

Progression in Foundation Stage

	By the end of the Autumn Term	By the end of the Spring Term	By the end of a child's first year at school Early Learning Goals (ELGs)
Communication and language	Listening, Attention and Understanding		
	<ul style="list-style-type: none"> ▪ Begin to use active listening skills (face speaker, pay attention, body still) ▪ Follow simple instructions. ▪ Respond to peer requests. ▪ Learn and use new words from familiar texts. ▪ Begin to answer 'how' questions. 	<ul style="list-style-type: none"> ▪ Conduct back and forth conversations with appropriate responses. ▪ Attentive listening skills at input time. ▪ Link listening to learning – understand why it is important to listen. ▪ Ask questions if unsure of a word. ▪ Offer simple explanations to demonstrate understanding of a story. ▪ Begin to answer 'why' questions. 	<ul style="list-style-type: none"> ▪ 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		
	<ul style="list-style-type: none"> ▪ Offer ideas in a small group context, eg. retell a simple event in sequence. ▪ Use full sentences. ▪ Ask questions to clarify instructions. ▪ Use simple connectives in speech such as and, but. ▪ Use new vocabulary from books and stories. ▪ Recite familiar rhymes and join in with repeated refrains from stories. ▪ Begin to speak in whole class situations. ▪ Begin to invent their own stories using their knowledge of stories and their own experiences. 	<ul style="list-style-type: none"> ▪ Speak in whole class situations. ▪ Use recently modelled vocabulary across everyday contexts. ▪ Ask questions in a range of contexts. ▪ Use a range of connectives to connect ideas eg. so, because. ▪ Use detail in conversations. ▪ Use speech to organise activities and overcome conflicts by offering explanations. ▪ Show awareness of the listener. ▪ Invent their own stories using their knowledge of stories and their own experiences. 	<ul style="list-style-type: none"> ▪ 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.

Personal, Social and Emotional Development	Self-Regulation		
	<ul style="list-style-type: none"> ▪ Notice how another child is feeling and be able to talk about this. ▪ Follow instructions involving two ideas or actions. ▪ Be able to talk about their own feelings. ▪ Talk about what they would like to do next. 	<ul style="list-style-type: none"> ▪ Support another child. ▪ Ask for help when they need it. ▪ Independently wait for their turn (eg. bikes) ▪ Listen to the teacher and respond appropriately during activities or play. ▪ Be able to plan their next activity and show awareness of what they need to do this. 	<ul style="list-style-type: none"> ▪ 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		
	<ul style="list-style-type: none"> ▪ Understand that it is okay to make mistakes – they are an important part of learning. ▪ Be able to use the toilets and wash hands independently. ▪ Show independence and some resilience when trying new activities. ▪ Get changed for outdoor learning with minimal support. 	<ul style="list-style-type: none"> ▪ Get changed for outdoor learning independently. ▪ Understand and follow the rules. ▪ Persevere with new activities and skills. ▪ Understand the reasons for healthy food choices. 	<ul style="list-style-type: none"> ▪ 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		
	<ul style="list-style-type: none"> ▪ Take turns and share when playing with another child. ▪ Invite another child to join in an activity or play. 	<ul style="list-style-type: none"> ▪ Show empathy to others ▪ Be able to talk about how they feel or what they need ▪ Take turns and share within groups ▪ Respond politely to peers and adults 	<ul style="list-style-type: none"> ▪ 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.

Physical Development	Gross Motor Skills		
	<ul style="list-style-type: none"> ▪ Run with more fluency, avoiding obstacles. ▪ Explore and develop confidence in ways of moving. ▪ Independently use climbing equipment. ▪ Throw balls/beanbags in the direction of a peer or target. ▪ Attempt to catch balls/beanbags. 	<ul style="list-style-type: none"> ▪ Move confidently in a range of ways. ▪ Use climbing equipment with confidence. ▪ Demonstrate good posture at table activities. ▪ Develop throwing and catching skills using appropriate resources. ▪ Engage in physical activity through choice for enjoyment. 	<ul style="list-style-type: none"> ▪ 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		
	<ul style="list-style-type: none"> ▪ Use a fork and spoon with greater control ▪ Form pre-writing shapes ▪ Form letters of their name ▪ Form recognisable letters for the alphabet ▪ Use an effective pencil grip ▪ Use scissors to cut out simple shapes independently ▪ Draw simple pictures which can be recognised by self and others 	<ul style="list-style-type: none"> ▪ Use a knife and fork to cut soft foods ▪ Form all letters of the alphabet correctly ▪ Use a tripod grip ▪ Use scissors with effective grip and hand positioning ▪ Add detail to drawings, eg. Eyelashes ▪ Fasten clothes using buttons, zips etc. 	<ul style="list-style-type: none"> ▪ 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, paint brushes and cutlery; ▪ Begin to show accuracy and care when drawing.

Literacy	Comprehension		
	<ul style="list-style-type: none"> ▪ Engage in extended conversations about stories, including new vocabulary ▪ Be able to fill in missing words in a rhyme ▪ Be able to suggest alternative words 	<ul style="list-style-type: none"> ▪ Reread their own work to check it makes sense ▪ Reread books corresponding to their level of phonics to support their understanding and enjoyment ▪ Be able to suggest alternative endings to familiar stories 	<ul style="list-style-type: none"> ▪ 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		
	<ul style="list-style-type: none"> ▪ Begin to read individual letters by saying the sound for them ▪ Begin to blend vc, cvc words ▪ Read simple common exception words such as I, no, go, to, the ▪ Recognising the taught exception words in text 	<ul style="list-style-type: none"> ▪ Read individual letters of the alphabet ▪ Blend sounds into words ▪ Read some letter groups that each represent one sound (digraphs and trigraphs) ▪ Read some common exception words ▪ Begin to read simple phrases and sentences made up of words with known letter-sound correspondences ▪ Read books corresponding to their level of phonics to support their confidence in word reading and fluency 	<ul style="list-style-type: none"> ▪ 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		
	<ul style="list-style-type: none"> ▪ Form taught lower case and capital letters correctly ▪ Begin to spell CVC words by identifying the sounds and then writing the sound with letters 	<ul style="list-style-type: none"> ▪ Begin to use capital letters in their writing ▪ Spell commonly used CVC words using their phonic knowledge ▪ Begin to write short sentences 	<ul style="list-style-type: none"> ▪ 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.

Mathematics	Number		
	<ul style="list-style-type: none"> ▪ Representing, comparing and composition of numbers 1, 2, 3 ▪ Representing numbers to 5, composition of 4 and 5, one more and less 	<ul style="list-style-type: none"> ▪ Introducing zero, comparison to 5, composition of 5 ▪ 6,7,8, making pairs, combining groups ▪ 9 and 10, comparing numbers to 10, bonds to 10 ▪ Composition, subitising, comparison, counting on and back, number recognition 	<ul style="list-style-type: none"> ▪ 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		
	<ul style="list-style-type: none"> ▪ Circles and triangles, positional language ▪ Shapes with 4 sides, time 	<ul style="list-style-type: none"> ▪ Comparing mass, comparing capacity ▪ Length and height, time ▪ 3D shapes, pattern ▪ Matching, ordering 	<ul style="list-style-type: none"> ▪ 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.

Understanding the World	Past and Present		
	<ul style="list-style-type: none"> ▪ Discuss past and upcoming events in their families ▪ Events in my past e.g. I lived at x now I live at y ▪ Understand that the past is before now 	<ul style="list-style-type: none"> ▪ Discuss images of the past and contrast with now, eg. Horse and cart because no cars then ▪ Share and discuss people from the past 	<ul style="list-style-type: none"> ▪ 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		
	<ul style="list-style-type: none"> ▪ Discuss the roles of people in our community (vicar, doctor) ▪ Share information of local features in the community (church, canal) ▪ Look at maps of the local area and discuss features ▪ Know that the church is special to Christians 	<ul style="list-style-type: none"> ▪ Have some knowledge of community celebrations such as Christmas, Chinese New Year, Diwali etc ▪ Share knowledge of other countries and compare with local area, through holidays, books etc 	<ul style="list-style-type: none"> ▪ 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		
	<ul style="list-style-type: none"> ▪ Notice changes in the seasons – link to our weather and our habitats/clothes ▪ Make more careful observations of the natural world using increasingly mature vocabulary to discuss, eg. temperature, soil, roots ▪ Make simple drawings of natural objects eg. leaf, bulb 	<ul style="list-style-type: none"> ▪ Give simple logical explanations as to what happens, eg. ice melted because of the sun ▪ Drawings show more detailed observations ▪ Use modelled, topical vocabulary in discussions ▪ Compare different environments to their own, eg. countryside vs city 	<ul style="list-style-type: none"> ▪ 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.

Expressive Arts and Design	Creating with Materials		
	<ul style="list-style-type: none"> ▪ Use a wide range of media independently ▪ Talk about what they have created ▪ Use colours for a purpose ▪ Adapt construction for play ▪ Explore colour mixing 	<ul style="list-style-type: none"> ▪ Produce more detailed images and be able to discuss them ▪ Return to and extend creative learning eg. rebuild a tower to make it more stable ▪ Choose materials to achieve a goal, eg. waterproof to make a boat ▪ Explain how and why they build or used something ▪ With support, take inspiration from the work of others 	<ul style="list-style-type: none"> ▪ 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		
	<ul style="list-style-type: none"> ▪ Suggest movement to match music ▪ Keep a beat using instruments or body ▪ Perform songs and rhymes in groups ▪ Participate in giant artwork or group building projects ▪ Retell stories using puppets or small world 	<ul style="list-style-type: none"> ▪ Notice changes in music (fast, slow, quiet) ▪ Create own rhythms ▪ Clap syllables of own name ▪ Explore changing songs (tempo, words, volume) ▪ Create more complex narratives in pretend play with peers ▪ Organise themselves into collaborative creative opportunities 	<ul style="list-style-type: none"> ▪ 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.