

Reading Progression Map



Literacy - Reading

Educational Programmes

	Decoding	Range of reading	Familiarity with texts	Poetry and performance
<p>Reception</p>	<ul style="list-style-type: none"> • 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 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 a few exception words. 	<ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction. • Knows that information can be retrieved from books, computers & mobile digital devices. 	<ul style="list-style-type: none"> • Describes main story settings, events & principal characters in increasing detail 	<ul style="list-style-type: none"> • Re-enacts and reinvents stories / poems they have heard in their play. • Beginning to understand humour, e.g. nonsense rhymes. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play.
<p>Year 1 Programme of Study</p>	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words. • Speedily read all 40+ letters /groups for 40+ phonemes. • Read accurately by blending taught GPCs. • Read common exception words • Read common suffixes (-s, -es, -ing, -ed, etc.) • Read multi-syllable words containing taught GPCs. • Read contractions and understanding use of apostrophe. • Read aloud phonically-decodable texts. 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Being encouraged to link what they read or hear to their own experiences. 	<ul style="list-style-type: none"> • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognising and joining in with predictable phrases. 	<ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart.

Year 1 Programme of Study	Reception		Word meaning	Understanding and inference	Prediction	Discussing reading		
<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 		<ul style="list-style-type: none"> Engages with books and other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge and illustrations to interpret the text. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Give explanation of why events happened in a story. 	<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers. 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Listens and responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how. Links statements and sticks to a main theme or intention. 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.

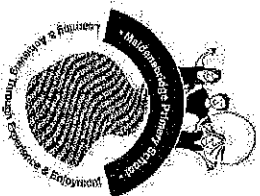


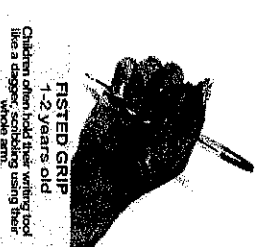
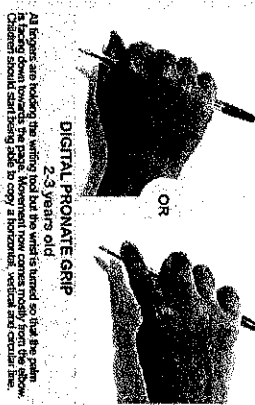

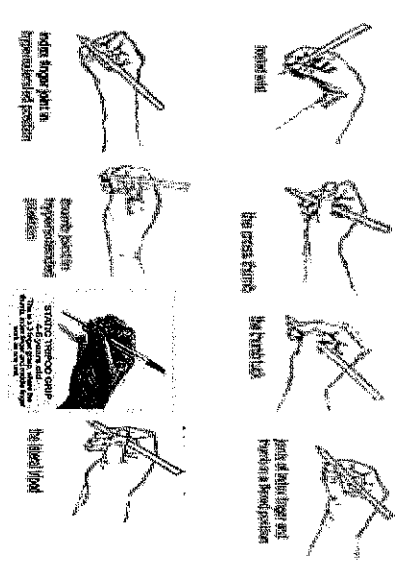
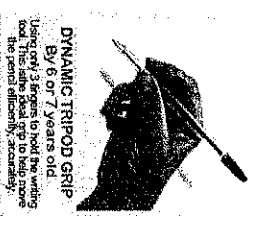
EYFS Writing Progression Skills Map

RWI Speed Sounds Progression

Set 1														
m	a	s	d	t	i	n	p	g	o	c	k	u	b	f
ma	da	sa	da	ta	in	na	pa	ga	oa	ca	ka	ua	ba	fa
e	l	h	sh	r	j	v	y	w	th	z	ch	qu	x	ng
el	lh	sh	sh	rr	jj	vv	yy	ww	th	zz	ch	qu	xx	ng
Set 2														
ay	ee	igh	ow	oo	ea	oi	o-e	u-e	aw					
may I play?	what can you see?	fly high	how the snow	go on the zoo-	eat of the	spoil the boy	o-e	u-e	aw					
oo	ar	or	air	ir	are	ur	er	ow	ai					
look in a book	start the car	shut the door	that's hot! air	whirl and twirl	are	ur	er	ow	ai					
ou	oy				oa	ew	ire	ear						
about it eat	toy for a boy				oa	ew	ire	ear						
Set 3														

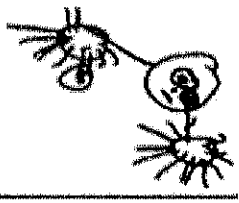



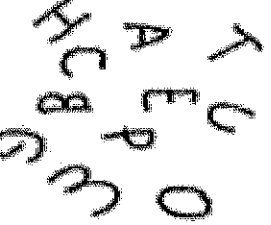
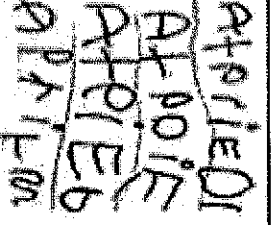
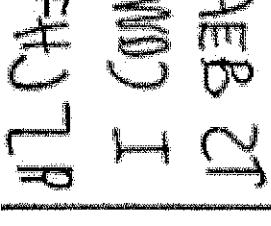
Pencil Grip Stages of Progression

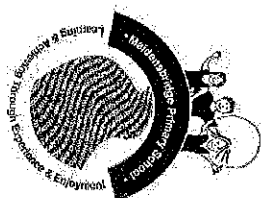


Fisted Grip	Digital Pronate Grip	4 Finger Grip	4-6 years						Dynamic Tripod Grip
<p>1-2 years</p>	<p>2-3 years</p>	<p>3-4 years</p>							<p>6-7 years</p>
<p>FISTED GRIP 1-2 years old Children often hold their writing tool like a dagger, each using their own style.</p> 	<p>DIGITAL PRONATE GRIP 2-3 years old All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow. Children should start being able to copy a horizontal, vertical and circular line.</p> 	<p>4 FINGER GRIP 3-4 years old 4 fingers and 1 thumb are holding the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p> 							<p>DYNAMIC TRIPOD GRIP By 6 or 7 years old Using only 3 fingers to hold the writing tool. This allows the eye to help move the pencil efficiently, accurately.</p> 
<p>Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder: the arm and hand move as a unit. Light scribbles are produced with this grip.</p>	<p>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.</p>	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arm between the thumb and index</p>	<p>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 Quadro pod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>						<p>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. Movement comes from fingertips.</p>

Writing Progression

Pre-Phonemic Stage

Pictures	Random scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter strings	Letter groups
Picture tells a story to convey meaning. 	Starting point 	Progressions is from left to right. 	Mock letters or symbols. 		Letter strings from left to right and down the page. 	Separated by spaces to resemble different words. 



Early Phonemic Stage	Letter Names Stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of red 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.		

the I is
see WY
12345
rnh mv

I V A D A A O

I k m i Bk.

Thehcor
(The horse can run)

My fav orit dinosaur is the Steg o saur us.

To doge i wot to oey writte the whitts, beupd and the ShapED and I wot to piny I wot MY ps.

One day I saw my fad if was Dool and Antio and they sat bet I sat them. The end



Writing Criterion Progression Scale

I can describe meaning to my drawings and emergent marks.	I can write recognisable letters of the alphabet.	I can write my name.	I can write the initial and end sounds in a word.	I can spell CVC words using set 1 sounds.	I can represent some sounds in order when I Fred Talk.	I can spell some red words correctly.	I can usually leave a space between words.
I show some control over word order.	I can write simple labels and captions to match a picture.	I can read what I have written.	I can say what I want to write.	I can write a simple sentence.	I can some words correctly and others are phonetically plausible.	I am starting to use a full at the end of a sentence.	I am starting to use a capital letter at the start of a sentence.
My writing can be read by others.	I can spell many common, single syllable words correctly using set 1 and 2 sounds.	I can write 2 or more logical statements on the same subject.	I am beginning to attempt to write simple known stories.	I can write 3 or more simple statements on a given subject.			

Understanding the World Progression Map



People & Communities/ Past & Present (History)

Educational Programmes

Chronological Understanding		Historical Enquiry
<p>Reception</p> <ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking and events. • Compare & contrast characters from stories, including figures from the past. • Comment on images of familiar situations in the past. 		<ul style="list-style-type: none"> • Ask questions to find out more & to check understanding of what has been said. • Understands questions such as who, why, when, where and how. • Understands a range of complex sentence structures including tense markers. • Engage in non-fiction books. • Show some understanding of how people find out about the past • Show some understanding of how evidence is collected and used to make historical facts. • Ask questions such as: <i>What was it like for people? What happened? How long ago?</i> • Answer questions by using different sources, such as an information book or pictures.
<p>Year 1</p> <p>Programme of Study</p> <ul style="list-style-type: none"> • Put up to three objects in chronological order (recent history) on a timeline. • Label timelines with pictures, words or phrases. • Tell others about changes that have happened in my own life since I was born. • Talk about how things have changed since my parents or grandparents were children. • Use dates to talk about people or events from the past? (when appropriate). 		

	Knowledge & Interpretation	Vocabulary
Reception	<ul style="list-style-type: none"> • Use talk to organise, sequence & clarify thinking, ideas, feelings & events. • Articulate ideas & thoughts in well-formed sentences. • Ask questions to find out more & to check understanding of what has been said 	<ul style="list-style-type: none"> • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night. • Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? • Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain.
Year 1 Programme of Study	<ul style="list-style-type: none"> • Answer questions using a range of artefacts/ photographs/pictures provided. • Talk about the different ways that the past is represent. • Recount some interesting facts from an historical event. • Talk about some important people from the past. • Talk about how their actions changed the way we do things today. • Recognise that there are reasons why people in the past acted as they did. • Tell you how I found out about people or events in the past. • Find out more about a famous person from the past and carry out some research. • Find out something about the past by talking to an older person. 	<ul style="list-style-type: none"> • Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times. • Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate. • Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions.

Understanding the World Progression Map



The World (Geography)

Educational Programmes

	Locational Knowledge	Place Knowledge
<p>Reception</p>	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their local environment and talk about those features they like/ dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Talk about features. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' • Recognise some similarities & differences between life in this country & life in other countries
<p>Year 1 Programme of</p>	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans/ • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

	Human and Physical Geography	Geographical Skills and Fieldwork
Reception	<ul style="list-style-type: none"> • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" • Describe some actions which people in their own community do that help to maintain the area they live in. • Draw information from a simple map. • Interpret range of sources of geographical information, including maps, globes, photographs.
Year 1 Programme of Study	<p><i>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></p> <p><i>Use basic geographical vocabulary to refer to:</i></p> <p><i>Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></p> <p><i>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</i></p>	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment.

Understanding the World Progression Map



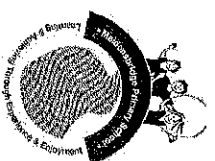
The Natural World (Science)

Educational Programmes

Year 1 Programme of	Reception	Living things & their habitats	
<ul style="list-style-type: none"> • <i>Observe changes across the 4 seasons.</i> • <i>Observe and describe weather associated with the seasons and how day length varies.</i> 	<ul style="list-style-type: none"> • Describe what they see, hear & feel whilst outside. • Observational drawings of the natural world. • Discuss how to care for the living things & their habitats. • Observe how flora & fauna behave differently as seasons change. • Observe change over time. • Use correct vocabulary when observing life cycle changes. • Express opinions on natural and build environments and opportunities to hear different points of view on the quality of the environment. 	<p style="text-align: center;">Plants</p>	<ul style="list-style-type: none"> • All plants need water, light and warmth to grow and survive. • A seed produces roots to allow water to get into the plant and shoots to produce leaves to absorb the sunlight. • Use plant related vocabulary: <i>blossom, bulb, bud, leaves, evergreen, deciduous.</i> • Describe what they see, hear and feel whilst outside. • Name and describe some plants. • Create observational drawings of plants. • Understand the effect of changing seasons on the natural world around them. • <i>Identify and name a variety of common wild garden plants, including deciduous and evergreen trees,</i> • <i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i>

Animals, including humans	Everyday Materials
<p>Reception</p> <ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating and drinking water, sleeping and hygiene can contribute to good health. • Know the effects exercise has on their bodies. • Describe what they see, hear and feel. • Identify different parts of their bodies and those of animals. • Show care and concern for living things. • Have some understanding of growth and change. • Talk about things they have observed, including animals. • Complete observational drawings of animals. 	<ul style="list-style-type: none"> • Explore collections of materials with similar and/ or different properties. • Explore and talk about different forces they can feel e.g. stretch, snap, rigid, magnetic repulsion. • Talk about the differences between materials and changes they notice e.g. cooking, melting, shadows, floating and sinking. • Characteristics of solids and liquids e.g. melting chocolate. • Observe and explore natural processes such as ice melting, sound vibrations. • Notice and discuss patterns around them e.g. the effect of seasons on flora and fauna.
<p>Year 1 Programme of Study</p> <ul style="list-style-type: none"> • <i>Identify and name a variety of common animals. Including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i> <p><i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i></p>	<ul style="list-style-type: none"> • <i>Distinguish between an object and the material from which it is made.</i> • <i>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</i> • <i>Describe the simple physical properties of a variety of everyday materials.</i> • <i>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</i>

Expressive Art & Design Progression Map



Art Skills

Self Portrait Skills			Colour Skills					
Drawing themselves.	Face techniques.	Body techniques.	Naming, sorting & comparing colours.	Identifying the primary colours.	Using poster paint to mix colours.	Using powder paint to mix colours & explore shades & tone.	Exploring light & dark.	Using colour & pattern to show mood.

Using a variety of drawing & painting media		Collage & Texture			Famous Artists		
Start with chunky pencils, wax crayons, chunky colouring pencils & poster paint.	Progress to felt tips, pencils, oil pastels & powder paint.	Use pre-cut paper & glue sticks to create a collage.	Use PVA glue & a variety of materials (uncut).	Use natural materials to create a collage- decide on the best way to stick it.	Talk about the work of a famous artist & discuss what they think about it.	Recognise the style of a famous artist & talk about the techniques that they use.	Compare different artists.

Print Making (on paper)		Textiles		Painting Skills			
Use fingers, hands, feet to create a print.	Use natural & man-made objects to create a print.	Use a variety of different materials to create collage.	Print on to materials to create a pattern or design.	Weaving.	Using for brushes & lidded pots. Using ready mix poster paint.	Use thinner brushes, water posts to wash brush & mix paint colour.	Use watercolours. Learn how to paint a wash background.
Use sponges & rollers to create a print.	Print to create a pattern.	Print to create a repeating pattern.			Use a variety of different sized brushes.	Use powder paints & palettes.	Learn how to create different marks.

DT Skills

Cutting	Joining	Joining	Designing & Evaluating	Designing & Evaluating	Sculpture	Sculpture	
Make snips.	Cut in a curved line.	Learn how to use different glues.	Learn how to use split pins.	Decide what they would like to make.	Share their work with their peers.	Use a variety of malleable materials to create form-playdough, salt dough.	Use natural materials to create a sculpture.
Cut in a straight line.	Cut in a zig-zag line.	Learn how to use adhesive tapes.	Learn how to tie string.	Tell another person what they are going to make.	Show a friend how they made it.	Use clay to form a pinch pot.	Learn about famous sculptures: Andy Goldsworthy, Van Gough, Kadirsky.
	Cut around a shape.		Describe what they will use and what they will need.	Describe what they like & dislike about it.	Describe what they like & dislike about it.	Use clay to create a model.	

Music & Dance

Music		Dance		Imaginative Play	
Listens attentively to music.	Play movement & listening games that use different sounds for different movements.	Replicate choreographed dances, such as pop songs & traditional dances from around the world.	Use related costumes & props to incorporate their pretend play.	Act out a story & perform to an audience using props, puppets & costumes.	
Discuss change/ patterns as the music develops.	Tap rhythms to accompany words.	Learn an insight into new musical worlds.	Choreograph their own dance moves, using some of the steps & techniques they have learnt.		
Sing in a group or on their own increasingly matching the pitch & following the melody.	Move in time to music with a pulse & respond.	Listen to different kinds of music from across the globe, including traditional & folk music from Britain.	Perform a dance in front of an audience.		
Sing a nursery rhyme.	Create their own music.	Listen to musicians, play music & talk about it.			
Keep a steady beat this may be whilst singing & tapping their knees, dancing to music, or making their own music with instruments & sound makers.		Take part in the Nativity, Harvest/ Easter performances & productions.			
		Perform a song/ poem or rhyme in front of an audience.			



Understanding the World Progression Map

Expressive Arts and Design - Creating with Materials & Being Imaginative & Expressive (DT)

Educational Programmes

	Designing	Making	Evaluating
Reception	<ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding. Create collaboratively sharing ideas, resources & skills. 	<ul style="list-style-type: none"> Use increasing knowledge & understanding of tools and materials to explore their interests and enquiries & develop their thinking. Create representations both imaginary and real-life ideas, events, people & objects. 	<ul style="list-style-type: none"> Express and communicates working theories, feelings and understandings. Responds imaginatively to art works and objects. Return to and build on previous learning, refining ideas and developing their ability to represent them. Discuss problems and how they might be solved.
Year 1 Programme of	<ul style="list-style-type: none"> Work as part of a class to solve simple design problems. Begin to assess the usefulness of a range of materials according to their characteristics. 	<ul style="list-style-type: none"> Generate, develop, and communicate their ideas through discussion, drawings and models. 	<ul style="list-style-type: none"> Begin to review ideas based on feedback from others. Begin to explore and evaluate existing products. Begin to evaluate ideas and products against design criteria.

	Reception	Technical Skills	Food Technology
Year 1 Programme of	<ul style="list-style-type: none"> • Use different techniques for joining materials. • Use tools independently, with care and precision. 	<ul style="list-style-type: none"> • Begin to interpret design criteria so that products are purposeful, functional and appealing. • Demonstrate the ability to use simple tools and equipment to perform practical tasks. 	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns & change. • Know and talk about the different factors that support their overall health and well-being.

Understanding the World Progression Map



Expressive Arts and Design - Creating with Materials & Being Imaginative & Expressive (Music)

Educational Programmes

	Performing	Appraising	Composing
Reception	<ul style="list-style-type: none"> • Make 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. • Sing in a group or on their own, increasingly matching the pitch & following the melody. 	<ul style="list-style-type: none"> • Listen attentively, move to & talk about music, expressing their feelings & responses. • Respond imaginatively to music e.g. this music sounds like dinosaurs. 	<ul style="list-style-type: none"> • Choose particular movements, instruments/sounds for their own imaginative purposes. • Explore & engage in music making & dance, performing solo or in groups.
Year 1 Programme of Study	<ul style="list-style-type: none"> • Sing songs, chants and rhymes and begin to explain how music is made for different purposes. • Begin to demonstrate some control and rhythmic awareness when playing un-tuned instruments. • Rehearse and perform with others and begin to assess their work suggesting some improvements. 	<ul style="list-style-type: none"> • Begin to demonstrate an understanding of how sound can be changed within a performance. • Play tuned and un-tuned instruments and begin to describe some of the different ways that sounds can be made. • Listen with concentration and begin to summarise their ideas and feelings. • Begin to appreciate the dynamics and tempo within a piece. • Rehearse and perform with others and begin to assess their work suggesting some improvements. 	<ul style="list-style-type: none"> • Listen with concentration and begin to recall sounds with increasing aural memory. • Begin to evaluate an exemplar as a starting point for the process of critique by talking about likes and dislikes. • Begin to create musical patterns that express their ideas and feelings using movement or dance. • Rehearse and perform with others and begin to assess their work suggesting some improvements.

100

100

100