vc words (mid to late kindergarten) – at, am, can, cat, up	Use letters, sounds and spelling patterns to decode regularly and irregularly spelled, one-syllable words – cvc, ccvc, cvcc, ccvcc, and ccvcv words (e.g., can, clap, fast, blast, scram, strap, said)	Use letters, sounds and spelling patterns to decode regularly and irregularly spelled words building on - cvc, ccvc, cvcc, ccvcc, ccvcv words, adding vce (e.g., fun, slip, long, skill, school, place, they)
		Know the letter-sound correspondences for common consonant digraphs – sh, ch, with guidance	Know the letter-sound correspondences for common consonant digraphs – th, sh, ch, wh	Know the letter-sound correspondences for common consonant digraphs – th, sh, ch, wh, ng, nk
		Identify the vowels a,e,i,o,u and y	Know final -e and common vowel teams (ee, ai, ay, etc.) for decoding long vowel sounds in words (name, feet, wait, say)	Know common vowel teams (igh, oa, etc.) and other vowel teams (oi, ough, etc.) for decoding long vowel sounds in words (e.g., fright, float, soil, bought)
	Word Study (Morphology)*	Understand concept of letter and word	Understand concept of word, phrase, sentence	Understand concept of word, phrase, sentence
		Can recognize a small bank of high-frequency words (e.g., I, the, to, do, see, from, look, etc.)	Recognize between 150-500 high frequency words	Recognize high frequency words quickly and accurately
		Add -s to a singular noun to make it plural – dog/dogs;	Add -s, -es to a singular noun to make plurals; make irregular plurals – child/children; foot/feet	Add -s, -es or -ies (change y to i) to a singular noun to make plurals; make irregular plurals – child/children; foot/feet
		Develop awareness of contractions-two words put together to make one word (e.g., do not-don’t)	Recognize that two words can be put together to form a contraction (e.g., is not – isn’t, I will -I’ll)	Recognize that two words can be put together to form a contraction (e.g., I will -I’ll, I have – I’ve)
		Change the beginning letter in a word to make a new word (cat/mat)	Use basic prefixes (un) and suffixes (ing, ed) to create new words (happy-unhappy; look-looking, looked)	Use prefixes (un, re) and suffixes (er, est, ful, less) to create new words (rewrite, unlock, dance-dancer; sing-singer; big-bigger-biggest)
	Vocabulary	Recognize, name and describe categories of words found in text (e.g., animals, food, clothing)	Recognize, name and describe categories and sub-categories of words found in text (e.g., food-fruits/vegetables; clothing-winter/summer)	Recognize, name and describe categories and sub-categories of words and attributes found in text (e.g., transportation-air-planes-size)
		Recognize and use nouns (person, place or thing) and verbs (action words)	Recognize and use noun and pronoun agreement in text (Harry Potter /He); recognize verbs (action words)	Recognize and use noun and pronoun agreement (Harry Potter/He; Kildonan Park/It); verbs to express action (swimming); verbs to express past tense (go/went)
		Notice basic describing words (adjectives) to describe the qualities of nouns – colour, size, shape, texture	Notice adjectives that compare nouns (e.g., bigger, faster) and expand nouns (e.g., few/many)	Notice adjectives/adverbs that can vary in shades of meaning for nouns (e.g., big rock-gigantic boulder) and verbs (e.g., walking-stomping, running-sprinting)
		Recognize antonyms in vocabulary (e.g., winter/summer) in text	Recognize and understand antonyms (e.g., big/small) and synonyms (e.g., small/tiny) in read alouds (e.g., <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>)	Recognize and understand antonyms (e.g., large/tiny) and synonyms organized by scale from Tier 1 (basic words) to Tier 2 (high utility words) (e.g., big/large/enormous)
		Understand words with the same spelling can have different meanings (e.g., bat-animal, bat-baseball bat) depending on content of text	Understand words with the same spelling (homographs) can be a noun or a verb and have different meanings (e.g.,-pop-drink, pop-popcorn, pop-a balloon) depending on content of text	Understand words with the same spelling (homographs) can be a noun or a verb and have different meanings (e.g.,-left-direction, left-to go to school) depending on content of text

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	Fluency	Understands directionality of print (left to right/top to bottom) and follows print by pointing to the words as the words are read aloud; identifies pictures, words and letters	Consolidate directionality of print (left to right/top to bottom) across different texts and reads using voice to print match	Typically mastered by end of Grade 1
		Decode and read common words quickly and accurately with multiple exposures	Decode phonetically regular and high frequency words accurately to read in meaningful phrases, gaining a more natural conversational pace	Decode words accurately and self-monitor to read smoothly, gaining automaticity
		Recognize punctuation marks (e.g., periods, exclamation marks, question marks) and apply during choral/shared echo reading	Notice and use punctuation to read at an appropriate pace, with intonation and phrasing	Develop expressive reading by changing tone for punctuation marks (e.g., raises voice at the end of a question)
WRITING	Print Mechanics & Print Conventions <i>(Writing Utensil or Assistive Technology)</i>	Identify and apply printing mechanics (e.g., hand posture, proper pencil grip, paper placement); use assistive/augmentative technology as needed	Identify and apply printing mechanics (e.g., hand posture, proper pencil grip, paper placement); use assistive/augmentative technology as needed	Recognize and apply printing mechanics (e.g., hand posture, proper pencil grip, paper placement); use assistive/augmentative technology as needed
		Identify and apply print conventions such as letter formation of tall, small/short, below the line, curved letters, upper- and lower-case letters; directionality of texts (left-right, top-bottom)	Identify and apply print conventions such as letter formation of tall, small/short, below the line, curved letters, upper- and lower-case letters, conventional spacing between words; directionality of texts (left-right, return sweep, top-bottom)	Identify and apply print conventions such as letter formation of upper- and lower-case letters, and conventional spacing between words
	Sentence Structure	Use complete thoughts in oral language to record with support	Understand and demonstrate basic grammar structure to build simple sentence patterns (e.g., I like, I can)	Understand and demonstrate grammar structure to build sentence patterns (e.g., I like spring because)
		Begin to represent or write a complete thought in a letter-sound string (e.g., l-p-w-m-y-d-g- I play with my dog)	Use one-to-one correspondence (voice to print) when composing and rereading own writing	Use regular past tense words (e.g., walk-walked) and begins to use irregular past tense (e.g., eat-ate, go-went) to increase clarity of meaning
		Create simple sentences (subject/noun-verb-predicate) (e.g., I jump. We play.) *mid/end K	Can write a complete, simple sentence that includes a subject and a predicate (e.g., The dog runs.)	Can write a compound sentence using a conjunction-and, but, or, so, because, when, if (e.g., I was cold, so I wore a jacket)
		Compose a longer sentence using a descriptive word (e.g., “I see my black cat”)	Expand sentences using descriptive words (adjectives), specific nouns and verbs (e.g., The fluffy cat Tigger sleeps)	Expand sentences using descriptive words (adjectives, adverbs), pronouns and prepositions (e.g., when, where) to show time and place (e.g., The fluffy cat Tigger sleeps on the striped rug. They sleep on the striped rug in the morning.
	Spelling	Can write their first name with uppercase (capital) at the beginning, followed by lowercase letters	Can write their first name with uppercase (capital) at the beginning, followed by lowercase letters and some classmates’ names	Can write their first name and last name
		Listen to words spoken slowly to count sounds across fingers and record letter/combination of letters for each sound (phoneme/ grapheme match) *mid/end K	Use knowledge of letter sound connection to say words slowly across fingers to hear and record letter/combination of letters for each sound (phoneme/ grapheme match); use knowledge of spelling patterns and rules to spell known/unknown words	Use knowledge of letter sound connection to say words slowly across fingers to hear and record letter/combination of letters for each sound (phoneme/ grapheme match); use knowledge of spelling patterns and rules to spell known/unknown words
		Spell single syllable words: cv (go), vc (up) and some cvc (cat) words with support	Can spell words- cvc (sit, cat), cvvc (look, seat), ccvc (stop), vcc (all, ill), cvc-e (came) words	Can spell words: cvc (sit, cat), cvvc (look, seat), ccvc (stop), vcc (all, ill) and cvc-e (came)
		Experiment with letters and sounds to spell simple words with guidance	Spell words with vowel digraphs (ee, ea, etc.), r-influenced vowels (ar, er, etc.), three-letter blends (str, scr,etc.), prefixes (re-, un-, etc.) suffixes (-ing, -ed, etc.)	Spell words with vowel digraphs (ee, ea, etc.), diphthongs (ou, ow, etc.), r-influenced vowels (ar, er, etc.), three-letter blends (str, scr, etc.), prefixes (re-, un-, etc.), suffixes (-ing, -ed, etc.), end sound for /ch/ - -tch, end sound for /j/ - dge
			Spell a variety of high frequency words (regular and irregular spellings)	Spell a variety of high frequency words (regular and irregular spellings)
		Use capital letter for own name and for the pronoun “I”	Use capital letter for own/others’ name, the pronoun “I” and to begin sentences	Use capital letter for proper nouns, the pronoun “I”, to begin sentences and for titles
	Conventions <i>(Capitalization & Punctuation)</i>	Begin to experiment with punctuation in interactive writing	Experiment with punctuation (e.g., periods, use of exclamation and question marks) to create different sentences	Use periods, apostrophes (plurals, contractions) exclamation marks, question marks to create a variety of sentences