

Progression across the strands for EYFS  
**Literacy**

<b>Communication and Language (Oracy skills)</b>	<b>Nursery (Range 4) *From <u>'Birth to Five Matters'</u></b>	<b>Reception (Range 5/6)</b>	<b>ELG (End of Reception Year expected attainment)</b>
<p>Listening, Attention and Understanding</p>	<p>Listens with interest to the noises adults make when they read stories</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</p> <p>Shows interest in play with sounds, songs and rhymes</p> <p>Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus</p> <p>Beginning to understand more complex sentences .e.g. Put your toys away and then sit on the carpet</p> <p>Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)</p> <p>Developing understanding of simple concepts (e.g. fast/slow, good/bad)</p>	<p>Listens to others in one-to-one or small groups, when conversation interests them</p> <p>Listens to familiar stories with increasing attention and recall</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Focusing attention – can still listen or do, but can change their own focus of attention</p> <p>Is able to follow directions (if not intently focused)</p> <p>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</p> <p>Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</p> <p>Beginning to understand why and how questions</p>	<p>Children at the expected level of development will:</p> <p>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;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>
<p>Speaking</p>	<p>Uses language to share feelings, experiences and thoughts</p>	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> </ul>	<p>Children at the expected level of development will:</p>

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	<p>Holds a conversation, jumping from topic to topic</p> <p>Learns new words very rapidly and is able to use them in communicating</p> <p>Uses a variety of questions (e.g. what, where, who)</p> <p>Uses longer sentences (e.g. Mummy gonna work)</p> <p>Beginning to use word endings (e.g. going, cats)</p>	<p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Talks more extensively about things that are of particular importance to them</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>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.</p>
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Literacy	Nursery (Range 4) *From <u>'Birth to Five Matters'</u>	Reception (Range 5/6)	ELG (End of Reception Year expected attainment)
Comprehension		<p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p>	<p>Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
Word Reading	<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Repeats and uses actions, words or phrases from familiar stories</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a</p> <p>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</p>	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p>	<p>Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

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	<p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and</p>	<p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Looks at and enjoys print and digital books independently</p>	
<p>Writing</p>	<p>Distinguishes between the different marks they make</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</p>	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Includes mark making and early writing in their play</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>Shows interest in letters on a keyboard, identifying the initial</p>	<p>Children at the expected level of development will:</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>

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		letter of their own name and other familiar words	
		Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	

Understanding the World – EYFS (covers History, Geography, Science, RE)

UTW	Nursery	Reception	ELG (End of Reception Year expected attainment)
Past and Present	Has a sense of own immediate family, relations and pets.	Talks about past and present events in their own lives and that of family members.	Children at the expected level of development will: - 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	<p>Imitate everyday actions and events from own family and cultural background. (Through play)</p> <p>Similarities and differences that connect them to, and distinguish them from, others.</p>	<p>Joins in with family customs and routines.</p> <p>Talks about significant events in their own experiences.</p> <p>Shows an interest in different occupations and ways of life (indoors and outdoors)</p> <p>Knows some of the things that make them unique-talks about similarities and differences in relation to friends and family.</p>	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	<p>Notices detailed features of objects in their environment.</p> <p>Talk about their observations of plants, animals, natural and found objects.</p>	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting

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	<p>Uses small world play based on first-hand experiences, e.g, visiting farms, train tracks, walking rivers etc.</p>	<p>Talks about why things happen and how things work</p> <p>Developing an understanding of growth, decay and changes over time</p> <p>Shows care and concern for living things and the environment</p> <p>Begin to understand the effect their behaviour can have on the environment</p>	<p>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.</p>
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**Understanding the World – EYFS (Technology)**

*Although this has been removed as an ELG children will still be introduced to appropriate technology within the provision*

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*From <a href="#">‘Birth to Five Matters’</a>	Nursery	Reception	ELG (End of Reception Year expected attainment)
Technology	<p>Seeks to acquire basic skills in turning on and operating some digital equipment</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p> <p>Plays with water to investigate “low technology” such as washing and cleaning</p> <p>Uses pipes, funnels and other tools to carry/ transport water from one place to another.</p>	<p>Can navigate touch-capable technology (with support)</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p> <p>Knows that information can be retrieved from digital devices and the internet</p> <p>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.</p> <p>Completes a simple program on electronic device.</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p> <p>Can create content such as a video recording, stories and/or draw a picture on a screen.</p> <p>Can use the internet with adult supervision to find and retrieve information that is of use to them.</p>	<p style="text-align: center;">None</p>



Progression across the strands for EYFS  
**Expressive Art and Design**

Expressive Art and Design	Nursery (Range 4) *From <a href="#">‘Birth to Five Matters’</a>	Reception (Range 5/6)	ELG (End of Reception Year expected attainment)
<p>Creating with materials (Music/Singing)</p>	<p>Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <p>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</p>	<p>Explores and learns how sounds and movements can be changed</p> <p>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p>Enjoys joining in with moving, dancing and ring games</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Taps out simple repeated rhythms</p> <p>Develops an understanding of how to create and use sounds intentionally.</p> <p>Begins to build a collection of songs and dances</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; -</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>
<p>Creating with materials (Art/DT)</p>	<p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p>	<p>Continues to explore colour and how colours can be changed</p>	

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	<p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p>	<p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p>	
<p>Being imaginative and Expressive (Music/Singing)</p>	<p>Begins to make believe by pretending using sounds, movements, words, objects</p> <p>Beginning to describe sounds and music imaginatively, e.g. scary music</p> <p>Creates rhythmic sounds and movements</p>	<p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Experiments and creates movement in response to music, stories and ideas</p> <p>Sings to self and makes up simple songs</p> <p>Creates sounds, movements, drawings to accompany stories</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

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<p>Being imaginative and Expressive (Art/DT)</p>	<p>Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations</p>	<p>Creates sounds, movements, drawings to accompany stories.</p> <p>Uses available resources to create props or creates imaginary ones to support play</p> <p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy</p>	
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