

EYFS READING PROGRESSION

Baseline	October Half term	End of Autumn Term	End of Spring Term	End of Year	
<i>‘Reception Baseline Assessment Sheet’ to be completed for all children- Prime areas, Literacy and Maths</i>	- Links sounds to letters and knows all Set 1 initial sounds. - Beginning to blend and read cvc words. - Can segment the sounds in simple words (orally) - Recognise words with the same initial sound	- Knows Set 1 special friends: sh, ch, th, ng, nk - Can use set 1 sounds and special friends to blend to read words. - Beginning to read and understand simple sentences - Engage in extended conversations about stories, learning new vocabulary - Read a few common exception words matched to the school’s phonic programme - I - of - my - to - the - no - put <i>(red words from Ditties and red books)</i>	- Knows Set 2 special friends: ay, ee, igh, ow, oo, oo - Can speedily read cvc words and words containing the set 2 sounds above. - Can read 4/5 sound words - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Can understand simple sentences - Explores the meaning of new vocabulary - Listens to stories with increasing attention and recall. - Knows these additional 11 common exception words: - said - you - he - are - go - we - be - me - she <i>(red words from green books)</i> <i>N.B. Consider how reading ability matches writing ability</i>	- Knows Set 2 special friends: - ar, or, air, ir, ou, oy - Can read words with ay, ee, igh, ow, oo, oo sounds - Read aloud books that are consistent with their phonic knowledge, without guessing words. - Accurately recall key events from their reading. - Read all EYFS common exception words including; - your - all - like - was - they - do - is - so <i>(red words from purple / pink)</i> Literacy ELGs 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.	
	Word Time	Ditties / Red Books 1-5	Green Books 1-5	Purple	Pink

EYFS WRITING PROGRESSION

Baseline	October Half term	End of Autumn Term	End of Spring Term	End of Year
<i>'Reception Baseline Assessment Sheet' to be completed for all children- Prime areas, Literacy and Maths</i>	- Write some or all of their name (not necessarily with the correct letter formation) - Write some letters accurately. - Can write the first sound in a simple word - Can segment the sounds in simple words (orally)	- Write own name with correct letter formation. - Can form 12 letters correctly - Links sounds to letters - Begins to break the flow of speech into words - Spell words by identifying the sounds and then writing the sound with letter/s. e.g. can use taught sounds to spell cvc words. - Can spell the common exception words: - I - of - my - to - the	- Most letters are formed correctly - Beginning to put spaces between words and a full stop at the end of a sentence - Using Fred Fingers, the child can make plausible phonetic attempts to spell unknown words containing known sound-letter correspondences - Is beginning to use special friends in spelling. - Attempts to write short sentences with words containing known sound-letter correspondences - Can spell the common exception words: - he - me - we - she - be - go - no - put Handwriting (consider progress toward Physical Development- Fine Motor ELGs): - 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	- Letters are beginning to be uniform in size - Can form some capital letters correctly - The pupil can segment and spell cvc, ccvc and cvcc words using Fred Fingers. - Writes short sentences with words containing known sound-letter correspondences using finger spaces and full stops. - After discussion with the teacher, the pupil can write a few linking sentences - Can re-read what they have written to check that it makes sense. - Can spell all the 'red' common exception words including: - you - said - like - is - all - so - was - are Writing ELG - 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

EYFS MATHS PROGRESSION

	Baseline	October Half term	End of Autumn Term	End of Spring Term	End of Year
Number	<i>'Reception Baseline Assessment Sheet' to be completed for all children- Prime areas, Literacy and Maths</i>	- Counts objects to 5 with accurate 1:1 correspondence - Beginning to count beyond 10 - Can compare objects and amounts using the language of 'same', 'pair', 'match', 'more' and 'fewer' <u>White Rose</u> Match and sort Compare amounts	- Beginning to count up to 20 - Counts objects to 10 with accurate 1:1 correspondence and cardinality - Says the number that is one more or one less than a given number (up to 5) - Selects the correct numeral to represent 1 to 5 objects - Children can write numbers to 5 - Can order numbers to 5 - Can combine two sets to find a total (up to 3) - Can take some objects away to find an amount (up to 3) <u>White Rose</u> Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Representing numbers to 5 One more and less	- Can count forwards to 20 accurately - Counts objects up to 20 with accurate 1:1 correspondence and cardinality - Says the number that is one more or one less than a given number (up to 10) - Selects the correct numeral to represent 1 to 10 objects - Children can write numbers to 10 - Can order numbers to 10 - Can combine two sets to find a total (up to 10) - Can take some objects away to find an amount (up to 5) - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting <u>White Rose</u> Addition and Subtraction (no.s to 5) - Introducing zero - Number bonds to 5 Number and place value - Counting to 6,7,8 - Counting to 9 and 10 - Comparing groups up to 10 Addition and Subtraction (addition to 10) - Combining two groups to make a whole - Number bonds to 10- ten frame - Number bonds to 10- part-whole model	- Can count beyond 20 - Can count backwards from 20 - Count in multiples of 2 to 10 & 10 to 100. - Can count more than 20 objects - Say the number that is one more than a given number or one less within the range 1-20. - Children are beginning to read and write numbers to 20 - Can order numbers to 20 - Beginning to combine two sets to find a total (up to 20) - Can take some objects away to find an amount (up to 10) - In practical activities and discussion, can use some mathematical vocabulary e.g. more / less / equals/total/altogether <u>White Rose</u> Addition and subtraction (count on and back) - Adding by counting on - Take away by counting back Number and place value (no.s to 20) - Counting to 20 Multiplication and division (numerical patterns) - Doubling - Halving and sharing - Odds and evens Maths ELGs 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.

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Shape, Space and Measure	<i>'Reception Baseline Assessment Sheet' to be completed for all children- Prime areas, Literacy and Maths</i>	- Can create a simple repeating pattern e.g. stick, leaf, stick, leaf. - Talk about and identifies the patterns around them. - Notice and correct an error in a repeating pattern. - Uses a range of vocabulary to describe the size, mass and capacity of objects e.g. big/small, bigger/smaller, biggest/smallest most / least <u>White Rose:</u> - Compare size, mass, capacity - Exploring pattern	- Begin to describe a sequence of events using words such as 'first', 'then...' - Understand position through words alone e.g. using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity e.g. longest / tallest / shortest / heaviest / lightest - Uses an increasing range of language to describe shapes e.g. straight, round, pointy <u>White Rose:</u> - Circle and triangles - Positional language - Shapes with 4 sides - Time	- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. - Can recognise and talk about the patterns they observe - From a selection of objects, identify and compare the longest / shortest, tallest/shortest, heaviest/lightest - Can use a widening vocabulary to describe their relative position such as 'in front of', 'opposite', 'on top of' and 'under' - Can use a range of vocabulary related to time to sequence the school day. <u>White Rose:</u> - Spatial awareness 3D shapes 2D shapes	- Compare and order three items by length, height, weight and distance - Identify containers holding different amounts of liquids, using language such as 'full', 'half full', 'empty' and 'overflowing' - To use mathematical language to describe 3D shapes - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Children can use language of o clock, now, after, before, next, tomorrow, yesterday - Continue, copy and create repeating patterns. <u>White Rose:</u> - Length, height and distance - Weight - capacity