



Core Subject skills progression in the EYFS

Intent

At St. Martin's we strive to equip children with a foundation of knowledge and skills with which to build upon as they progress through their learning journey. The information outlined in this document is used in conjunction with the information in the "EYFS Knowledge overview". We know that for children to become successfully literate and numerate, a whole host of pre-requisite skills need to come prior to that. Whilst the examples given below are not exhaustive, we find that we focus very heavily on the two strands of developing communication and physical development as without a foundation of competency in these prime areas, it is very difficult to progress towards expected levels by the end of the EYFS.

Implement

We aim to provide opportunities for children to be taught, to refine and to apply the skills outlined below. This is done in a range of ways e.g. through planning and set up of core and enhanced continuous provision, through teacher led whole class lessons and through small group and one to one activities.

Impact

This document will help to support staff and parents to know and plan for the sometimes overlooked yet vital pre-requisite skills needed to be able to access the later elements of the reading, writing and maths curriculums. Children will leave our EYFS provision having made progression through these skill pathways towards the expected levels at the end of the EYFS.

Communication and Language

- Communication and language**
- Maintaining attention
 - Ability to maintain eye-contact
 - Know that spoken words carry meaning
 - Listening and responding to spoken language
 - Meta-linguistic awareness- the ability to understand, think and talk about language.
 - Developing a wide and varied vocabulary

- Phonological and phonemic awareness**
- Ability to discriminate between different sounds
 - Ability to hear and identify oral rhyme and rhythm
 - Ability to manipulate spoken sounds and phonemes
 - Ability to blend phonemes in sequence to create a word
 - Ability to segment words into component phonemes.
 - Ability to segment sentences into a sequence of words
 - Ability to recite and sing words in sequence

- Concepts of print**
- Ability to symbolise through gesture, language and play
 - Know that symbols and print carry meaning
 - Recognise significant symbols/ words e.g. name
 - Hold a book correctly and turn pages
 - Know print goes from left to right

Physical Development

- Sensory integration and working memory**
- Ocular-motor control- the ability to locate and fix on an object within the field of vision.
 - Visual perception- ability to make sense of visual images
 - Visual processing- ability to use and interpret visual images
 - Visual discrimination- e.g. shapes, colours and pictures
 - Visual tracking-
 - Sensory awareness and integration
 - Proprioception
 - Developed visual and auditory working memory
 - Ability to imitate movements

- Fine Motor movement control and co-ordination**
- Finger and thumb strength, dexterity and isolation of movements
 - Development of a dominant hand and an assisting hand.
 - Manipulation of objects/ tools
 - Grasp strength
 - Ability to use a pincer movement.
 - Ability to hold a pencil in a comfortable and effective grip.

- Gross Motor movement control and co-ordination**
- Core strength
 - Balance
 - Upper body strength
 - Hand-eye co-ordination
 - Bilateral movements
 - Crossing the midline
 - Spatial awareness

Ability to classify visual images, recognise and continue patterns, and organise and sequence sounds, images or objects.



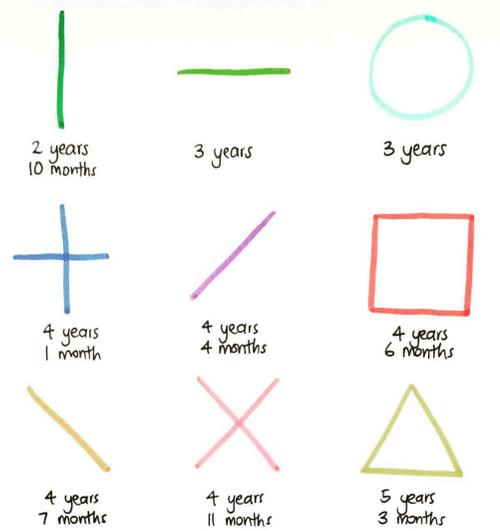
Reading

Once the children have a secure foundation in the pre-requisite skills detailed previously, we then to look to teach and assess children's learning using guidance from the EYFS development matters document in addition to expectations based on experience and understanding of next steps when leaving the EYFS.

22-36 months	30-50 months	40-60 months	At the end of the EYFS...	
			Expected	Exceeding
<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	<p>A child working at Age related expectations at the end of the EYFS would be working securely within the descriptions of the EYFS Early Learning Goal for Reading...</p> <p><i>"Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read."</i></p> <p>In addition to the above we also look for the following skills being displayed so that we can make a secure judgement.</p> <ul style="list-style-type: none"> • Read all common irregular words from Phase 3 - he she we me be was you they all are my her • Recognise most capital letters • Respond to questions about who, what, where, when linked to text and illustrations • Use gestures and actions to act out a story, event or rhyme from text or illustrations • Make predictions based on illustrations, story content and title • Respond to questions about how and why something is happening • Say what a character might be thinking, saying or feeling • Distinguish between a word, a letter and a space • Use picture clues to help in reading simple text • Make 1 to 1 correspondence between written and spoken words. • Use phonic knowledge confidently to attempt unknown words • Listen attentively to a story at the appropriate interest level • Say how they feel about stories and poems • Recall the main points in texts in the correct sequence • Sequence pictures of a simple story or event • Use the structure of a simple story when re-enacting and retelling • Talk about the themes of simple texts, e.g. defeating the monster • Act out a story in role play 	<p>In addition to previous skills...</p> <ul style="list-style-type: none"> • Children can read phonically regular words of more than one syllable using phonemes from phase 2 and 3 and possibly from phase 5. • Children recognise many irregular but high frequency words, including those from phase 4. • They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. • Children read with a developing grasp of fluency and expression- showing awareness of dialogue etc. • Children may demonstrate reading for pleasure independently outside of adult directed activities.

Writing

Once the children have a secure foundation in the pre-requisite skills detailed previously, we then to look to teach and assess children's learning using guidance from the EYFS development matters document in addition to expectations based on experience and understanding of next steps when leaving the EYFS.

22-36 months	30-50 months	40-60 months	At the end of the EYFS...	
			Expected	Exceeding
<ul style="list-style-type: none"> Distinguishes between the different marks they make. 	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. <p>We also support children to be able to form these symbols, which are pre-requisites to forming recognisable letter shapes.</p> 	<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. 	<p>A child working at Age related expectations at the end of the EYFS would be working securely within the descriptions of the EYFS Early Learning Goal for writing...</p> <p><i>“Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.”</i></p> <p>In addition to the above we also look for the following skills being displayed so that we can make a secure judgement.</p> <ul style="list-style-type: none"> Make phonetically plausible attempts when writing more complex words Spell tricky words from phase 2 and 3 independently Write own name Write left to right and top to bottom Orally compose a sentence and hold it in memory before attempting to write it. Write simple sentences using finger spaces, that can be read by themselves and others Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions, recipes, postcards, menus 	<p>In addition to the previous...</p> <ul style="list-style-type: none"> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing Children's rich and wide vocabulary is reflected in their writing. Children show interest, willingness and stamina for writing independently outside of adult directed activities. Children are able to read and review their writing and identify if any edits need to be made.

Number

Once the children have a secure foundation in the pre-requisite skills detailed previously, we then to look to teach and assess children's learning using guidance from the EYFS development matters document in addition to expectations based on experience and understanding of next steps when leaving the EYFS

22-36 months	30-50 months	40-60 months	At the end of the EYFS...	
			Expected	Exceeding
<ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as 'more' and 'a lot'. • Knows that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. 	<p>A child working at Age related expectations at the end of the EYFS would be working securely within the descriptions of the EYFS Early Learning Goal for number...</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>In addition to previous skills...</p> <p>Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p> <p>When solving problems such as doubling and halving, they are able to work with numbers as well as objects and practical resources.</p>

S.S.M.

Once the children have a secure foundation in the pre-requisite skills detailed previously, we then look to teach and assess children's learning using guidance from the EYFS development matters document in addition to expectations based on experience and understanding of next steps when leaving the EYFS

22-36 months	30-50 months	40-60 months	At the end of the EYFS...	
			Expected	Exceeding
<ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. • Anticipates specific time-based events such as mealtimes or home time. 	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	<p>A child working at Age related expectations at the end of the EYFS would be working securely within the descriptions of the EYFS Early Learning Goal for number...</p> <p><i>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i></p>	<p>In addition to the previous...</p> <ul style="list-style-type: none"> • Children estimate, measure, weigh and compare and order objects and talk about properties, position and time