



CORE SKILL PROGRESSION

Progression							End of Reception
Self-regulation							
Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset	Begins to respond to the feelings of others, showing concern and offering comfort	Expresses their feelings e.g. happy, sad, scared, worried and angry (zones of regulation) in their interactions with others and through their behaviour and play	Identifies their own feelings through communicating with peers and adults	Understands and identify others feelings and communicates with peers and adults	Talks about how others might be feeling and responds to their needs and wants, e.g. understanding the meaning of saying sorry	Begins to self-regulate their behaviour Adapt behaviour in different situations, e.g. assembly, register, outdoor play	Shows an understanding and talks about their own feelings and those of others, and regulate their behaviour accordingly
Listening and attention							
Shows interest in play with sounds, songs and rhymes	Single channelled attention; can shift to a different task if attention fully obtained –using child's name helps focus	Listens to others in one-one or small groups, when conversations interest them	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Maintains attention, concentrates and sits quietly during appropriate activity.	Demonstrates two-channelled attention – can listen and do for short-span.		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 .



Respect each other and the environment (E Safety)

Builds a sense of own immediate family and relations and pets	Observes and notices things in their environment e.g. plants and animals	Learns that they have similarities and differences that connect them to, and distinguish them from, others.	Joins in with family customs and routines and is able to talk about them.	Demonstrates care and concern for living things and the environment and begins to understand what effect their behaviour has on the environment	Recognises and talks about similarities and differences between themselves and others, and among families, communities, cultures and traditions e.g. 'I celebrate Diwali', 'I celebrate Christmas'.	Makes observations of their environment including animals and plants and explain why some things occur, and talks about changes	Notices, understands and explains similarities and differences in their living environment and community
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Counting

Begin to say some numbers in order, some of which are in the right order.	Counts verbally as far as they can go in their play.	Points or touches each item saying one number name for each item using the stable order of 1, 2,3, 4, 5.	Begins to recognise numerals 0-10.	Links numerals with amounts up to 5 and maybe beyond.	Demonstrates increasing confidence at putting numerals in order 0-10	Matches the numeral with groups of items to show how many there are (up to 10).	Verbally counts beyond 20, recognising the pattern of the counting system. Compares quantities up to 10, in different contexts (recognising that one number is greater than the other).
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Reasoning

Explores and arranges items in their own patterns e.g. lining up toys, sorting in to groups	Explores differences in size, length, weight, capacity and number using words such as giant, big, tiny, heavy, full, empty.	Begins to compare and recognise changes in numbers of things, using words like more, lots of or the same.	Compares two small groups of up to 5 objects, saying when they are the same number of objects in each group e.g. you've got 2, I've got 2, we've got the same.	In everyday contexts, finds the longer or shorter, heavier or lighter, more or less full of items.	Uses mathematical language e.g. more, less to describe different quantities	Tackles problems involving predictions and discussion of comparisons and explain how they're going to find the solution or how it was found.	Look for patterns and relationships, spot connections, have a go, talk to adults and peers about what they notice and not be afraid to make mistakes.
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Managing self (Oral Health)

Independently uses the toilet Knows to get and use a tissue to blow and wipe their nose	Adult support needed when putting on or removing coat Follows adult model of personal hygiene measures such as washing of hands Begins to use one piece of cutlery (fork or spoon) to eat independently	Confidently puts on coat, needing support with zips or buttons Follows personal hygiene measures such as washing of hands, with the support of an adult Uses knife and fork to tear food whilst eating	Demonstrates independence with the doing up of zip or button Independently follows personal hygiene measures Beginning to cut with a knife and fork with support	Needing some support with strategies when dressing and undressing Eats with a knife and fork with some support	Needing some support with strategies when dresses and undresses, showing a responsibility for and presentation of clothing items Eats with a knife and fork independently	Independence for changing clothes demonstrated with some support needed for key items such as socks Independently cuts their own food	Demonstrates effective self-help by changing independently, and knowing and demonstrating steps to manage personal hygiene (including brushing of teeth)
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Understanding of story structure

Listens to and follows along with familiar stories, shared by an adult	Joins in or imitates the retelling of repeated parts of a story, such as “We’re going on a bear hunt, we’re going to catch a big one”	Recalls known stories or story language when retelling to a child or adult	Actively listens and engages with new stories shared by an adult	Understands stories have a beginning middle and end, predicting what might come next	Identifies and uses patterns of language that signal the beginning, middle or end of a story, such as “Once upon a time” or “They all lived happily ever after”	Using story language, children create and tell stories with characters, a setting and a clear sequence of beginning, middle and end.
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Early writing skills (Correct pencil grip and posture, letter formation)

Uses fist grip to hold pencil, random mark making, starting at any point on the paper	Uses 4-finger grip to hold pencil, mark marking moving left to right	Uses 4-finger grip to hold pencil, symbols that represent letter moving left to right	Uses the beginnings of frog pencil grip to hold pencil, forming mock letters and/ or symbols	Uses Frog pencil grip to hold pencil, forming random letters left to right Sits at table, developing posture for writing	Uses the beginnings of tripod grip to hold pencil, forming letters and leaving appropriate spaces Sits at table straight to write	Confidently uses tripod grip to form most letter correctly, using some ascenders and descenders	Uses the correct letter formation to compose a simple sentence
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Cutting skills

Holds scissors, often with both hands, learning to open and close the blades	Opens/closes blades (not ready to use them on paper yet)	Uses the correct scissor hold	Starts snipping paper (not moving forward with the scissors but making small snips)	Cuts straight line (within 2cm from the drawn line, improving in accuracy)	Cuts curved line (a 1cm curved line, within 1cm from the line drawn)	Cuts circle shape (a circle of 15cm in diameter, within 2cm from the drawn line, improving to about 1cm)	Cuts complex shapes, such as figures, using their preferred hand.
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Forming positive relationships

Shows an interest in others and their play	Demonstrates turn taking and kindness to others	Demonstrates confidence in small group games, waiting for turn, sharing and praising others	Uses strategies to demonstrate understanding of how to be a good friend, such as offering help or asking someone if they are ok	Notices when others are unhappy or cross and strategies to support or get help from an adult, such as using the network hand	Demonstrates how to approach moments of conflict and offer or ask for help, showing an understanding of 'right' and 'wrong'	Follows school rules, behaving positively to others. Recognises examples of anti-social behaviour, asking for help when demonstrated by another child	Demonstrates an awareness of what a positive and negative relationship is, shows empathy in a range of situations and holds positive relationships with children and adults, feeling good about themselves
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Phonic skills, awareness of environmental sounds and speech sounds/reading

Begins to hear sounds in the environment. Recognises familiar prints/logos	Repeats the emphasis on the initial sound in any word e.g. b...b...b...ball	Recognises initial sounds (set 1) and sounds that are familiar to them e.g. 'm' for mum	Blends sounds into words orally. Recognise digraphs – ch, sh, th, ng, and nk	Blends sounds to read words.	Reads CVC words (eg. Cat/dog).	Reads CVCC and CCVC words (eg. List, swam).	Reads short sentences in a story book/phonics book.
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Design and making (EAD/Construction)

Shows an interest in using various construction materials around the learning environment and	Constructs with a purpose using different construction materials/resources	Talks about what they have made. Realises tools can be used for a purpose e.g., scissors to cut	Mixes colours to make a new colour. Uses a few different constructions	Explores with different tools, techniques and materials. Not confident in all but showing curiosity towards	Confidently uses a range of tools including scissors, stapler, hole punch, rolling pins, pastry cutter	Confidently uses different joining techniques (glue/tape/string) to create a model	Safely uses a variety of materials, tools and techniques. Shares their creations, explaining the
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begins to explore these			resources confidently, e.g., playdough, Lego, junk modelling	different ways of working			process they have used and their end product
Exploration of Movement							
Walks and runs and is beginning to climb stairs independently	Experiments with different ways of moving – skipping, hopping, climbing, using stilts Rides a bike using feet (not pedals)	Uses brooms/spades to dig sand/soil	Rides trike/bike/scooter confidently by themselves	Balances on/off equipment and can safely jump off equipment	Uses a range of ball skills confidently-throwing, catching, kicking, aiming	Uses apparatus confidently and safely	Negotiates space/obstacles safely. Shows strength, balance, co-ordination when playing. Moves confidently in different ways – skipping, hopping, running, climbing
Receptive language (understand and following instructions)							
Shows an awareness of a speaker. To respond to their name when called Accesses language/instructions using visual cues or signs such as toilet	Develops vocabulary associated with common everyday objects and things, e.g., cup, apple, toilet Knows colours and remembers familiar songs/rhymes/stories	Uses vocabulary learnt in the correct context (schema), e.g. apple is for snack Uses simple prepositions (on, under, in)	Follows two step instructions without visuals e.g. wash your hands get your snack	Follows 3 step instructions, e.g., go to the sink, wash your hands, then dry them	Demonstrates understanding that there are categories, e.g., farm animals, types of vehicles, weather, fruit. Identifies what goes together in which group	Uses a range of complex prepositions, e.g. in between, behind, in front	Listens attentively. Makes relevant comments and ask questions to clarify understanding in a variety of situations



Expressive language/role play

<p>Uses sentences of several words, e.g., me no go home</p> <p>Chats to self</p> <p>Uses approximately 50 clear words</p>	<p>Uses regular plurals, e.g., trains</p> <p>Starts to use words ending in -ing</p> <p>Uses possessive's e.g. mummy's car</p>	<p>Uses a simple sentence linked with 'and'</p> <p>Retells a simple past event</p> <p>Corrects self when they are not understood</p>	<p>Uses a large vocabulary of words in different contexts</p>	<p>Talks about things that are going to happen using the correct tense</p> <p>Holds a turn taking conversation with a minimum of 4 listening and talking turns with an adult and/or peer</p>	<p>Asks lots of questions including: Who? Why? Where? What? How?</p>	<p>Asks and answers questions including question words</p>	<p>Holds a conversation when engaged in back-and-forth exchanges with their teacher and peers using some subject specific vocabulary</p> <p>Uses a range of complex prepositions</p> <p>Uses his/her, he/she correctly</p>
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