Stoke Primary School

Stoke Primary 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.' At Stoke, we immerse children in purposeful learning experiences that give them reasons to talk, listen, explore reading, writing and mathematical skills and use and apply new and developing vocabulary.
Whilst there are broad topics suggested, staff will also ensure planning follows the interests of the children so may swap topics to cover planned knowledge and skills.

This **Progression of Skills** document maps out the progression of skills from Autumn 1 to Summer 2 for each area of learning, prime and specific.
Termly progression documents have also been created to give an overview of expectation and development per term and include Characteristics of effective learning. These are used alongside the termly **'Through the eyes of a child'** documents which give a simpler breakdown of what a Reception child looks like in each term.
Whole school curriculum plans demonstrate how Reception **skills and knowledge** create the foundations for year 1 learning and beyond.

Other useful documents include our **Stoke common play behaviours** which support play progression and our progression documents for **cutting skills, pencil control** and **mark making development**.

Communication, Language and Literacy

ELG 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. ELG 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.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, attention and understanding	To understand how to listen carefully. To understand why listening is important.	To engage in story times, joining in with repeated phrases and	To ask questions to find out more. To begin to understand humour. To	To retell a story. To follow a story without pictures of props.	To understand questions such as who, what, where, when, why and how.	To have conversations with adults and peers with back

	To be able to follow instructions/directions.	actions. To begin to understand how and why questions. To respond to instructions with more than one step	understand a range of complex sentence structures.			and forth interactions.
Speaking	To speak to other adults they know at school. To talk in sentences using a conjunction e.g. and o r because. To talk in front of a small group To talk to their teacher and LSAs to learn new vocab linked tobtopic/theme	To answer questions in front of a whole class To use new vocabulary throughout their learning and play	To develop confidence to other adults they know at school. To talk in sentences using a conjunction e.g. and or because.	To share their work with others. To use new vocabulary in a range of contexts. To engage in n	o link statements and stick to a main theme. To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.	To talk to a range of adults around the school. To talk about why things happen, To talk in sentences using a range of tenses
Physical Education **ELG 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.** **ELG 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, paintbrushes and cutlery.** **• Begin to show accuracy and care when drawing.**						

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross motor skills	To move safely within a given space. To stop safely. To develop control when using basic equipment e.g. scissors / balls	To run, change direction and stop on a given signal. To jump, hop, balance and move in a variety of ways with increasing control.	To demonstrate control over their body when moving around the hall. To create short sequences using shapes, balances and travelling movements. To developing rocking and rolling. To safely explore apparatus, balancing, travelling and jumping safely; around, over and through.	To move in time to a piece of music, following the rhythm and use counting to help keep in time. To copy and create actions in time to a piece of music. To communicate ideas through movement, demonstrating confidence and imagination.	To play by rules given and develop co-ordination. To learn to play as a team. To learn to play against an opponent. To follow instructions safely and carefully when playing team games.	To throw and catch with a partner. To roll and track a ball. To dribble a ball using hands and then feet. To develop accuracy when throwing to a target.
Fine motor skills	To hold a knife and fork correctly. To begin to use anticlockwise movements and retrace vertical lines. To hold scissors correctly and cut along a straight or zig zagged line. To use a tripod grip when mark making. To write taught letters using correct letter formation	To write taught letters using correct letter formation	To continue to use a tripod grip for mark making. To thread with small beads. To use small pegs. To use malleable materials to pinch, squeeze, roll, pull, press,	To hold scissors safely and correctly and cut out large shapes. To write letters using the correct letter formation and control the size of the letters formed.	To hold scissors safely and correctly and cut out various materials. To paint using thinner brushes To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.	To create detail in drawings, using a range of tools accurately. To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork for all appropriate meals
<u>Personal, Social and Emotional Development</u>						

ELG 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. ELG 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.
ELG 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.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self regulation	To recognise different emotions. To understand how people show emotions. To focus during short whole class activities. To follow one-step instructions.	To talk about how they are feeling; comfortable, uncomfortable. To consider how others are feeling and how their behaviour affects that. To change their behaviour to a range of situations	To maintain their focus during longer whole class input sessions. To follow an instruction which involves more than one step.	To manage their feelings and emotions e.g. stop, give yourself a cuddle, take a deep breath and talk about the problem and their feelings. To continue to consider the needs and feelings of others.	To continue to learn how to manage and control their emotions using a range of techniques	To be able to maintain their focus during extended whole class teaching sessions and independent learning activities.
Managing self	To independently be able to - Use the toilet - Wash hands - Put coat on - Change	To have confidence to try new activities. To develop ability to	To begin to show resilience and perseverance when faced with a challenge. To	To identify and name healthy foods. To understand the importance of	To show a good level of independence in their ability to manage their	To show a 'can do' attitude to change and transition.

	shoes into wellington boats To explore the Reception environment. To begin to understand the rules of a classroom	follow the rules of the classroom	independently manage to fasten a zipper on a coat. To independently manage to fasten button	healthy food choices To know where some foods come from.	own basic needs. To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support.	
Building relationships	To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.	To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. To begin to develop friendships. To begin to develop positive relationships with Reception staff.	To begin to work as a group with support from adults. To take turns during group work and when playing games together.	To listen to the ideas of others. To find solutions to disagreements, with support from adults.	To develop relationships with other adults around the school – to support transition. To communicate with a range of people within school.	To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. To have developed friendships.

Knowledge and Understanding of the World

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 read in class and storytelling.
People, Culture and Communities
• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
• 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. Technology – There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	To be able to identify how they have changed from when they were a baby.	To talk about the lives of the people around us. To know some similarities and differences between thing in the past and now, drawing on experiences and what has been read in class.	To know about the past through settings, characters and events encountered in books read in class and storytelling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in class and storytelling and ask and answer questions about the past		To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. To know about the past through settings, characters and events encountered in books read in
People, culture and communities	To be able to talk about their own lives – my family, my school, my world	To identify different celebrations and how	To talk about Chinese new Year	To know Christians celebrate Easter	To know that simple symbols are used to identify	

	To recognise similarities and differences between themselves and their peers To know the name of the town where they live and that they live in England	people celebrate To talk about how Hindus celebrate Diwali To know the Christmas story and how the Christmas story is celebrated	To ask questions about what it is like in another country	To know people who help us in the community	features on a map. To name places in my everyday life To discuss features of own immediate environment and use vocab to name it	class and storytelling Understand that the world is made up of different countries showing respect of different cultures
The natural world -Observe similarities patterns and change -Make observations -Respond to how and why questions about their experiences	To talk about a simple map and draw info about it To describe what they see, hear, smell and feel when outside, sharing their observations To identify features of woodland creatures To identify and recognise features of Autumn		To identify and recognise features of winter To know the features of their immediate environment and beyond using appropriate vocab (river, sea, forest, mountain)	To identify and recognise features of Spring as they explore the school grounds sharing observations and making links	To know and compare habitats. Use a range of sources such as maps, photos and magnifiers	To identify and recognise the features of Summer. To know and compare habitats. To know there are many countries around the world. To know about the features of the world – forests, rainforests, jungles, deserts and oceans.
Technology	Show interest in push, pull toys and	To use beebots	To know that the ipad can take pictures	To take pictures with the ipad	To operate simple games on the ipad	To understand keeping safe online

	ones with buttons and switches					

Expressive Arts and Design

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.**

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with materials	To name colours. (primary) To create simple representations of people and objects. To explore different techniques for cutting / tearing / joining materials. To draw and colour with pencils and crayons. To experiment with colouring mixing. To use colours for a particular purpose.		To experiment with different mark making tools such as art pencils, pastels, chalk. Name lines – zig zag, dotted, curved, straight. Draw from memory / imagination. To explore a range of materials. To continue to explore joining techniques for a range of materials. To use collage materials and different textures to create puppets. To use some cooking techniques – Easter nests and pancakes. Explore different ways of applying paint.look at shapes in Kandinsky		To use materials to explore sculpture. Experiment with knotting, weaving and gluing. To explore the work by the artists Andy Goldsworthy (natural art) and Guiseppe Arcimboldo (fruit artwork). To be able to identify texture, shape and colour. To experiment with printing techniques. To share creations, talk about process and evaluate their work – use vocab such as join, build, longer, shorter, heavier. To adapt work where necessary. To design and make models with a purpose using a range of materials and equipment. Record ideas in a variety of ways.	

Being imaginative and expressive	To experiment with different instruments and their body sounds. To talk about whether they like/dislike a piece of music. To create musical patterns using body percussion. To use costumes, songs and resources to act out the Nativity.	To join in with whole school singing assemblies. To create musical patterns using un-tuned instruments. To move in time to music and learn dance routines. To act out well-known stories.	To create compositions using percussion instruments and xylophones

Reading

ELG 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, nonfiction, rhymes and poems and during role play.
ELG 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.

Writing

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.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy **COMPREHENSION**	**Comprehension:** Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.	**Comprehension:** Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.	**Comprehension:** Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).	**Comprehension:** Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.	**Comprehension:** Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	**Comprehension:** Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.

Literacy **WORD READING** **PHONICS**	**Word Reading:** Hear general sound discrimination and be able to orally blend and segment.	**Word Reading:** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	**Word Reading:** Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	**Word Reading:** Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					

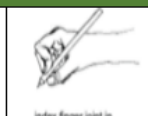
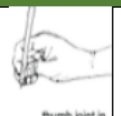
	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	**Phase 2** Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words (the, to, no, go).	**Phase 2** Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC	**Phase 2/3** Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	**Phase 3** Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	**Phase 3/4** Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.

Literacy **WRITING** Emergent writing Composition Spelling Handwriting	**Emergent writing:** Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. **Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.	**Emergent writing:** Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it.	**Emergent writing:** Use appropriate letters for initial sounds. **Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.	**Emergent writing:** Build words using letter sounds in writing. **Composition:** Use talk to organise describe events and experiences. Begin to write a simple sentence with support.	**Emergent writing:** Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. **Composition:** Write a simple sentence with a full stop.	**Emergent writing:** Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. **Composition:** Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g.,

	Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. **Handwriting:** Know that print carries meaning and in English, is read from left to right and top to botto Draws lines and circles.	**Spelling:** Orally spell VC and CVC words by identifying the sounds. Write own name. **Handwriting:** Form letters from their name correctly. Recognise that after a word there is a space.	**Spelling:** Spell to write VC and CVC words independently using Phase 2 graphemes **Handwriting:** Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	**Spelling:** Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. **Handwriting:** Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	**Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. **Handwriting:** Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	what kind of story have they written. **Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. **Handwriting:** Use a pencil confidently to write letters that can be clearly recognised and form some capital

Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)

Writing Development	Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story. Adults encourage 'hold and write captions'	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.	Child confident to write a simple short story. May still need a phonics mat to support.

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP-3 FINGER GRASP, FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS								6-7 YEARS
											
Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder; the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip. Reception Age Range								Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently,accurately and for letter formation practice.

Phase 2		Phase 3			Phase 4			
I the to	no go into	he she we me be	was you are	her all they me	said have like so	do some some little	one were there	what went out

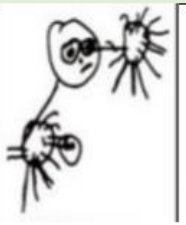
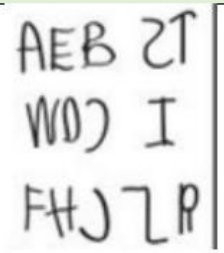
WRITING Phase 2/3 Tracker

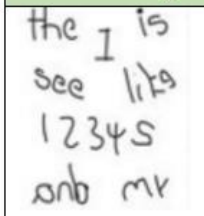
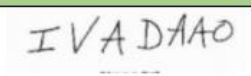
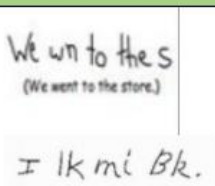
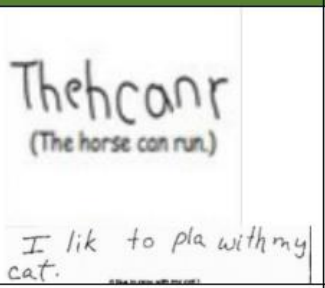
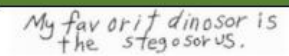
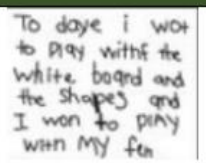
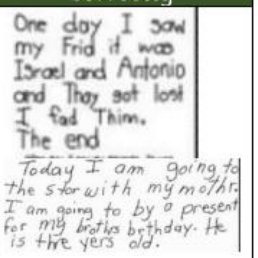
Phase 2					
s a t p	i n m d	g o c k	ck e u r	h b f ff	l ll ss

Phase 3						
j v w x	y z zz qu	ch sh th ng	ai ee igh oa	oo o oar or	ow oi er	ear air ure

WRITING SOUNDS, ORDERING SOUNDS, SENTENCE WRITING

I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write cvc words using phase 2 sounds I am starting to write ph 2 tricky words	I can write cvc words using some digraphs. I am starting to write ph 3 tricky words	I can write simple captions lists to match a picture	I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I am starting to use a full stop. I can reread what I have written.	I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	My writing can be read by others. Some words are spelled correctly, and others are phonetically plausible. I can spell many HFW words

→ Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Early Phonemic	Letter name stage		Transitional Stage			
Environmental print →	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

Reading

Phase 2		Phase 3			Phase 4			
I the to	no go into	he she we me be	was you are	her all they me	said have like so	do some some little	one were there	what went out

Phase 2/3 Tracker

Phase 2					
s a t p	i n m d	g o c k	ck e u r	h b f ff	l ll ss

Phase 3						
j v w x	y z zz qu	ch sh th ng	ai ee igh oa	oo o oar or	ow oi er	ear air ure

Blending and Segmenting

Reading initial sounds individual letters	Blending sounds into words Oral blending	Reading letter groups (Digraphs) to represent one sound.	Read a few common exception words	Segment and blend words in reading book	Read simple words and sentences with known letter sounds	Reread books to build up confidence and fluency	Recall of more tricky words	Know at least 10 digraphs	Read aloud books containing phase 2 and 3 sounds	Read words containing blends cvcc ccvc ccvcc

Mathematics

ELG 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.
ELG 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.
Shape, Space and Measure – there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.

Autumn 1		**Shape, Space and Measure Overview** (1x session per week use WRM for ideas)	**Mastering Number Overview**
	Week 1	**Getting to know you** Government Maths Baseline and own school baseline practical activities. See baseline booklet.	Opportunities for settling in, introducing the areas of provision, getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional Language
	Week 2		
	Week 3		
	Week 4	Talk about measure and size - compare size	**SUBITISING** Subitise 1 and 2 Subitise within 3 Make and describe spatial patterns with 3 dots Represent quantities on their fingers in different ways Identify sub groups of 1, 2 and 3 within larger arrangements
	Week 5	Talk about measure and size - Compare Mass	**COUNTING, CARDINALITY & ORDINALITY** Hear and join in with the counting sequence to 5 including songs and rhymes See that counting is useful because it tells us how many See that the last number in the count is altogether (cardinality) Hear and join in with the counting sequence to 5 including songs and rhymes See that counting is useful because it tells us how many Practice counting each object action or sound once and only

			Experience counting sounds Practise counting each object action or sound once and only once Record the result of their count Count each object action or sound and only once
	Week 6	Talk about measure and size - Compare Capacity	**COMPOSITITON** Know that 2 is made of 1 and another 1 Make their own collections of 2 objects and identify the 1 and another 1 within them Identify when a collection is composed of 3 objects Produce their own collection of 3 Identify when a collection is composed of 3 or not 3 See that 4 can be made of 4 ones
	Week 7	Talk about measure – explore simple patterns	**SUBITISING** Subitise arrangements of 2 and 3 Practise making 2s and 3s with fingers Subitises auditory patterns up to 3 Identify when a small collection is rearranged or the quantity changed Show small quantities on their fingers Use positional language to describe patterns of 4 Make patterns using 4
	Week 8	Circles and Triangles – Describe position	**COMPARISON** Represent a given number on their fingers without looking Compare 2 sets of objects and say which is more than Compare 2 sets of objects and say which is more than or fewer than

Autumn 2		**Shape, Space and Measure Overview** (1x session per week use WRM for ideas)	**Mastering Number Overview**
	Week 1	Circles and Triangles – Name circles and triangles	**COUNTING, CARDINALITY & ORDINALITY** Practise counting each action or sound once Hear and join in with the counting sequence to 5 Tag each object with one number word (1:1 correspondence) See that they have 5 fingers on one hand Say and make numbers to 5 on their fingers Practise counting each object action or sound once and only once Make a collection of 5 in different ways Use counters to represent 5 Use a die frame to make 5 Practise counting each action or sound once Count 5 and 5 makes 10 altogether

	Week 2	Circles and Triangles – Compare	**COMPARISON** Practise subitising amounts to 4 Revisit more than or fewer than by looking Compare groups of up to 3 objects by matching 1:1 Say when they have an equal number Say when they have an equal number, too many or not enough Build towers with an equal number of squares Match the squares in the towers 1:1
	Week 3	Circles and Triangles - Shapes in the Environment	**COMPOSITITON** Identify the 'whole' when shown one part of a familiar object Identify that parts are still visible when they are assembled to make the whole Hear the language of whole and parts Identify parts of their whole body Recognise that some whole objects have parts that cannot be removed Identify the parts of some animal bodies Investigate compose and decompose sets of 2 and 3 Know that 1 and 2 are parts of 3
	Week 4	Shapes with 4 sides - Identify	**COMPOSITITON** Investigate ways to compose and decompose sets of 3 Explore how 1 and 2 are parts of 3 Investigate ways to compose and decompose sets of 4 Use spatial language to describe the shapes Explain that different parts can be make the same whole Investigate ways to compose and decompose 5
	Week 5	Shapes with 4 sides – Shapes in the environment	**COUNTING, CARDINALITY & ORDINALITY** Hear and join in with the counting sequence to 10 using songs and rhymes Use their fingers to represent quantities to 5 and begin to represent quantities to 10 Match different representations of quantities of 5 with different amounts shown on their fingers Remember that the 'stopping number' tells us how many we need altogether Begin to recognise the numerals to 5 Represent quantities in more abstract ways such as clapping or jumping Begin to understand that when a set of objects is rearranged its quantity remains the same
	Week 6	Mass and Capacity – Compare Mass	**SUBITISING** Use their fingers to quickly show quantities on 1 hand Recognise the numerals 1 to 5 Begin to develop their consequential subitising skills with linear and paired arrangements of up to 5 dots Subitise linear and paired arrangements of 2, 3 and 4 dots

			Match arrangements of 3, 4 and 5 dots to the correct numerals Match numerals to quantities for 1-5 Recognise die arrangements Visualise and describe arrangements of dots on a die Use die to link subitised amounts with 1 to 1 counting actions Recognise die patterns to 6 Link die patterns to numbers shown on their fingers Use die patterns to lay track games
	Week 7	Mass and Capacity – Find a Balance	**COUNTING, CARDINALITY & ORDINALITY** Recognise numerals 1 to 5 Order numbers from 1 to 5 Match numerals to quantities in order Help to build towers in order 1-5 squares See the staircase pattern and recognise that each number is 1 more Order towers of 1-5 interlocking cubes Notice when we have '1 more' and when we do NOT have '1 more' Match numerals to representations Represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last

Spring 1		**Shape, Space and Measure Overview** (1x session per week use WRM for ideas)	**Mastering Number Overview**
	Week 1	Mass and Capacity - Explore Capacity	**COMPOSITITON** Show numbers up to 5 using their fingers See that 5 can be partitioned into 4 and 1 **5 is made from 4 and 1** See that 5 can be partitioned into 3 and 2 **5 is made from 3 and 2** Find ways to partition a set of 5 **5 is made from 2 and 3** Understand that 5 can be partitioned (split) into different parts Be able to explain what the parts are Use what they know about 6 to work out a hidden number
	Week 2	Mass and Capacity – Compare Capacity	**COMPOSITITON** See that there are 5 dots on a die pattern Represent 4 in different ways on a die frame Use their fingers to represent 6 as '5 and a bit'

			Use double dice frames to represent 6 as 5 and 1 more Match die representations of numbers 1-6 to representations on their fingers See that 5 and '2 more' makes 7 Count out 6 blocks from a collection Replace 1 block and know there are still Add another block to make 7
	Week 3	Length, Height and Time – Explore Length	**COMPARISON** Use 'more than' and 'fewer than' to describe quantities Say when they can see that someone has more of fewer of the same kind of object Know that it is quantity - not colour or size – that determine if 1 set has more or fewer of the same type of object than another **- has more than - : - has fewer than - ,** Fewer of the same type of object than another Use words 'an equal number' to say when there is the same number of items in 2 sets Say when they can see an equal number
	Week 4	Length, Height and Time – Compare Length	**COUNTING, CARDINALITY & ORDINALITY** Practice counting aloud Revisit the principals of counting Use generalised statements to describe '5 and a bit' composition of 6-8 **5 and 1 more makes 6 altogether** **5 and 2 more makes 7 altogether** Investigate the '1 more'/'1 less' pattern of the base 10 counting system Begin to order numbers between 1 and 10, noticing the '5 and a bit' structure **5 and 1 more makes 6 altogether, 5 and 2 more… etc** **5 and 1 more makes 6 altogether** **5 is 1 more 4: 5 is less than 6: 4 is 1 less than 5: 6 is 1 more than 5** Describe the '1 more/ 1 less' relationship of numbers to 10 Work together to order numbers between 1 and 10, noticing the '5 and a bit' structure **5 is 1 more than 4** **5 is 1 less than 6** **5 and 2 more makes 7 altogether** **5 and 1 more makes 6 altogether, 5 is 2 more… etc** **7 is 1 more than 6** **7 is less than 8**
	Week 5	Length, Height and Time – Explore Height	**COMPARISON** Subitise arrangements of 6 or NOT 6 Order Numberblock images to 8 5 is more than ---

			Represent 8 as '5 and 3 more' Describe how to place the number 1 to 8 --- is more than --- Explain how to order quantities to 10 Reason about which numbers are 'more than' others Consolidate their understanding of 8 as '5 and 3 more' Notice when numbers are increased or decreased and explain their thinking

Spring 2		**Shape, Space and Measure Overview** (1x session per week use WRM for ideas)	**Mastering Number Overview**
	Week 1	Length, Height and Time – Compare Height	**COMPOSITITON** Use the skills of conceptual subitising to describe parts of a whole set Visualise arrangements and use gestures to describe the numbers within a whole set **My --- is a part of me and the whole of me is (NAME)** Investigate ways of making 7 with two parts Use their fingers to make and describe 7 as '5 and a bit structure **7 is made out of 5 and 2** See that 7 can be composed indifferent ways Explain their understanding of the composition of 7
	Week 2	Shapes with 4 Sides – My day and night	**COMPOSITITON** Practise identifying when 2 sets are equal in number Identify when a double is shown and explain why This is a double because (1) ia a part and (1) is a part Say what the whole is when there are 2 equal parts **This is a double because – is a part and – is a part** **-- is made of -- : -- and – make --** Use objects to make double patterns and describe what they can see **-- is made of -- : -- and – make --** Show double patterns on their fingers in response to being given the whole Use positional language to describe spatial arrangements of objects Visualise double patterns to 5 and 5 **-- is made of --; -- and – make –** **4 is made of 2 and 2; 2 and 2 make 4**
	Week 3	Length, height and time – Talk about time	**COMPOSITITON** Say what the whole is when there are 2 equal parts Recognise and talk about ways in which objects are similar to or different from each other (colour, size, shape function etc) Sorts objects according to attributes described by an adult

			-- is made of --; -- and – make – Describe the attributes that they notice for a group of objects Sort and re-sort objects according to their attributes **-- is made of --; -- and – make –** Describe the attributes of the Numberblocks Investigate patterns of doubles **-- is made of --; -- and – make –** Sort the Numberblocks using the criteria 'odd blocks' or 'even tops' **-- is made of --; -- and – make –** Investigate patterns of doubles **-- is made of --; -- and – make –** **(2) is made of (1) and (1); (1) and (1) makes (2)!** **Even numbers CAN be made of 2 parts that are the same**
	Week 4	Length height and time – Order and sequence time	**COUNTING, CARDINALITY & ORDINALITY** Counting things that cannot be seen – sounds Revisit rules for how to count Discuss and practise strategies for counting larger sets Discuss and practise strategies for counting larger sets by moving Counting things that cannot be seen – periods of time Make or represent their own collections or larger amounts Practise counting on from a given number Discuss and practise strategies for counting larger objects that cannot be moved
	Week 5		**SUBITISING** Visualise, make and describe spatial arrangements of 6 Practise subitising to 6 Make and describe arrangements of 6 Listen to rhythmic patterns of up to 5 sounds and determine the quantity Recognise Numberblocks and related double patterns on their fingers without counting **-- is made of --; -- and – make –** Subitise double amounts shown on a ten frame **(10) is made from (5) and (5); (5) and (5) makes (10)** **(6) is made of (3) and (3); (3) and (3) makes (6)** **(4) is made of (2) and (2); (2) and (2) makes (4)**

Summer 1		**Shape, Space and Measure Overview** (1x session per week use WRM for ideas)	**Mastering Number Overview**

	Week 1	Explore 3D Shapes - Name 3D Shapes	**COMPOSITITON** Recap that there are 5 fingers on 1 hand Consolidate their use of finger patterns to represent the composition of 5 There are 5 fingers on my hand. **5 is made of – and --; -- and – make 5.** Use their fingers to represent composition of 5 Identify a missing part of 5 **5 is made of – and --; -- and – make 5.** Identify when a set of objects has 5/NOT 5 Identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2 **5 is made of – and --; -- and – make 5.** Identify arrangements of 6 or 7 objects Represent numbers 6-9 on their fingers as '5 and a bit' **5 is made of – and --; -- and – make 5.**
	Week 2	Explore 3D Shapes – Find 2D shapes within 3D shapes	**COMPOSITITON** Recap the numbers 6 to 9 in the '5 and a bit' structure Recap that 10 can be composed of 5 and 5 Identify when 10 is shown using structured arrangements of objects **5 is made of – and --; -- and – make 5.** Match numerals to quantities shown as the 5 and a bit structure Explore ways in which 10 can be composed of 2 parts Represent the composition of using 10 using dice frames and finger patterns **-- needs – to make 10; 10 is made of – and --.** **10 is made of – and --; -- and – make 10.** Use structured arrangements to find missing parts of 10 Solve problems involving the composition of 10 **-- needs – to make 10; 10 is made of – and --.** **10 is made of – and --; -- and – make 10.** Identify pairs of numbers that make 10 in unstructured arrangements Identify a missing part of 10 in structured arrangements **10 is made of – and --; -- and – make 10.** **-- needs – to make 10; 10 is made of – and --.**
	Week 3	Explore 3D Shapes – 3D shapes in the environment	**COMPARISON** Join in with a backward count from 5 to 1 Order towers of cubes of number plates from 1-10 on a class number track Use language to describe positions on a number track Identify whether numbers are before of after 5 on the number track Begin to understand the rules for simple linear games Reason about the position of numbers on a number track

			Describe and follow the rules for simple, linear track games
	Week 4	Explore 3D Shapes – Copy and continue patterns	**COMPOSITITON** Composition of '5 and a bit' Recap that there are 5 fingers on 1 hand Consolidate their use of finger patterns to represent the composition of 5 Use their fingers to represent the composition of 5 Identify a missing part of 5 Identify when a set of objects has 5/NOT 5 Identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2 Identify arrangements of 6 or 7 objects Represent numbers 6 – 9 on their fingers as '5 and a bit'
	Week 5	Explore 3D Shapes – Pattern in the environment	**COMPOSITITON** Composition of 10 Recap the numbers 6 to 9 in the '5 and a bit' structure Recap that 10 can be composed of 5 and 5 Identify when 10 is shown using structured arrangements of objects Match numerals to quantities shown as the 5 and a bit structure Explore ways in which 10 can be composed of 2 parts Represent the composition of 10 using dice frames and finger patterns Use structured arrangements to find missing parts of 10 Solve problems involving the composition of 10 Identify pairs of numbers that make 10 in unstructured arrangements Identify a missing part of 10 in structured arrangements
	Week 6	Manipulate, compose and decompose – Select shapes for a purpose	**Comparison** Comparison linked to ordinality. Play track games Join in with a backward count from 5 to 1 Order towers of cubes or number plates from 1–10 on a class number track Join in with a backward count from 5 to 1 Use language to describe positions on a number track Identify whether numbers are before or after 5 on the number track Begin to understand the rules for simple linear track games Reason about the position of numbers on a number track Describe and follow the rules for simple, linear track games
	Week 7	Manipulate, compose and decompose – Rotate shapes	**Subitising** Subitise to 5 and introduce rekenrek Subitise numbers up to 5 represented by finger patterns Orientate a rekenrek correctly and push a number of beads with one finger

			Subitise numbers up to 5 using linear dot patterns Use 'one finger, one push' to move a number of beads on the top row ALL AT ONCE to the far left of the rekenrek Subitise numbers up to 5 using standard and non-standard dot patterns Use 'one finger, one push' to subitise and explore '1 more' patterns of beads on the rekenrek Subitise numbers up to 5 represented on dice frames Use 'one finger, one push' to subitise and explore '1 fewer' patterns of beads on the rekenrek

Summer 2		**Shape, Space and Measure Overview** (1x session per week use WRM for ideas)	**Mastering Number Overview**
	Week 1	Manipulate, compose and decompose – Manipulate shapes	**Review and assess: Automatic recall of number bonds to 10** Find ways to partition (split) a set of 5 Understand that 5 can be partitioned in different ways Understand that 5 can be partitioned (split) in different ways Use what they know about 5 to work out a hidden number **5 is made from _____ and _____** Use their fingers to represent numbers within 5 Use dice frames as a different structure with which to represent the same Numbers within 5 Use spatial language to describe their arrangements Use positional language to describe spatial arrangements of objects Visualise and describe doubles patterns up to '5 and 5'
	Week 2	Manipulate, compose and decompose – Compose shapes	**Review and assess: Composition of numbers to 10** Use their fingers to make and describe doubles facts Explore and represent the composition of 5 on die frames Explore the commutativity of addition facts Explore and represent the composition of 5 on rekenreks Use fingers and dice frames to explore and represent '5 and a bit' numbers to 10 Use their fingers to represent '1 more than/1 less than' a given number Use 10-frames to explore '5 and a bit' numbers to 10 Use what they know about the number sequence to work out missing numbers to 10 Use rekenreks to explore and make '5 and a bit' numbers to 10
	Week 3	Manipulate, compose and decompose – decompose shapes	**Review and assess: Comparison** Subitise quantities to 5

			Say which set of up to 10 objects contains more than the other _____ **has more than/fewer than** _____ Use their fingers to show 'more than' numbers to 10 Use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number Subitise '1 more' amounts to 5 Order towers to 10 – recognising the '1 more' pattern of number _____ **is 1 more than** _____ **.** Use their fingers to show 'more than' numbers to 10 Explore the order and magnitude of numbers to 10
	Week 4	Manipulate, compose and decompose – Copy 2D shape pictures	**Review and assess: Number patterns** Discuss their understanding of equivalence Make and describe doubles arrangements on their fingers _____ **is made from** _____ **and** _____ **;** ____ **and** _____ **make** ____**.** Distribute collections of objects into equal and unequal groups Sort numbers to 10 according to whether each number is a double / is not a double Use their fingers to make matching doubles amounts Make and describe doubles patterns on a rekenrek _____ **is made from** _____ **and** _____ **;** ____ **and** _____ **make** ____**.** Recognise an odd and an even number when arranged in a 'doubles' pattern Sort models into those that contain odd and those that contain even numbers of interlocking cubes _____ **is made from** _____ **and** _____ **;** ____ **and** _____ **make** ____**.**
	Week 5	Manipulate, compose and decompose – Find 2D shapes within 3D shapes	**Review and assess: Counting** Subitise numbers to 5 and make equivalent amounts with their rekenreks Count out 6 or 8 objects from a larger group and check by counting 1-to-1 Arrange 6 or 8 objects into groups that can be subitised Join in with the counting sequence to 10 Recognise and show numbers from 5 to 10 in '5 and a bit' arrangements Remember to stop when they count to the end of a set of up to 10 jumps/claps/hops Count 20 objects Practise saying the tricky 'teen' numbers. Practise counting to 100 Share strategies for counting larger amounts that can't be moved
	Week 6	Revisit – 2D Shapes	Review and assess: Number patterns
	Week 7	Revisit – Measure	Review and assess: Counting

Progression of cutting skills	Vocabulary	How to support?
Holds scissors, often with both hands, learning to open and close the blades	Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, knead, push, pull	Practice tearing paper Strengthen fingers – use soft balls, playdough, toys filled with beans/sand
Opens/closes blades (not ready to use them on paper yet)	Open, move apart, close, shut, move in/out, fingers, thumb, together, apart, stretch, up, down	Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Encourage 'thumbs up' position
Starts snipping paper (not moving forward with the scissors but making small snips)	Snip, cut, hold, forward, backwards	Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling You could draw straight lines on the foam to introduce the idea of going forward, if ready
Snips paper moving forward	Across, forward, backward, side to side, straight ahead	Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right
Uses helping hand to hold and help to guide the paper (non-dominant hand)	Upwards, downwards, sideways, hold still, rest your hand, hands together/apart, up and down	Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games
Cuts straight line (within ½ inch from the drawn line, improving in accuracy)	Straight, across, forward, open and shut, move, together/apart, follow the line, close to	Use a piece of paper that is up to 6 inches long
Cuts curved line (a 1/4inch curved line, within 1/4inch from the line drawn)	Closer, on the line, next to the line, circle, curve, around, round, wobbly, wavy	Coaching language
Cuts circle shape (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¼ inch)	Circle, oval, round, curved, wavy Move, twist, turn, pivot Small snips, at the same time	Coaching language
Cuts square shape	Stop/start, turn, point, corner, pointed, cross,	Coaching language
Cuts complex shapes, such as figures.	Close to the line, on the line, outline, follow the line, background,	Coaching language