



Ordsall Primary School Progression Map for Reception



		Reception Baseline	Autumn 2 Checkpoint	Spring 2 Checkpoint	End of Reception ELG's
Prime Areas	Communication and Language	I enjoy listening to longer stories and can remember much of what happens. I can pay attention to more than one thing at a time, which can be difficult.	I understand how to listen carefully and why listening is important. I can engage in story times. I can engage in non-fiction books.	I can listen to and talk about stories to build familiarity and understanding. I can retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listening and Attention - I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
		I can understand a question or instruction that has two parts. I can understand 'why' questions.	I can understand and answer what, who, why? I am beginning to ask questions to check I understand what has been said to me.	I can ask questions to find out more and to check I understand what has been said to me.	- I can make comments about what I have heard and ask questions to clarify my understanding.
		I can start a conversation with an adult or a friend and continue it for many turns.	I am developing social phrases in my conversations.	I can hold a conversation with my teacher and peers, using some back and forth exchanges.	- I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers.
		I can use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver." I use a wider range of vocabulary.	I can learn new vocabulary. I can use new vocabulary through the day.	I can use new vocabulary in different contexts.	Speaking -I participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.
		I can sing a large repertoire of songs and I know many rhymes. I am able to talk about familiar books, I can tell a long story.	I can listen carefully to rhymes and songs, paying attention to how they sound. I can learn rhymes, poems and songs.	I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen using some vocabulary from stories, non-fiction, rhymes and poems when appropriate.	- I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
		I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions. I am developing my communication but I may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. I am developing my pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. I can use longer sentences of four to six words.	I can connect one idea or action to another using a range of connectives. I can articulate my ideas and thoughts in well-formed sentences	I can describe events in some detail using full sentences.	- I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.



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Prime Areas	Physical Development	<p>I am starting to take part in some group activities which I make up for myself, or in teams.</p> <p>I am increasingly able to use and remember sequences and patterns of movements which are related to music & rhythm.</p>	I can combine different movements with ease and fluency, showing some awareness of space and obstacles	I can progress towards a more fluent style of moving, with developing control and grace, avoiding obstacles and negotiating space.	<p>Gross Motor Skills</p> <p>- I can negotiate space and obstacles safely, with consideration for myself and others.</p>
		I can go up steps and stairs, or climb up apparatus, using alternate feet.	<p>I can develop overall body-strength, balance, co-ordination and agility.</p> <p>I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	I can develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	- I can demonstrate strength, balance and coordination when playing.
		<p>I am continuing to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>I can skip, hop and stand on one leg and hold a pose for a game like musical statues.</p> <p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>I can match my developing physical skills to tasks and activities in the setting. For example, I decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>I can revise and refine the fundamental movement skills I have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	- I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
		<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I show a preference for a dominant hand.</p>	I can use my dominant hand to learn to form lower case letters accurately.	I can develop the foundations of a handwriting style which is fast, accurate and efficient.	<p>Fine Motor Skills</p> <p>- I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>
		<p>I can choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>I am increasingly independent when getting dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>I can further develop the skills I need to manage the school day successfully: - lining up and queuing – coming indoors.</p> <p>I can independently put on my coat and fasten it up.</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	- I can use a range of small tools, including scissors, paint brushes and cutlery.
		I can draw with increasing complexity and detail and create a closed shape with continuous lines, such as representing a face with a circle and including details. (3-4years, EAD)	I can draw a picture of myself, drawing a closed circle for a head, adding eyes and a mouth.	<p>I can draw a more accurate picture of myself, including a head and face, a body, arms and legs.</p> <p>I am beginning to draw objects familiar to me.</p>	- I begin to show accuracy and care when drawing.



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Prime Areas	Personal, Social and Emotional Development	I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. I am gradually understanding how others might be feeling. I can find solutions to conflicts and rivalries. e.g. accepting that not everyone can be Spider-Man in a game, and suggesting other ideas. I can talk with others to solve conflicts.	I can express my feelings. I can think about the perspective of others.	I can express my feelings and consider the feelings of others.	Self-Regulation - I show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.
		I can select and use activities and resources, with help when needed. This helps me to achieve a goal I have chosen, or one which is suggested to me.	I am beginning to moderate my own feelings socially and emotionally.	I can identify and moderate my own feelings and begin to wait for what I want and control impulses.	- I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.
		I can pay attention to more than one thing at a time, which can be difficult. (3-4 years, CL)	I can listen and do. I can follow instructions with two actions.	I can follow instructions with several ideas or actions.	- I can 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.
		I am becoming more outgoing with unfamiliar people, in the safe context of my setting. I am showing more confidence in new social situations.	I see myself as a valuable individual.	I show resilience and perseverance in the face of challenge.	Managing Self - I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.
		I can increasingly follow rules, understanding why they are important. I can remember rules without needing an adult to remind me.	I can follow classroom rules with some reminders.	I can follow classroom rules and know right from wrong.	- I can explain the reasons for rules, know right from wrong and try to behave accordingly.
		I show an increasing desire to be independent, such as wanting to feed myself and dress and undress. I am increasingly independent in meeting my own care needs. I can make healthy choices about food, drink, activity, toothbrushing. I can use large and small motor skills to do things independently, e.g. manage buttons and zips, pour drinks. I am starting to eat independently and learning how to use a knife and fork.	I can manage my own needs - personal hygiene.	I know and talk about the different factors that support my overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian. I know and talk about the different factors that support their overall health and wellbeing: - healthy eating - toothbrushing - having a good sleep routine.	- I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		I can play with 1 or more children, extending and elaborating play ideas.	I can work and play with individuals or as a group, sometimes with support.	I can work and play with others, I am beginning to take turns.	Building Relationships - I can work and play cooperatively and take turns with others.
		I am developing my sense of responsibility and membership of a community.	I am beginning to build relationships with adults and friendships with peers.	I can build constructive and respectful relationships with adults and peers.	- I can form positive attachments to adults and friendships with peers.
		I am developing appropriate ways of being assertive.	I can say what I want or need.	I can identify my own needs and I am beginning to think of others' needs.	- I can show sensitivity to my own and to others' needs.



Ordsall Primary School Progression Map for Reception



		Reception Baseline	Autumn 2 Checkpoint	Spring 2 Checkpoint	End of Reception ELC's
Specific Areas	Literacy	I can engage in extended conversations about stories, learning new vocabulary.	I can listen to and talk about stories describing the main events, characters and setting in a story. I can begin to retell stories I am familiar with.	I can demonstrate understanding of what has been read to me by retelling the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.	Comprehension - I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. - I can anticipate (where appropriate) key events in stories.
		I enjoy listening to longer stories.	I can listen to and join in with key words, actions or phrases in stories read to me.	I can listen to and join in with repeated refrains in stories read to me.	
		I can spot and suggest rhymes. I can count or clap syllables in a word. I can engage in extended conversations about stories, learning new vocabulary.	I can engage in conversations about rhymes and poems, using some recently introduced vocabulary. I can engage in conversations about stories and non-fiction books, using some recently introduced vocabulary.	I can use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. I can use recently introduced vocabulary in my role play.	- I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
		I can recognise words with the same initial sound, such as money and mother, orally.	Aut 1 - I can read some individual letters by saying the sounds for them. I can read all RWI Set 1 single sounds. I can identify the initial sound for words. I can orally blend CVC words.	I can read all RWI Special friends Set 1. Spr 1 - I can blend sounds into words, so that I can read short words (cvc) made up of known letter-sound correspondences from the RWI set 1 letters. I can read some words without overt sounding and blending after a few encounters in the text/with the word.	
		I understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	I know that print has meaning and purpose. I can identify the title of a book. I can look at/read a book (words, sentences, pages) in the correct direction, left to right, top to bottom. I can point and look carefully at each letter/word as I look at/read a book.	Spr 1 - I can notice some errors when reading and sometimes self-correct. Spr 1 - I sometimes re-read words, phrases or sentences to support my understanding. Spr 1 - I can read RWI photocopy ditties. I can read some common exception words matched to the school's phonics programme. I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment. I can read without overt sounding and blending after a few encounters in the text. I can read RWI Red Ditty books.	- I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. - I can read RWI Green storybooks.
		I am beginning to write some lower-case letters, some of which are correctly formed.	I can write some lower-case letters correctly.	I can write many lower-case letters and some capital letters correctly.	Writing - I can write recognisable letters, most of which are correctly formed (lower-case and capital letters). - I can spell words by identifying sounds in them and representing the sounds with a letter or letters. - I can write simple phrases and sentences that can be read by others.
		I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Aut 1 - I can use letter like shapes or known letters to represent words/ write words. I can write the initial sound for a simple word e.g. c for cat, d for dog.	Spr 1 - I can spell CVC words by identifying the sounds and then writing the sound with letters/s. I can spell CVCC/CCVC words, which sometimes include special friends.	
		I can write some of my name.	I can write my first name.	Spr 1 - I can write a given simple phrase or sentence, sometimes using capital letters, finger spaces and full stops. I can write my own simple phrase or sentence, sometimes using capital letters, finger spaces and full stops. I can re-read what I have written to check that it makes sense.	



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		Reception Baseline	Autumn 2 Checkpoint	Spring 2 Checkpoint	End of Reception ELG's
Specific Areas	Mathematics	I can say one number for each item in order: 1,2,3,4,5.	I can count objects, actions and sounds to 5. I can count orally to 5. I can count 1:1 objects to 5. I can recognise numbers to 5. I can order numbers to 5. I can explore the composition of numbers to 5.	I can count to 10. I can count 1:1 objects to 10. I can recognise numbers to 10. I can order numbers to 10. I can explore the composition of numbers to 10.	Number - I have a deep understanding of numbers to 10, including the composition of each number.
		I am developing fast recognition of up to 3 objects, without having to count them individually ('subitising').	I can confidently subitise to 3.	I am beginning to subitise 4 and 5.	- I can subitise (recognise quantities without counting) up to 5.
		I can solve real world mathematical problems with numbers to 5 e.g. there are 4 of you, do have enough chairs?	I am beginning to understand how numbers are made – part, part, whole – for numbers to 5.	I can confidently show number bonds to 5 with objects and starting to for numbers to 10.	- I can 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.
		I can recite numbers past 5.	I can verbally count to 10.	I can verbally count to 20.	Numerical Patterns - I can verbally count beyond 20, recognising the pattern of the counting system.
		I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). I can compare quantities using language: 'more than', 'fewer than'.	I can compare numbers to 5. I can link the number symbol (numeral) with its cardinal number value to 5. I understand the 'one more than/one less than' relationship between consecutive numbers to 5. I am beginning to understand the one more/one less relationship with numbers to 5.	I am starting to compare numbers to 10. I can link the number symbol (numeral) with its cardinal number value to 10. I am beginning to understand the one more/one less relationship with numbers to 10.	- I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
		I can show 'finger numbers' up to 5.	I can use a 5 frame. I can share a quantity to 5 equally. I am able to use a number line to 5.	I can use a 10 frame. I can share a quantity to 10 equally. I am able to use a number line to 10. I can say if a number is odd or even to 10. I am learning double facts to 10.	- I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
		I can understand position through words alone. I can describe a familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind'. I can make comparisons between objects relating to size, length, weight and capacity, e.g. say which object is bigger/smaller or say which one is heavier when given an option. I can talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. I can combine shapes to make new ones – an arch, a bigger triangle etc. I can talk about and identify the patterns around me. I can notice and correct an error in a repeating pattern. I can extend and create ABAB patterns – stick, leaf, stick, leaf. I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then'. I can experiment with my own symbols and marks as well as numerals.	I can select, rotate and manipulate shapes to develop spatial reasoning skills. I can identify 2D shapes - square, triangle, rectangle, circle.	I can combine two shapes to make a new shape. I am beginning to identify some 3d shapes. I can compare length, height, weight and capacity using comparative language, e.g. heavier/lighter than. I can copy more complex patterns, e.g. AABAAB	<i>No ELG for shape, pattern, length, weight or capacity.</i> I can compose and decompose shapes so that I can recognise a shape can have other shapes within it, just as numbers can. I can identify 3d shapes – cube, cuboid, sphere, pyramid, cone, cylinder. I can compare different items by length or height. I can compare different items by weight or capacity.



Play, Learn and Grow Together!

Ordsall Primary School Progression Map for Reception



Play, Learn and Grow Together!

		Reception Baseline	Autumn 2 Checkpoint	Spring 2 Checkpoint	End of Reception ELG's
Specific Areas	Understanding the World	I am beginning to make sense of my own life-story and family's history. I show interest in different occupations.	I can name and describe people who are familiar to me. I can comment on images of familiar situations in the past.	I can talk about members of my immediate family and community. I can talk about the lives of those around me and their role in the community. I know some similarities and differences between things in the past and now.	Past and Present - I can talk about the lives of the people around me and their roles in society. - I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.
		I can talk about the differences I have experienced or seen in photos.	I talk about images from the past, making comparisons to today.	I can compare and contrast characters from stories, including figures from the past.	- I understand the past through settings, characters and events encountered in books read in class and storytelling.
		I am continuing to develop positive attitudes about the differences between people.	I can talk about my immediate environment. I understand that some places and celebrations are special to members of my community e.g. celebrating Diwali and Christmas	I can look at and draw information from a simple map, identifying key features. I can draw a simple map.	People, Culture and Communities - I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.
		I know that there are different countries in the world and talk about the differences I have experienced or seen in photos.	I can recognise some similarities and differences between life in this country and life in other countries e.g. homes, weather, clothes	I can recognise some similarities and differences between life in this country and life in other countries e.g. food, environment, languages, school.	- I can 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.
		I can use all my senses in hands-on exploration of natural materials. I can plant seeds and care for growing plants. I understand the key features of the life cycle of a plant and an animal.	I can explore the natural world around me.	I can describe what I see, hear and feel whilst outside. I understand the key features of a life cycle. (frog)	The Natural World - I can explore the natural world around me, making observations and drawing pictures of animals and plants.
		I can talk about what I see, using a wide vocabulary.	I can identify features of my immediate environment.	I can recognise some environments that are different to the one in which I live.	- I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.
		I am beginning to understand the need to respect and care for the natural environment and all living things. I can explore collections of materials with similar and/or different properties. I can talk about the differences between materials and changes I notice. I explore how things work. I explore and talk about different forces I can feel, e.g. magnets attracting/repelling, how water pushes up when trying to push a plastic boat under it.	I can understand the effect of changing seasons on the natural world around me e.g. Summer changing to Autumn, Autumn changing to Winter, including seasons, weather, clothing, the effects on plants and animals	I can understand the effect of changing seasons on the natural world around me e.g. Winter changing to Spring, Spring changing to Summer, including seasons, weather, clothing, the effects on plants and animals I understand changing states of matter such as freezing and melting, heating and cooling.	- I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.



Play, Learn and Grow Together!

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Play, Learn and Grow Together!

		Reception Baseline	Autumn 2 Checkpoint	Spring 2 Checkpoint	End of Reception ELG's
Specific Areas	Expressive Arts and Design	<p>I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>I can join different materials and explore different textures.</p> <p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions in my drawings and paintings, like happiness, sadness, fear etc.</p> <p>I can explore colour and colour-mixing.</p>	I can explore, use and refine a variety of artistic effects to express my ideas and feelings.	I can return to and build on my previous learning, refining ideas and developing my ability to represent them.	<p>Creating with Materials</p> <p>- I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
		I can develop my own ideas and then decide which materials to use to express them.	I can create creations using available resources.	I can create collaboratively, sharing ideas, resources and skills.	
		I can take part in simple pretend play, using an object to represent something else even though they are not similar.	I can develop storylines in my pretend play when role playing.	I can use narratives and stories in my pretend play, using props and materials when role playing.	- I can make use of props and materials when role playing characters in narratives and stories.
		<p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	I am beginning to invent narratives and stories using small world equipment like animal sets, dolls and dolls houses, blocks etc.	I can invent and adapt narratives and stories using small world equipment like animal sets, dolls and dolls houses etc when working with a peer(s).	<p>Being Imaginative and Expressive</p> <p>- I can invent, adapt and recount narratives and stories with peers and my teacher.</p>
		<p>I can remember and sing entire songs.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs or improvise a song around one I know.</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p> <p>I can listen with increased attention to sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p>	<p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>I can listen attentively, move to and talk about music, expressing my feelings and responses.</p> <p>I can watch and talk about dance and performance art, expressing my feelings and responses.</p>	- I can 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.