

Reception Progression Statements for Baseline/Autumn

Personal, Social and Emotional Development.	Physical Development	Communication and Language	Literacy
Managing Self -Show some understanding of good practices with regard to exercise, eating, sleeping and hygiene. -Have their own ideas and plan ways to carry them out effectively. -Confidently communicate their needs, wants, interests and opinions. -Increasingly follow rules and understand why they are important. Self-Regulation -Develop appropriate ways of being assertive. -Help to find solutions to conflicts. -Express own feelings and consider/ respond to the feelings of others. Building Relationships -Initiate conversations and respond to what others say.	Gross Motor -Confidently and safely use a range of large and small apparatus indoors and outdoors. -Develop overall body strength, balance and coordination. -Further develop and refine ball skills including: throwing, catching, kicking, passing, and aiming. -Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly able to use and remember sequences and patterns of movements related to music and rhythm. Fine Motor -Begin to use a tripod grip to hold writing tools. -Use core muscle strength to achieve a good posture when sitting at a table or on the floor. -Develop the foundations of a handwriting style e.g. beginning to form letters automatically and draw with increasing accuracy. -Use simple tools to effect changes to materials. -Handle tools, objects, construction and malleable materials safely and with increasing control.	Listening, attention and understanding -Maintains attention, concentrates and sits quietly during appropriate activity. -Able to respond to stories (without prompts or pictures) with relevant comments. -Understands 'how' questions. -Understand language that is used for sequencing. E.g. First, Now, Next, Then. Speaking -Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, anticipate what might happen next and recall and role play past experiences. -Introduce a storyline or narrative into play, linking statements and continuing a theme or intention.	Comprehension -Describes main story settings, events and principle characters and is beginning to be aware of the way that stories are structured. -Demonstrate an understanding of what has been read to them by retelling stories and narratives using new vocabulary during their play. -Recite some songs or rhymes independently and continue a rhyming string. Word Reading -Recognise familiar words and signs. -Read all phase 2 sounds speedily and blend and segment with these sounds. -Recognise some common exception words from the following: is, I, the, as, has, his, her, go, no, to, into, she, he, of, we, me, be (LW progression). Writing -Use some clearly identifiable letters to communicate meaning, representing some sounds in the correct sequence.
Maths	Understanding the World	Expressive Arts and Design	
Number -Find, subitise and represent number to five. -Find one more and one less to five. -Develop understanding of composition of number to five. Numerical Patterns -Match, sort and compare. -Talk about measure and pattern.	Past and Present -Talk about their favourite characters and recall some key events featured in previous stories. -Children talk about past and present events in their own lives and the lives of family members. -Can talk about the roles of people who work in the community and how they may differ from the past. People, Cultures and Communities -Talk about features within their own immediate and contrasting environments using taught vocabulary. -Explore different countries/ communities in the world and talk about the differences they have experienced and seen in stories. The Natural World -Look closely at similarities, differences, patterns and change; understand the effect of the changing seasons on the natural world around them. -Explore and talk about different forces they can feel.	Creating with Materials -Explore what happens when colours are mixed and chooses particular colours for a purpose. -Understands that different media can be combined to create new effects. -Explore different materials freely, to develop ideas about how to use them and what to make. -Develop their own ideas and then decide what materials to use to express them. -Join different materials and explore different textures. Being Imaginative and Expressive -Captures experiences and responses with a range of media, such as music, dance, paint and other materials or words. -Develop storylines in their pretend play. -Respond to what they have heard, expressing their thoughts and feelings. -Sing the pitch of a tone sung by another person. -Sing the melodic shape of familiar songs. -Create their own songs or improvise around a song they know. -Listen attentively, move and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -Play instruments with increasing control to express their feelings and ideas.	

Reception Progression Statements for Spring/ Summer

Personal, Social and Emotional Development.	Physical Development	Communication and Language	Literacy
Managing Self - Shows understanding of the need for safety when attempting new challenges and considers and manages some risks. - Show resilience and perseverance when faced with challenges. - Identify and moderate own feelings emotionally and socially. Self-Regulation - Describe self in positive terms and talk about own abilities. - Begin to be able to negotiate and solve problems without adult intervention. - To think about the perspective of others. Building Relationships - Explain own ideas/thinking and ask appropriate questions of others. - With support of an adult, take steps to solve conflicts and reach a compromise. - Build constructive and respectful relationships.	Gross Motor - Revise and refine fundamental movement skills e.g. rolling, crawling, walking, jumping, hopping, skipping and climbing. - Develop further overall body strength, coordination and balance. - Develop competent ball skills. Fine Motor - Use a pencil and hold it effectively to form recognisable letters, making use of the correct formation for most letters. - Develop fine motor skills to use a range of tools competently, safely and confidently.	Listening, attention and understanding - Understand how to listen carefully and why listening is important. - Respond to ideas expressed by others in discussions and conversations. - Develop curiosity about the meaning of words and ask what new words mean. - Understand 'why' questions. Speaking - Use language to imagine and recreate roles and experiences in play situations. - Listen to and talk about selected non-fiction to develop a deep familiarity with the text; some exact repetition and some use of own words. - Retell a story once they have developed a deep familiarity with it. - Articulate their ideas and thoughts in well-formed sentences and connect ideas using a range of connectives. - Use talk to solve problems and organise thinking, explaining how things work and why they might happen.	Comprehension - Use vocabulary and forms of speech that are increasingly influenced by their experience of books. - Suggest how a story might end. - Use information books to share facts that they have learnt and use the environment to retrieve facts. Word Reading - Recognise all single letter sounds and some digraphs; pupils can blend and segment with known digraphs. - Read simple phrases and sentences made up with known letter-sound correspondences and a few exception words. - Re-read phonetically matched texts to build confidence in work reading, fluency, understanding and enjoyment. Writing - Spell words by identifying sounds and then writing sounds with letters. - Begin to write spontaneously in play contexts e.g. a shopping list. - Write short sentences with words with known sound-letter correspondences and begin to show an awareness of capital letters and full stops. - Begin to form lower-case and capital letters mostly correctly.
Maths	Understanding the World	Expressive Arts and Design	
Number - Develop conceptual subitising. - Develop understanding of zero. - Find, subitise and represent number to ten. Numerical Patterns - Explore odds and evens. - Find and make doubles to ten. - Identify more complex patterns.	Past and Present - Make use of images from fairy tales and explore time specific objects (e.g. teapot) through fairy tales. - Explore similarities and differences between their present experiences and those that happened in the past. People, Cultures and Communities - Know about similarities and differences in relation to places, objects, materials and living things. - Explore similarities and differences between themselves and others, and those among families, communities and traditions. The Natural World - Know about similarities and differences in relation to places, objects, materials and living things. - Observe, interact and talk about the outside world. - Observe and interact with natural processes e.g. sound, light, forces etc.	Creating with Materials - Select appropriate resources and adapt work where necessary. - Select tools and techniques needed to shape, assemble and join materials. Pupils use what they have learnt about media and materials in original ways. - Use simple tools and techniques competently. - Explore, use and refine artistic effects to express their ideas and feelings. - Return to and build upon their previous learning, refining ideas and developing their ability to represent them. Being Imaginative and Expressive - Play cooperatively as part of a group to develop and act out a narrative. - Enjoy poetry and may have a favourite. - Imitates movement in response to music. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following a melody.	

Reception Progression Statements ELG

Personal, Social and Emotional Development.	Physical Development	Communication and Language	Literacy
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. 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. 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.	Gross Motor -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 -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	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. 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.	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. 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 -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.
Maths	Understanding the World	Expressive Arts and Design	
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.	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, Cultures and Communities -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 -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.	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.	

