

Progression of Skills in English

Development Matters and ELGs

Moldgreen Community Primary School

2021-2022



*Moldgreen Community
Primary School*



| Area of curriculum | Pre-School | Nursery | Start of Reception | End of Reception |
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| <p>Comprehension and word reading</p> | <p>Notice some print, such as the first letter of their name, a bus or door number, or familiar logos. Have favourite books and seek them out and share. Song and rhymes Finger and movement songs Share books with adult. Attention and responding to pictures and words. Repeat words and phrases from familiar stories. Asks questions, make comments and share ideas. Develop play around favourite stories using props. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes.</p> | <p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom. Engage in extended conversations about stories, learning new vocabulary. Listens to and joins in with stories and poems, when reading one-to-one and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> | <p>Re-reads these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading. Describes main story settings, events and principal characters in increasing detail. Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Reads individual letters by saying</p> | <p>Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipates (where appropriate) key events in stories. Uses and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Says a sound for each letter in the alphabet and at least 10 digraphs. Reads words consistent with their phonic knowledge by sound-blending.</p> |

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| | <p>Copy finger movements and other gestures. Sing songs and say rhymes independently, for example singing whilst playing. Enjoys rhythmic and musical activity with percussion instruments, actions, rhythms and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> | <p>Handles books and touch screen technology carefully and the correct way up with growing competence. Looks at and enjoys print and digital books independently. Knows that print carries meaning and, in English, is read from left to right and top to bottom Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> | <p>the sounds for them. Blends sounds into words, so that they can read short words made up of known letter-sound correspondences. Reads some letter groups that each represent one sound and say sounds for them. Reads a few common exception words matched to the school's phonic programme. Reads simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example.</p> | <p>Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> |
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| <p>Writing</p> | <p>Enjoy drawing freely. Add some marks to their drawings, which they give meaning to, for example: 'That say mummy'. Make marks on their picture to stand for their name. 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>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. Makes up stories, play scenarios, and drawings in response to experiences, such as outings. Sometimes gives meaning to their drawings and paintings. Includes mark making and early writing in their play.</p> | <p>Forms lower-case and capital letters correctly. Spells words by identifying the sounds and then writing the sound with letter/s. Writes short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-reads what they have written to check that it makes sense. Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.</p> | <p>Writes recognisable letters, most of which are correctly formed. Spells words by identifying sounds in them and representing the sounds with a letter or letters. Writes simple phrases and sentences that can be read by others.</p> |

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| <p>Listening, Attention and Understanding (Communication and Language, C&L)</p> | <p>Listen to other people's talk with interest, but can easily be distracted by other things. Listen to simple stories and understand what is happening with the help of pictures. Identify familiar objects and properties for practitioners when they are described: 'Katie's coat, 'blue car', 'shiny apple' Understands and acts on longer sentences like 'make teddy jump' or 'find your coat'. Developing understanding of simple concepts (e.g. fast/slow, good/bad). Understands which, what, where in simple questions (e.g. who's that? Who can? What's that? Where is?)</p> | <p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. Beginning to understand</p> | <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Beginning to understand humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props. Understands questions such as who; why; when; where and how.</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. 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.</p> |

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| | Shows interest in play with sounds, songs and rhymes. | 'how' questions. | | |
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| Speaking | <p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Use the speech sounds p/b/m/w.</p> <p>Are usually still learning to pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' 'computer'.</p> <p>Use longer sentences (e.g. 'Mummy gonna work').</p> | <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with</p> | <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity</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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| | <p>Uses a variety of questions (e.g. what, where and who)</p> | <p>an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> | <p>and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p> | |
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| <p>Fine Motor Skills</p> | <p>Develop manipulation and control. Explore different materials and tools. Build independently with a range of appropriate resources.</p> | <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Creates lines and circles pivoting from the shoulder and elbow</p> | <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Begins to form recognisable letters independently</p> | <p>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.</p> |

Reading Skills Progression EYFS (Reception)

This document is supported by the RWI Progression of skills document.

| | Autumn | | Spring | | Summer | |
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| Word reading | 1.1 | Develop their phonological awareness to: <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. | 1.9 | Develop their phonological awareness to: <ul style="list-style-type: none"> Able to complete a rhyming string. Begin to use Fred fingers to identify how many sounds are in a word. Can supply words with the same initial sound for set 1 single sounds. | 1.17 | Develop their phonological awareness to: <ul style="list-style-type: none"> Recognises and uses rhyme in daily conversation. Use Fred Fingers to segment and read words. Can identify words containing the same digraph or trigraph e.g ay- may, day, play. |
| | 1.2 | Begin to read individual letters by saying the sounds for them. | 1.10 | Recognise all taught Set 1 sounds including some digraphs. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | 1.18 | ELG Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. |
| | 1.3 | Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | 1.11 | Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | 1.19 | ELG Word Reading Read words consistent with their phonic knowledge by sound-blending |
| | 1.4 | Begin to read CVC words containing known letter-sound correspondences. | 1.12 | Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. | 1.20 | ELG Word Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| Comprehension | 1.5 | Asks questions about stories. | 1.13 | Answer questions about a text that has been read to them. | 1.21 | ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary |
| | 1.6 | Repeat words and phrases from familiar stories. | 1.14 | Begin to predict what might happen next in a story. | 1.22 | ELG Comprehension Anticipate – where appropriate – key events in stories |
| | 1.7 | Repeat new vocabulary in a context of a story. | 1.15 | Begin to use modelled vocabulary during role play for example in the Small World. | 1.23 | ELG Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. |
| | 1.8 | Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. | 1.16 | Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story. | 1.24 | Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text. |