



Ringway Primary School

Progression Grid

English – EYFS



	Comprehension	Speaking and Listening	Word Reading	Writing
2-3 Year olds	<ul style="list-style-type: none">• Enjoys songs and rhymes, tuning in and paying attention.• Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.• Say some of the words in songs and rhymes and stories.• Fills in missing words or phrases in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...• Says songs and recites rhymes independently.• Pay attention and responds to pictures or words.• Develops pretend play around stories using props.	<p>Listening, attention and understanding -</p> <ul style="list-style-type: none">• Enjoys singing, music and toys that make sounds.• Listens to and enjoys rhythmic patterns in rhymes and stories.• Can keep a steady beat by tapping knees to music.• Demonstrates they are listening by trying to join in with actions and vocalisations.• Generally, focus on an activity of their own choice for a short time.• Listens to other people's talk with interest for a short time.• Shows a growing understanding of vocabulary.• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.• Sequence pretend play e.g. get a bowl and spoon then feed to a doll.	<ul style="list-style-type: none">• Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps e.g. Disney, McDonalds etc• Enjoys simple, familiar stories read from a picture book.• Has favourite books and seeks them out, to share with an adult, with another child or to look at alone.	<ul style="list-style-type: none">• Provides a running commentary as they make marks (may not distinguish between writing and drawing).• Attempts to 'write' in a range of situations e.g. playdough, sand, mud, on paper.• Enjoys drawing freely.• Makes marks on pictures to stand for their name.• Ascribes meaning to marks they make e.g. scribbles and says dog.

	<ul style="list-style-type: none"> • Recognises small details in picture books and is able to find some when asked e.g. find the tiny ladybird. 	<ul style="list-style-type: none"> • Pretend play is based on first hand experiences e.g. going to the doctors. • Uses less realistic objects when they are similar in shape to the real object e.g. using a banana as a telephone. • Indicates body parts in self and pictures e.g. head, hands, feet. • Can listen to an adult when engaged in a group activity. • Can listen to instruction when name is used and asked to stop. • Listen and responds to a simple instruction. <p>Speaking –</p> <ul style="list-style-type: none"> • Uses gestures like waving and pointing to communicate. • Generally, makes themselves understood. • Start to say how they are feeling using words as well as actions. • Start to develop conversation but may be jumping from topic to topic. • Uses m, n, g, p, b, t, d, k, f, s, w, h. k and g now used in words. F and s used for some words. End sound can still be missed off e.g. play on the dee daw. • Uses a range of more recognisable words but speech may still show 		
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		<p>immaturities (around 50 words at 2 years old and around 200 or more by 3).</p> <ul style="list-style-type: none"> Names familiar objects and pictures. Asks questions beginning what, who and where? Uses simple sentences containing three words e.g. Mummy go work. Uses plurals e.g. cats Talks about the past and future e.g. a birthday party, an event etc 		
3-4 Year olds	<ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Knows that information can be retrieved from books and computers. Can talk about key features of favourite stories e.g. who was in the story and where they were. Can answer a simple question about a story which has just been read. Engage in extended conversations about stories, learning new vocabulary. 	<p>Listening, attention and understanding -</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Demonstrates attention and recall by joining in with repeated refrain and by filling in gaps within familiar songs and rhymes. Beginning to maintain attention and sit quietly when appropriate. Points to the right part of a picture, or to a person based on their activity e.g. who is running? Understand the words who, what and where in simple questions. Can select a familiar object based upon how it's used when asked e.g. give me the one you use to eat with? 	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning and notices some print, such as the first letter for their name, a bus or door number. the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes 	<ul style="list-style-type: none"> Can explain what the things they have written 'say' and know that writing and drawing are different. Copy name when given only the letters needed. Write some or all of their name. Uses some clearly identifiable letters to communicate meaning. Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list

	<ul style="list-style-type: none"> Asks questions about books. Makes comments and shares ideas. 	<ul style="list-style-type: none"> Can find it difficult to pay attention to more than one thing at a time. Begins to listen to and respond to ideas expressed by others in conversation or discussion. Can follow instructions using three key words e.g. put your shoes under the table. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" <p>Speaking –</p> <ul style="list-style-type: none"> Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying:- some sounds: r, j, th, ch, and sh-multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Can recognise rhythm and blend compound words e.g. snow-man. count or clap syllables in a word (up to 3 syllables e.g. elephant) Recognise own name and know which sound it starts with recognise words with the same initial sound, such as money and mother Can hear and say initial sounds Can orally blend 3 syllable words e.g. elephant. 	<p>that starts at the top of the page; write 'm' for mummy.</p>
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		<ul style="list-style-type: none"> • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • 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. • Uses pronouns I and me. 		
Reception	<ul style="list-style-type: none"> • Can use cues such as pictures, knowledge of the story or context to comprehend a range of fiction and non-fiction texts. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Share their feelings and ideas about what they have read with others. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their 	<p>Listening, attention and understanding –</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Ask questions to find out more and to check they understand what has been said to them. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen • Engage in story times. • 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. 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences 	<ul style="list-style-type: none"> • Begin to form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Can write for a range of purposes in meaningful contexts e.g. lists, captions, instructions, letters etc. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

	<p>own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • 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. <p>Speaking –</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>and, where necessary, a few exception words.</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. • 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.
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		<ul style="list-style-type: none">• <i>Speech is fluent, grammatically conventional and phonetically correct.</i>• <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i>• <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i>• <i>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.</i>		
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