

This document sets out the progression for Reception pupils across the academic year. The statements are taken from the [Statutory Framework](#) for Early Years and the [Development Matters](#) guidance. Staff will make assessment judgments against the Framework. At the end of the academic year, a final assessment against the Framework is made and communicated to parents / carers. Across the academic year, staff will update parents / carers on their child's progress.

Communication and Language (Prime Area)	Physical Development (Prime Area)	PSED (Prime Area)	Literacy (Specific Area)
Maths (Specific Area)	Expressive Art and Design (Specific Area)	Understanding the World (Specific Area)	

Prime Areas:	The prime areas are crucial for learning and forming relationships; building a foundation for children to thrive and providing the basis for learning in all areas
Specific Areas:	The specific areas help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

Communication and Language	Ready for Reception Baseline (3-4 Secure)	Autumn Term Reception (Emerging)	Spring Term Reception (Developing)	Summer Term Reception (Secure)
Listening, Attention and Understanding	Enjoy listening to longer stories and can remember much of what happens. 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. Understand 'why' questions.	Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.	Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity 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. Learn rhymes, poems and songs. Listen to and talk about selected nonfiction to develop deep familiarity with new knowledge and vocabulary.	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	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Use new vocabulary throughout the day. Articulate their ideas and thoughts in well formed sentences.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Communication and Language	Ready for Reception Baseline (3-4 Secure)	Autumn Term Reception (Emerging)	Spring Term Reception (Developing)	Summer Term Reception (Secure)
	<p>Develop their communication but may continue to have problems with irregular tenses and plurals. 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 an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play</p>	<p>Connect one idea or action to another using a range of connectives.</p>	<p>they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</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>

Physical Development	Ready for Reception Baseline (3-4 Secure)	Autumn Term Reception (Emerging)	Spring Term Reception (Developing)	Summer Term Reception (Secure)
Gross Motor	<p>Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping – Climbing Progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop confidence, precision and accuracy when engaging in activities that involve a ball. 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.</p>
Fine Motor	<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. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>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, spoons.</p>	<p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</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>

PSED	Ready for Reception Baseline (3-4 Secure)	Autumn Term Reception (Emerging)	Spring Term Reception (Developing)	Summer Term Reception (Secure)
Self Regulation	<p>Begin to develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p>	<p>Express their feelings and consider the feelings of others. Develop appropriate ways to be assertive. Talk with others to solve conflicts.</p>	<p>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>	<p>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.</p>
Managing Self	<p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Begin to remember and follow rules with some understanding. Be increasingly independent in meeting their own care needs</p>	<p>Remember rules without needing an adult to remind them, understanding why they are important. Show resilience and perseverance in the face of challenge. Be increasingly independent in meeting their own care needs</p>	<p>Manage their own needs. Be independent in meeting their own care needs.</p>	<p>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 Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing</p>

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				<ul style="list-style-type: none"> - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
Building Relationships	Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations	Build constructive and respectful relationships.	See themselves as a valuable individual Express their feelings and consider the feelings of others.	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.

Literacy	Ready for Reception Baseline (3-4 Secure)	Autumn Term Reception (Emerging)	Spring Term Reception (Developing)	Summer Term Reception (Secure)
Word Reading	<p>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</p> <p>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>Develop their phonological awareness to: • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound.</p> <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences</p>	<p>Develop their phonological awareness to: • Able to complete a rhyming string. • Begin to use sound buttons to identify how many sounds are in a word. • Can supply words with the same initial sound.</p> <p>Recognise all taught Set 1 & 2 sounds, including some digraphs.</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letters– sound correspondences.</p> <p>Read simple sentences containing known letter sound correspondences containing 1 or 2 common exception words</p>	<p>Develop their phonological awareness to: • Recognise and use rhyme in daily conversation. • Use sound buttons to segment and read words. • Can identify words containing the same digraph or trigraph e.g. ay- may, day, play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Comprehension	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in the context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area.</p> <p>Requests favourite stories and poems.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

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Writing	<p>Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately</p>	<p>Form lowercase letters and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Copy full name from a name label.</p> <p>Physical Development-Use a range of small tools competently and confidently.</p>	<p>Write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop. Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>Physical Development-Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time. Is able to write their first name and starting to write their surname independently. 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.</p> <p>Physical Development-Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases</p>

Maths	Ready for Reception Baseline (3-4 Secure)	Autumn Term Reception (Emerging)	Spring Term Reception (Developing)	Summer Term Reception (Secure)
Number	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Estimate and guess how many there might be before counting. Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p>	<p>Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see. Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled. Link the number symbol (numeral) with its cardinal number value.</p>	<p>Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0- 5/0-10. Have a deep understanding of number 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. Recall some number bonds to 10, including doubling facts.</p>
Numerical Pattern	<p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and identify the patterns around them. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'</p>	<p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. and start to notice patterns within them. Distribute items evenly from a group.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers. Count beyond 10, noticing patterns within the structure of counting.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. Become familiar with two-digit numbers. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Shape, Space and Measure (non statutory)	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Compare length, weight and capacity. Continue, copy and create repeating patterns</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as</p>

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	Understand position through words alone with no pointing. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.			numbers can

Expressive Art and Design	Ready for Reception Baseline (3-4 Secure)	Autumn Term Reception (Emerging)	Spring Term Reception (Developing)	Summer Term Reception (Secure)
<p>Creating with Materials</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play.</p>	<p>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.</p>
<p>Being Imaginative and Expressive</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>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</p>

Understanding the World	Ready for Reception Baseline (3-4 Secure)	Autumn Term Reception (Emerging)	Spring Term Reception (Developing)	Summer Term Reception (Secure)
Past and Present	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>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.</p>
People, Culture and Communities	<p>Begin to make sense of their own life story and family's history. Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map.</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some similarities and differences between religions and civilisations.</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate different times in different ways.</p>	<p>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, nonfiction texts and (when appropriate) maps.</p>
The Natural World	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing</p>	<p>Draw information from a simple map. Explore the natural world around them.</p>	<p>Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live.</p>	<p>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</p>

Understanding the World	Ready for Reception Baseline (3-4 Secure)	Autumn Term Reception (Emerging)	Spring Term Reception (Developing)	Summer Term Reception (Secure)
	<p>plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p>			<p>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.</p>