



St Jude's CofE Primary School EYFS – Good Level of Development Progression

Communication and Language			
	Nursery	Reception	Reception (ELG)
Listening, Attention and Understanding	<p>Enjoys listening to longer stories and can remember much of what happens</p> <p>Can pay attention to more than one thing at a time, even when it is difficult</p> <p>Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door"</p> <p>Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Observation checkpoint: Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Observation checkpoint: Is able to answer simple 'why' questions?</p>	<p>Understands how to listen carefully and why listening is important</p> <p>Learns new vocabulary</p> <p>Uses new vocabulary through the day</p> <p>Engages in story times</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p>Engages in non-fiction books</p> <p>Listens to and talk about stories to build familiarity and understanding</p> <p>Learns rhymes, poems and songs</p> <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers (ELG)</p> <p>Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</p> <p>Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG)</p>

Speaking

<p>Uses a wider range of vocabulary</p> <p>Sings a large repertoire of songs</p> <p>Sings a large repertoire of songs</p> <p>Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. He/She may have problems saying: -some sounds; r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Uses longer sentences of four to six words</p> <p>Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions</p> <p>Can start a conversation with an adult or a friend and continue it for many turns</p> <p>Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Observation checkpoint: Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"?</p> <p>Observation checkpoint: Can use sentences joined up with words like 'because', 'or', 'and', e.g. "I like ice cream because it makes my tongue shiver"</p> <p>Observation checkpoint: Is able to use the future and past tense; "I am going to the park" and "I went to the shop"</p>	<p>Asks questions to find out more and to check he/she understands what has been said to him/her</p> <p>Is able to articulate his/her ideas and thoughts in well-formed sentences</p> <p>Is able to describe events in some detail</p> <p>Is developing social phrases</p> <p>Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words</p> <p>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p> <p>Can connect one idea or action to another using a range of connectives</p> <p>Uses new vocabulary in different contexts</p>	<p>Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher (ELG)</p> <p>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</p> <p>Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary (ELG)</p>
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Personal, Social and Emotional Development

	Nursery	Reception	Reception (ELG)
Self-Regulation	<p>Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/she has chosen, or one which is suggested to him/her</p> <p>Is developing his/her sense of responsibility and membership of a community</p> <p>Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Increasingly follows rules, understanding why they are important</p> <p>Does not always need an adult to remind him/her of a rule</p> <p>Is developing appropriate ways of being assertive</p> <p>Talks with others to solve conflicts</p> <p>Talks about his/her feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Observation checkpoint: Can settle to some activities for a while</p>	<p>Expresses his/her feelings and considers the feelings of others</p> <p>Is able to identify and moderate his/her own feelings socially and emotionally</p>	<p>Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG)</p> <p>Can set and work towards simple goals, is able to wait for what he/she wants and control his/her immediate impulses when appropriate (ELG)</p> <p>Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly (ELG)</p>

Managing Self	<p>Is showing more confidence in new social situations</p> <p>Is increasingly independent in meeting his/her own care needs, e.g. brushing teeth, using the toilet, washing and drying his/her hands thoroughly</p> <p>Is able to make healthy choices about food, drink, activity and toothbrushing</p>	<p>Sees himself/herself as a valuable individual</p> <p>Shows resilience and perseverance in the face of challenge</p> <p>Manages his/her own needs around personal hygiene</p> <p>Knows and can talk about the different factors that support his/her overall health and wellbeing;</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge (ELG)</p> <p>Can explain the reasons for rules, knows right from wrong and tries to behave accordingly (ELG)</p> <p>Manages his/her own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices (ELG)</p>
Building Relationships	<p>Is becoming more outgoing with unfamiliar people, in the safe context of his/her setting</p> <p>Plays with one or more other children, extending and elaborating play ideas</p> <p>Is beginning to understand how others might be feeling</p> <p>Takes part in pretend play (e.g. being 'mummy' or 'daddy')</p> <p>Takes part in pretend play with different roles - being the Gruffalo, for example. He/she generally negotiates solutions to conflicts in his/her play</p>	<p>Builds constructive and respectful relationships</p> <p>Thinks about the perspectives of others</p>	<p>Forms positive attachments to adults and friendships with peers (ELG)</p> <p>Shows sensitivity to his/her own and to others' needs (ELG)</p> <p>Works and plays cooperatively and takes turns with others (ELG)</p>

Physical Development

	Nursery	Reception	Reception (ELG)
Gross Motor Skills	<p>Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Goes up steps and stairs, or climbs up apparatus, using alternate feet</p> <p>Skips, hops, stands on one leg and can hold a pose for a game like musical statues</p> <p>Uses large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Is starting to take part in some group activities which he/she makes up for himself/herself, or in teams</p> <p>Is increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width</p> <p>Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel</p> <p>Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>	<p>Is revising and refining the fundamental movement skills he/she has already acquired;</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Is progressing towards a more fluent style of moving, with developing control and grace</p> <p>Uses his/her core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Is developing overall body-strength, balance, co-ordination and agility</p> <p>Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Is further developing the skills he/she needs to manage the school day successfully; lining up and queuing</p> <p>Is further developing the skills he/she needs to manage the school day successfully; mealtimes Is able to combine different movements with ease and fluency</p> <p>Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p> <p>Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Is developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming</p>	<p>Demonstrates strength, balance and coordination when playing (ELG)</p> <p>Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)</p> <p>Is able to negotiate space and obstacles safely, with consideration for himself/herself and others (ELG)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fine Motor Skills</p>	<p>Uses one-handed tools and equipment, e.g. making snips in paper with scissors</p> <p>Uses a comfortable grip with good control when holding pens and pencils</p> <p>Shows a preference for a dominant hand</p> <p>Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips</p>	<p>Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Is developing the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Is beginning to show accuracy and care when drawing (ELG)</p> <p>Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (ELG)</p> <p>Uses a range of small tools, including scissors, paint brushes and cutlery (ELG)</p>
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Literacy

	Nursery	Reception	Reception (ELG)
Comprehension	Engages in extended conversations about stories, learning new vocabulary	Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment	<p>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p>Anticipates, where appropriate, key events in stories (ELG)</p> <p>Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG)</p>
Word Reading	<p>Understands that print has meaning</p> <p>Understands that print can have different purposes</p> <p>Understands that we read English text from left to right and from top to bottom</p> <p>Understands the names of the different parts of a book</p> <p>Understands page sequencing</p> <p>Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes</p> <p>Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word</p> <p>Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother</p>	<p>Reads individual letters by saying the sounds for them</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences</p> <p>Can read some letter groups that each represent one sound and say the sounds for them</p> <p>Can read a few common exception words matched to the school's phonic programme</p> <p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG)</p> <p>Can read words consistent with his/her phonic knowledge by sound-blending (ELG)</p> <p>Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p>
Writing	<p>Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy</p> <p>Writes some or all of his/her name</p> <p>Writes some letters accurately</p>	<p>Can form lower-case and capital letters correctly</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Re-reads what he/she has written</p> <p>Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-reads what he/she has written to check that it makes sense</p>	<p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Writes recognisable letters, most of which are correctly formed (ELG)</p> <p>Writes simple phrases and sentences that can be read by others (ELG)</p>

Mathematics

	Nursery	Reception	Reception (ELG)
Number	<p>Displays fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Recites numbers past 5</p> <p>Can say one number for each item in order: 1,2,3,4,5</p> <p>Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Can show 'finger numbers' up to 5</p> <p>Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p> <p>Is experimenting with his/her own symbols and marks as well as numerals</p> <p>Is able to solve real world mathematical problems with numbers up to 5</p> <p>Can compare quantities using language such as; 'more than', 'fewer than'</p> <p>Counts objects, actions and sounds</p> <p>Is able to subitise (recognise how many objects there are in a small group without counting)</p> <p>Is able to link the number symbol (numeral) with its cardinal number value</p> <p>Can count beyond ten</p>	<p>Is able to compare numbers</p> <p>Understands the 'one more than/one less than' relationship between consecutive numbers</p> <p>Is able to explore the composition of numbers to 10</p> <p>Automatically recalls number bonds for numbers 0–5 and some to 10.</p>	<p>Automatically recalls (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 (ELG)</p> <p>Has a deep understanding of number to 10, including the composition of each number (ELG)</p> <p>Is able to subitise (recognise quantities without counting) up to 5 (ELG)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Numerical Patterns</p>	<p>Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>Understands position through words alone, e.g. "The bag is under the table," - with no pointing</p> <p>Can describe a familiar route</p> <p>Is able to discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Can make comparisons between objects relating to size, length, weight and capacity Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc</p> <p>Combines shapes to make new ones; an arch, a bigger triangle etc</p> <p>Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc</p> <p>Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf</p> <p>Notices and corrects an error in a repeating pattern</p> <p>Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Can select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Is able to continue, copy and create repeating patterns</p> <p>Can use language involved in length, weight and capacity</p> <p>Investigates composing and decomposing shapes and recognises a shape can have other shapes within it, just as numbers can</p> <p>Can compare length, weight and capacity</p>	<p>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 (ELG)</p> <p>Is able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)</p> <p>Verbally counts beyond 20, recognising the pattern of the counting system (ELG)</p>
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Understanding the World

	Nursery	Reception	Reception (ELG)
Past and Present	<p>Is beginning to make sense of his/her own life-story and his/her family's history</p>	<p>Comments on images of familiar situations in the past</p> <p>Can talk about things that have happened in their lives when looking at pictures</p> <p>Can talk about special events they have taken part in</p> <p>Is able to compare and contrast characters from stories, including figures from the past</p> <p>Uses language involved in the past e.g. before, last week, last year</p> <p>Uses language to compare things in the past to now e.g. now</p>	<p>Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)</p> <p>Talks about the lives of the people around him/her and their roles in society (ELG)</p> <p>Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p>
People, Culture and Communities	<p>Shows interest in different occupations</p> <p>Explores how things work</p> <p>Is continuing to develop positive attitudes about the differences between people</p> <p>Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos</p>	<p>Talks about members of his/her immediate family and community</p> <p>Names and describes people who are familiar to him/her</p> <p>Is able to draw information from a simple map</p> <p>Understands that some places are special to members of his/her community</p> <p>Recognises that people have different beliefs and celebrate special times in different ways</p> <p>Recognises some similarities and differences between life in this country and life in other countries</p>	<p>Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)</p> <p>Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)</p> <p>Is able to 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 (ELG)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The Natural World</p>	<p>Uses all his/her senses in hands-on exploration of natural materials</p> <p>Uses all his/her senses in hands-on exploration of natural materials</p> <p>Uses all his/her senses in hands-on exploration of natural materials</p> <p>Plants seeds and cares for growing plants</p> <p>Understands the key features of the life cycle of a plant and an animal</p> <p>Is beginning to understand the need to respect and care for the natural environment and all living things</p> <p>Explores and talks about different forces he/she can feel</p> <p>Talks about the differences between materials and changes he/she notices</p>	<p>Explores the natural world around him/her</p> <p>Describes what he/she can see, hear and feel whilst outside</p> <p>Recognises some environments that are different to the one in which he/she lives</p> <p>Understands the effect of changing seasons on the natural world around him/her</p>	<p>Explores the natural world around him/her, making observations and drawing pictures of animals and plants (ELG)</p> <p>Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing on his/her experiences and what has been read in class (ELG)</p> <p>Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG)</p>
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Expressive Arts and Design

	Nursery	Reception	Reception (ELG)
Creating with Materials	<p>Explores different materials freely, in order to develop his/her ideas about how to use them and what to make</p> <p>Is developing his/her own ideas and is then able to decide which materials to use to express them</p> <p>Can join different materials and explore different textures</p> <p>Can create closed shapes with continuous lines, and is beginning to use these shapes to represent objects</p> <p>Is drawing with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Uses drawing to represent ideas like movement or loud noises</p> <p>Explores colour and colour-mixing</p>	<p>Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings</p> <p>Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them</p> <p>Creates collaboratively sharing ideas, resources and skills</p>	<p>Makes use of props and materials when role playing characters in narratives and stories (ELG)</p> <p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>Shares his/her creations, explaining the process he/she has used (ELG)</p>
Being Imaginative and Expressive	<p>Takes part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Is beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</p> <p>Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Shows different emotions in his/her drawings and paintings, like happiness, sadness, fear etc</p> <p>Shows different emotions in his/her drawings; happiness, sadness, fear etc</p> <p>Listens with increased attention to sounds</p> <p>Responds to what he/she has heard, expressing his/her thoughts and feelings</p> <p>Is able to remember and sing entire songs</p> <p>Can sing the pitch of a tone sung by another person ('pitch match')</p> <p>Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Is able to create his/her own songs, or improvise a song around one he/she knows</p> <p>Plays instruments with increasing control to express his/her feelings and ideas</p>	<p>Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p> <p>Watches and talks about dance and performance art, expressing his/her feelings and responses</p> <p>Sings in a group or on his/her own, increasingly matching the pitch and following the melody</p> <p>Is able to develop storylines in his/her pretend play</p> <p>Explores and engages in music making and dance, performing solo or in groups</p>	<p>Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG)</p> <p>Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG)</p> <p>Sings a range of well-known nursery rhymes and songs (ELG)</p>