Early Years Skills Progression Document



Communication and Language				
	Nursery	Reception (Autumn Term)	Reception (Spring Term)	Reception (Summer term) - **ELGs**
Listening, Attention and Understanding	• Enjoy listening to a range of stories • Remember much of what happens in a simple story • Pay attention to more than one thing at a time when attention is fully obtained • Listen to other children in a small group when conversation/topic is of interest • Use a wider range of vocabulary • Understand a question or instruction that has two parts • Understand some 'why' questions	• Understand how to listen carefully and why listening is important (to keep us safe) • Understand and can follow the daily routine • Uses 3-5 newly introduced words during play and conversation. • Maintains attention during a familiar story and responds to simple questions about it.	• Identifies and talks about new information from a familiar non-fiction text using recently taught vocabulary. • Joins in with repeated phrases, actions and key vocabulary from familiar rhymes and poems. • Retells the main events of a familiar story in sequence using some story language.	• 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	• Sing a large repertoire of songs (Nursery Rhymes) • Be able to talk about familiar books and be able to retell a simple story • Develop their communication skills but may continue to have problems with irregular tenses and plurals • Start a conversation with an adult or a friend and articulate ideas by drawing on own experiences, making relevant comments	• Uses recently introduced vocabulary independently in play and conversation. • Uses simple connectives such as *and*, *because* and *then* to extend sentences.	• Talks about a recent event using a sequence of connected sentences. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop social phrases and use in context • Use new vocabulary in different contexts	• 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

			• Articulate their ideas and thoughts in well-formed sentences	modelling and support from their teacher

Physical Development				
	Nursery	Reception (Autumn Term)	Reception (Spring Term)	Reception (Summer term) - **ELGs**
Gross Motor Skills	• Continue to develop their movement, balancing, riding and ball skills • Go up steps and stairs, or climb up apparatus, using alternate feet • Skip, hop, stand on one leg • Hold a pose for several seconds (E.g. game such as musical statues) • Use large-muscle movements to wave flags and streamers, paint and make marks • Start taking part in some group activities which they make up for themselves, or in teams • Increasingly be able to use and remember sequences/patterns of movements which are related to music and rhythm	• Revise and refine the fundamental movement skills they have already acquired: Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping – Climbing • Progress towards a more fluent style of moving, developing control and grace • Confidently and safely explore a range of large and small apparatus indoors and outdoors, alone or with a group	• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming (PE Focus) • Negotiate space safely, taking other children and objects into consideration	• 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	• Be increasingly independent when they get dressed or undressed. For example, putting own coat on/pulling up a zipper • Use one-handed tools and equipment. For example, making snips in paper with scissors or using large tweezers • Use a comfortable grip when holding pens and pencils • Start to develop good control when holding pens and pencils.	• Explore a range of hand-held tools independently • Develop confidence when using hand-held tools, understanding how to use the safely and competently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons etc • Mostly independent when dressing and undressing	• Develop the foundations of a hand writing style which is fast, accurate and efficient	• 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

	• Develop a preference for a dominant hand.			

Personal, Social, Emotional Development				
	Nursery	Reception (Autumn Term)	Reception (Spring Term)	Reception (Summer term) - **ELGs**
Self-Regulation	• Begin to develop appropriate ways of being assertive • Talk about their feelings using words such as 'happy', 'sad', 'angry' • Begin to understand how others might be feeling	• Express their feelings and acknowledge the feelings of others • Start to develop appropriate ways to be assertive • Talk with others to solve conflicts (with support from an adult) • Be explicitly taught about how to solve conflicts	• Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others	• 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	• Begin to remember and follow rules with some understanding • Be increasingly independent in meeting their own care needs • Knows their own name, preferences and interests	• Learn the rules and routines of the day and develop an understanding of why these are important • Show resilience and perseverance in the face of challenge • Be increasingly independent in meeting their own care needs	• Be independent in meeting their own care needs in almost all instances • Follow the rules and routines of the day with increasing independence, requiring less support or reminding from an adult	• 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	• Able to play alongside 1 or more other children • Develop at least one secure friendship, within which they can extend and elaborate play ideas • Become more outgoing with unfamiliar people, in the safe context of their setting	• Show more confidence in new social situations • Build constructive and respectful relationships • Be explicitly taught about how to make and maintain healthy friendships	• See themselves as a valuable individual • Express their feelings and consider the feelings of other • Confident to say when they do not want to take part in an activity or game	• Work and play co-operatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs


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Literacy				
	Nursery	Reception (Autumn Term)	Reception (Spring Term)	Reception (Summer term) - **ELGs**
Comprehension	• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Talks about events and principal characters in stories and suggests how the story might end • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Engage in extended conversations about stories, learning new vocabulary	• Asks questions about stories • Repeat words and phrases from familiar stories • Repeat new vocabulary in a context of a story • Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone	• Answer questions about a text that has been read to them • Begin to predict what might happen next in a story • Begin to use modelled vocabulary during role play for example in the Small World • Seeks familiar texts or stories to re-read in the book area • Requests favourite stories and poems	• 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	• Understand that print has meaning • Understand that print can have different purposes • *Develop phonological awareness, so that they can:* - Count or clap syllables in a word - Understand a CVC word that has been sound-talked - Orally identify initial sounds of words or objects	• *Continue to develop their phonological awareness to:* - Count or clap syllables in a word - Recognise words with the same initial sound - Begin to read individual letters by saying the sounds for them - Begin to blend sounds into words, enabling them to read CVC or CVCC words using known letter-sound correspondences	• Develop their phonological awareness to: - Continue to blend known sounds into words - Recognise taught graphemes as directed from Little Wandle Phonics - Spot rhymes in familiar stories and poems - Be able to complete a rhyming string	• 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

			- Identify how many sounds are within a word - Can suggest words with the same initial sound - Read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Read simple sentences containing known letter sound correspondences and 1 or 2 common exception words	
Word Writing	• Use some of their print and letter knowledge in their early writing • Write some or all of the letters in their name • Write some letter shapes accurately	• Copy full name from a name label • Write initial sound heard in a word • Spell short words by identifying the sounds orally and then writing the sounds down with their corresponding letter/s	• Form lowercase letters and some capital letters correctly • Write short captions using known letters/sounds and 1 common exception word • Phonemes are identified correctly by child and written in words	• 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


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Mathematics				
	Nursery	Reception (Autumn Term)	Reception (Spring Term)	Reception (Summer term) - **ELGs**
Number	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') • Say one number for each item in order: 1,2,3,4,5 • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') • Show 'finger numbers' up to 5 • Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5 • Recite some numbers beyond 5 • Join in and sing counting songs and number rhymes • Listen to and enjoy stories that involve counting	• Recite the numbers between 0 and 10 in order • Match the correct number of objects to the correct number name • Continue to listen to/enjoy stories/songs/number rhymes that involve counting • Use Numicon and 5 Frames to deepen the children's knowledge of the number 5 and support the development of subitising skills (Composition of 5)	• Estimate and guess how many there might be before counting • Use 5 frames and 10 frames to become familiar with the tens structure of the number system and the composition of the number 10 • Use Numicon to build the numbers within 10 • Identify the addition, subtraction and equals symbol and what these represent	• 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 Pattern	• Experiment with their own symbols and marks as well as numerals • Solve real world mathematical problems with numbers up to 5 • Compare quantities using language: 'more than', 'fewer than' • Talk about and identify the patterns around them • Extend and create ABAB patterns – stick, leaf, stick, leaf • Notice and correct an error in a repeating pattern	• Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to' and start to notice patterns within them e.g. matching and pairing • Explore 2D Shape and their properties • Use objects to group and share out amounts within 10	• Use key language to describe mass and capacity (E.g. Full, half full, empty) • Use key language to describe length or height (E.g. Tall/short, long/short) • Explore 3D Shape and their properties • Understand the 'one more than/one less than' relationship between consecutive numbers	• 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

	• Begin to describe a sequence of events, real or fictional, using words such as 'first' and 'then'		• Count beyond 10, noticing patterns within the structure of counting • Distribute items evenly from a group e.g sharing	facts and how quantities can be distributed equally.

Understanding the World				
	Nursery	Reception (Autumn Term)	Reception (Spring Term)	Reception (Summer term) - **ELGs**
Past and Present	• Begins to make sense of their own life story and their family's history • Shows interest in different occupations	• Discuss significant events/events from the past. E.g. trips to the park, birthday parties, meeting a new sibling • Explore different occupations/roles in our community and what their key skills are	• Consistently use past tense language to further their explanation of past events • Opportunity to compare toys and stories from the past and the present, drawing on key differences and similarities. E.g. Photography, Vintage toys, picture books such as 'Old Bear'	• 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	• Begin to make sense of their own life story and family's history • Show interest in different occupations • Recognise and discuss significant events in their own experience • Develop positive attitudes about the differences between people • Know the name of my school	• Enjoys joining in with family customs and routines • Know that I live in the town High Wycombe • Describe the local area that I live in • Name some significant places in my local area and discuss why they are important • Create a map of the local area	• Know that my town (High Wycombe) is part of the country England, which is part of the United Kingdom • Compare life in High Wycombe to the daily life of people living in a very cold climate (Canada) and a very hot climate (Jamaica) • Identify similarities and differences between religious/cultural communities in High Wycombe (*Changeable each year – communities most relevant to the cohort of children)*	• 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	• Use all of their senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties • Talk about what they can observe • Plant seeds and care for growing plants • Understand the key features of the life cycle of a plant and an insect (caterpillar) • Begin to understand the need to respect and care for the natural environment and all living things • Explore the different forces they can feel/exert	• Describe what can be seen/heard/felt outdoors • Understand the effect of the changing seasons on the natural world around them	• Continue to develop awareness of the effect of changing seasons on the natural world around them • Recognise some differences between the environment in which we live and contrasting environments • Develop an understanding of what a plant requires in order to grow • Explore the habitats of a variety of insects/minibeasts and develop an understanding of how to care for them safely/what they need to survive	• 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


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Expressive Arts and Design				
	Nursery	Reception (Autumn Term)	Reception (Spring Term)	Reception (Summer term) - **ELGs**
Creating with Materials	• Explore different materials freely, to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing to represent ideas like movement or loud noises • Explore colour and describe what happens when colours are mixed	• Show different emotions in their drawings and paintings. E.g. happiness, sadness, fear, etc. • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them	• Create collaboratively, sharing ideas, resources and skills • Create own resources to support with imaginative play • Connect different materials with increasing independence using a range of joins	• 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	• Take part in simple pretend play • Remember and sing entire songs • Sing the pitch of a tone sung by another person ('pitch match') • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • Create their own songs or improvise a song around one they know	• Continue to build a large repertoire of nursery rhymes and songs • Explore musical instruments and describe the different sounds that they make • Play an instrument to the structure of music	• Use body percussion and musical instruments to explore beat • Develop storylines in their play using props • Sing in a group or on their own, increasingly matching the pitch and following the melody	• 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

	• Play instruments with increasing control to express their feelings and ideas • Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc.	• Listen attentively, move to and talk about music, expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Match the pitch of a song sung by someone else (echo)	• Explore and engage in music making and dance, performing solo or in groups	appropriate – try to move in time with music.