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| seamerandirton (@seamerandirton) / X | **Reception Progression of Skills** | The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.  This document maps out the expected progression of skills for each area of learning, both prime and specific, during a child’s reception year. |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **C & L**  **Listening, Attention and Understanding** | To know how to listen carefully and know why it is important.  To be able to follow one step instructions. | To engage in story times, joining in with repeated phrases and actions.  To begin to understand how and why questions.  To follow instructions with more than one step. | To be able to ask questions to find out more and check understanding.  Listen carefully to rhymes and songs.  To engage in non-fiction books. | To retell a story, using words from the text and their own words.  Learn a selection of rhymes, poems and songs. | To be able to understand and answer a variety of questions such as who, what, where, when, why and how. | To engage fully in stories and discussions, knowing which questions to ask to find out more.  To keep a conversation going by responding to what has just been said. |
| **C & L**  **Speaking** | To be able to talk in front of small groups and their teacher, offering their own ideas. | To be able to use new vocabulary throughout the day.  To develop social phrases, e.g. “Good morning. How are you?” | To share ideas in well-formed sentences using conjunctions e.g. and, because, to connect ideas. | To talk about non-fiction, explaining new knowledge and using new vocabulary.  To be able talk in sentences using a range of tenses.  To describe events in some detail. | To begin to use talk to organise, sequence and clarify thinking, ideas, feelings and events. | To give explanations and answers in fully formed, grammatically correct sentences. |
| **Self-Regulation** | To talk about own feelings.  To begin to focus on the speaker in small and class groups. | To maintain attention on the speaker during whole class lessons, with support.  To follow instructions with more than one step. | To explain why they are feeling a certain way, with support.  To independently be able to focus during longer whole class lessons.  To begin to wait for needs to be met, with support. | To use strategies, with less support, to deal with feelings, e.g. read a book when sad.  To show patience in waiting for needs to be met. | To set a goal and keep trying until it is achieved.  To follow multi-step instructions.  To consider others’ feelings, showing awareness when peers are feeling happy, sad and angry. | To be able to control their emotions using a range of techniques.  To know how to, and be able to, comfort peers. |
| **Managing Self** | To use the toilet and wash hands independently.  To put on coat independently.  To follow class rules.  To explore the classrooms, led by own interests. | To get changed for P.E. with some support.  To understand the need to have rules.  To explore new activities, trying new skills. | To develop independence when dressing and undressing.  To practise doing buttons and zips with no help.  To follow rules without reminders. | To dress, zip up coats and do/undo buttons independently.  To keep trying when things are hard or do not work the first time. | To manage own basic needs independently.  To develop a ‘can do’ attitude.  To talk about ways to stay healthy, including eating well, getting sleep and exercise, brushing teeth, crossing roads and avoiding too much screen time. | To be confident within their learning and self-care.  To make healthy choices in and out of school. |
| **Building Relationships** | To seek support from adults and gain confidence to speak to peers and adults.  To play with others engaged in the same activity. | To begin to develop friendships.  To demonstrate kindness and gentleness. | To be able to use taught strategies to support turn taking.  To begin to consider others’ feelings. | To listen to the ideas of other children and agree on a solution and compromise. | To work as a group. | To be able to have confidence to communicate with adults and peers, both familiar and less familiar. |
| **Gross Motor Skills** | To move safely in a large space.  To stop safely.  To follow a path.  To explore moving with equipment.  To line up. | Explore different ways to travel on equipment, including rolling and crawling.  To balance.  To run and stop.  To change direction.  To jump, hop and skip using both feet. | To balance with control on a variety of equipment.  To climb.  To throw towards a target.  To roll and track a ball.  To kick a ball towards a target.  To dribble using hands and feet. | To jump and land safely from a height.  To travel around, over, under and through apparatus.  To link movements smoothly.  To catch a beanbag, quoit and ball.  To develop bat and ball skills.  To work with a partner. | To play partner and team games with simple rules. | To move safely in a variety of ways with control, confidence and imagination. |
| **Fine Motor Skills** | Begin to use tripod grip when using mark making tools.  To use a dominant hand.  To hold a fork and spoon.  To make snips in paper.  To use tweezers and pegs.  To begin to write letters using formation taught. | To accurately draw lines, circles and shapes when drawing and painting pictures.  To cut along straight lines.  To thread beads and thread through objects.  To use hammers and nails.  To correctly orientate letters. | To use a tripod grip when using mark making tools.  To begin to cut up own food using a knife and fork.  To cut along zig zag and curved lines.  To begin to control the size of letters. | To hold scissors correctly to cut around irregular shapes and pictures.  To use screwdrivers and saws.  To control the size of letters. | To competently cut up own food using a knife and fork.  To draw with greater control and detail. | To use the tripod grip comfortably, for writing and drawing, without reminders. |
| **Comprehension** | To independently look at a book, holding it the correct way and turning pages.  To use pictures to tell stories.  To sequence familiar stories. | Enjoy an increasing range of books including fiction, non-fiction, poems and rhymes.  To engage in story times, joining in with repeated phrases and actions.  To begin to answer questions about the stories read to them. | Act out stories using new vocabulary.  To begin to predict what may happen in the story. To suggest how a story might end. | To answer questions about the characters and events in the books they are reading.  To retell a story using words from the text and their own words.  To follow a story without pictures or props. | Retell a story using vocabulary from the text.  To begin to answer questions about different types of texts read. | To answer questions about what they have read, using vocabulary from, and knowledge of, the text.  To make sensible guesses about what might happen next, based on what has happened so far. |
| **Word Reading** | Read individual letters by saying the sounds. | Read short words containing known letter sounds. | To read digraphs and trigraphs within words. | To independently read simple phrases and sentences which include some exception words. | Re-read books, to improve fluency and understanding. | Re-read own writing to check for sense. |
| Refer to the Little Wandle Letters and Sounds Revised Reception progression document for full details of half termly progression of phonic skills and knowledge. | | | | | |
| **Writing** | To copy their name  To give meanings to the marks they make  To copy taught letters  To write initial sounds  To begin to write CVC words using taught sounds | To write their name  To use the correct letter formation of taught letters  To write words and labels using taught sounds  To begin to write captions using taught sounds | To form lowercase letters correctly  To begin to write sentences using fingers spaces  To understand that sentences start with a capital letter and end with a full stop  To spell words using taught sounds  To spell some tricky words correctly | To form lowercase letters correctly and begin to former capital letters  To write sentences using finger spaces and full stops  To spell words using taught sounds | To form lowercase and capital letters correctly  To begin to write longer words which are spelt phonetically  To begin to read their work back  To spell further tricky words correctly | To begin to use a capital letter at the start of a sentence  To use finger spaces and full stops when writing a sentence  To read their work back |
| **Number and Numerical Patterns** | Refer to the NCETM Mastering Number progression document for full details of half termly progression of skills and knowledge. | | | | | |
| **Measures** | To build with shapes.  To recognise a repeating pattern.  To compare lengths, using the vocabulary longer and shorter. | To name oblong, square, circle and triangle.  To compare weights, using the vocabulary heavier and lighter. | To identify 2D shapes around them.  To begin to name 3D shapes including cone, cube, sphere and cuboid.  To continue a 2 colour or object repeating pattern.  To compare the capacity of objects, using the vocabulary full, half full, empty. | To explore combining and decomposing shapes, to make new shapes.  To develop understanding of length, weight and capacity, using language such as shorter, biggest, heaviest, less full, overflowing. | To make own repeating patterns of 2 or more colours and/or objects.  To recognise and name 3D shapes around them. | To make accurate comparisons of the length, weight and capacity of objects.  To compare 2D and 3D shapes in models and pictures, knowing some properties. |
| **Past and Present** | To know simple facts about their own life story, e.g. members of family. | To talk about the lives and roles of people around them. | To talk about past and present events in their own lives. | To know about the past through what has been read to them. | To describe changes in their own family’s past, in more detail. | To know about the past through settings, characters and events. |
| **People, Culture and Communities** | To name features of the immediate environment. | To know about people who help us within the local community.  To know about some Christian beliefs. | To know that there are different countries around the world.  To compare other places to where we live.  To draw simple maps. | To know about some Muslim beliefs. | To know about some Hindu beliefs. | To know and use some simple map symbols.  To compare key religious beliefs for Christians, Muslims and Hindus. |
| **Creating with Materials** | Paint, cut and stick to create own pictures.  To model make, using examples and own ideas. | Experiment with adding textures to pictures.  Explore colour mixing. | Safely explore different techniques for joining materials, e.g. sticking, folding, using split pins | Use props and costumes to act out invented and known stories. | To decide which medium to use to express own feelings and ideas.  To amend creations, adding improvements. | To show own creations, talking about why and how they were made and what they might change. |
|  | To work together, sharing resources and ideas and practising new skills. | | | | | |
| **Being Imaginative and Expressive** | Sing and perform known nursery rhymes and songs. | Experiment with different instruments and their sounds.  Watch a performance and share their feelings about it.  Perform songs as a group. | Re-enact known stories.  Use instruments to accompany songs. | Move in time to the music.  Watch and talk about dance.  Learn rhyming texts and poems by heart. | Adapt known stories to act out.  Play an instrument, following a musical pattern, as a group and solo.  Learn a dance to perform. | Invent and adapt own narratives and stories |

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| **Early Learning Goals for the end of year assessment** | | | | | | | |
| **Communication and Language** | **Personal, social, emotional development** | **Physical**  **Development** | **Literacy** | **Maths** | **Understanding the World** | **Expressive arts and design** |
| **Listening, Attention and Understanding**   * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions * Make comments about what they have heard and ask questions to clarify their understanding * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers   **Speaking**   * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate   Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. | **Self-Regulation**   * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.   **Managing Self**   * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge * Explain the reasons for rules, know right from wrong and try to behave accordingly   Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices  **Building Relationships**   * Work and play cooperatively and take turns with others * Form positive attachments to adults and friendships with peers   Show sensitivity to their own and to others’ needs. | **Gross Motor Skills**   * Negotiate space and obstacles safely, with consideration for themselves and others * Demonstrate strength, balance and coordination when playing. * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.   **Fine Motor Skills**   * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paint brushes and cutlery. * Begin to show accuracy and care when drawing. | **Comprehension**   * 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.   **Word Reading**   * 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.   **ELG: Writing**  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. | **Number**   * Have a deep understanding of number to 10, including the composition of each number; * Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.   **Numerical Patterns**   * Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | **Past and Present**   * Talk about the lives of the people around them and their roles in society. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. * Understand the past through settings, characters and events encountered in books   **People, Culture and Communities**   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.   **The Natural World**   * Explore the natural world around them, making observations and drawing pictures of animals and plants. * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Creating with Materials**   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.   **Being Imaginative and Expressive**   * Invent, adapt and recount narratives and stories with peers and their teacher. * Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |