



St Michael's
C.E. Primary School

Securing Strong Foundations:

Progression in Foundational Knowledge & Skills



"Courage to Flourish in the Love of God"

Introduction

The meaning of some, many and most meaning for all teachers.
Intonation, tone and volume are the main ingredients for expression.

Early Reading

	Nursery			Reception			Year 1		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Word Reading	These foundational knowledge and skills are in line with the expectations from the Little Wandle programme where appropriate.								
	Make different vocal sounds e.g. animal, vehicle. Copy some familiar letter sounds.	Identify initial sounds of most familiar words and objects (starting with Phase 2 phonemes – s, a, t, p, i, n, d, m, g, o, c, k, e). Blend orally CVC words containing most Phase 2 phonemes – s, a, t, p, i, n, d, m, g, o, c, k, e.	Identify initial sounds of most familiar words and objects (starting with phonemes from Phase 2). Blend orally CVC words containing most phonemes from Phase 2.	Decode 1 syllable words containing taught GPCs from Phase 2. Read automatically most taught tricky words from Phase 2.	Decode 1 and 2 syllable words containing taught GPCs from Phases 2 and 3. Chunk and read 2-syllable words containing taught GPCs from Phases 2 and 3. Read automatically most taught tricky words from Phases 2 and 3.	Decode words at Phase 4 containing taught GPCs from Phases 2 and 3. Chunk and read words at Phase 4 containing taught GPCs from Phases 2 and 3. Read automatically most taught tricky words from Phases 2 to n 4.	Decode words containing most taught alternative vowel graphemes from Phase 5. Chunk and read multi-syllabic words containing taught alternative vowel graphemes from Phase 5. Read automatically all taught tricky words from Phases	Decode words containing most taught alternative vowel & consonant graphemes from Phase 5. Chunk and read multi-syllabic words containing taught alternative vowel and consonant graphemes from Phase 5. Read automatically all taught	Decode words containing taught GPCs including digraphs and trigraphs from Phases 2 to 5. Read accurately words containing alternative graphemes. Chunk and read multi-syllabic unfamiliar words. Read automatically all taught tricky words

							2 to 4 and some from Phase 5.	tricky words from Phases 2 to 4 and many from Phase 5.	from Phases 2 to 4 and most from Phase 5.
Fluency				Read familiar fully decodable Phase 2 Set 2 books: • with 90% accuracy. • Pauses at full stops with support.	Read familiar fully decodable Phase 2 Set 5 books: • with 90% accuracy. • with a steady consistent pace. • with some expression with support. • Pauses at full stops with support. Reread sentences after decoding words.	Read familiar fully decodable Phase 3 Set 2 books: • with 90% accuracy. • with a steady consistent pace • with some expression with support. • Pauses at full stops. Read many familiar 1-syllable words without overt segmenting and blending.	Read fully decodable Phase 4 Set 2: • with 90% accuracy. • with a steady consistent pace. • with some expression and attention to some punctuation (. ! ? “”). Read many familiar 1-syllable words and some 2-syllable words without overt segmenting and blending.	Read fully decodable Phase 5 Set 2: • with 90% accuracy. • with a steady consistent pace. • with some expression linked to meaning and attention to some punctuation (. ! ? “”). Read most 1 and many 2-syllable words without overt segmenting and blending.	Read fully decodable Phase 5 Set 4 books: • with 90% accuracy. • at 60–70wpm. • with some expression linked to meaning and attention to some punctuation (. ! ? “”). Read most 1 and 2 syllable words without overt segmenting and blending.

Comprehension	Listen to a short story read to them. Join in with familiar songs.	Hold a book the correct way up. Turn the pages from right to left. Identify characters in stories with support.	Use reading in play e.g. language and characters from familiar texts, and role-playing reading. Talk about characters, events and information in songs and books. Recognise familiar words and signs. Join in with familiar or repeated phrases.	Using a familiar fully decodable Phase 2 Set 2 books: - talk about the characters, events and information. - Retrieve simple information from the text with support.	Using a familiar fully decodable Phase 2 Set 5 books: - talk about the characters, events and information. - Retrieve simple information from the text with support.	Using a familiar fully decodable Phase 3 Set 2 books: - talk about the characters, events and information. - retrieve simple information from the text. - retell some events from a story with support. - make some inferences from the text about how a character feels and why something has happened.	Using a fully decodable phase 4 set 2 book: - retell some events from a story. - retrieve information from the text. - self-correct some errors. - make some inferences from the text about how a character feels and why something has happened.	Using a fully decodable phase 5 set 2 book: - retell the main events from a story. - retrieve information from the text. - self-correct many errors. - make simple inferences from the text about how a character feels and why something has happened.	Using a fully decodable Phase 5 set 4 book: - retell the main events from a story in the correct sequence. - retrieve information from the text. - self-correct most errors. - Make and explain simple inferences from the text about how a character feels and why something has happened.
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Early Writing

	Nursery			Reception			Year 1		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Composition: Text Structure & Effect	Sometimes gives meaning to their drawings and paintings.	Makes up stories and play scenarios in response to experiences. Gives meanings to their drawings and mark making most of the time.	Say short phrases and single clause sentences Give meanings to some marks	Say and write words.	Say and write short phrases that can be read by others. Say and write single clause sentences with support where most words can be read by an adult (dictated and own sentences)	Say and write short phrases and single clause sentences that can be read by others (dictated and own composition) .	Say and write a sequence of 2 sentences linked to the focus context/topic with support (own composition) .	Say and write a sequence of 2 or more sentences linked to the focus context/topic (own composition) . Reread own writing to check the meaning is clear when prompted by an adult.	Say and write a sequence of sentences linked to the focus context/topic (3-4 sentences). Reread own writing to check the meaning is clear.
Composition: Grammar				Say a simple sentence about something that is happening now or in the past.	Say simple sentences about a topic using the appropriate tense with adult support.	Say sentences using and to link words. Say simple sentences about a topic using the appropriate tenses with	Say and write a single clause sentence using and to link words. Say a sentence choosing the correct tense	Say and write multi clause sentences using and with support. Write a sentence choosing the correct tense for the	Say and write multi clause sentences using and. Use the correct tense linked to the focus context/topic

						some errors (He runned. He goed.).	for the context/topi c mostly correctly.	context/topi c with support.	c with support.
Punctuation					Separate words with (finger) spaces with support. Use capital letters at the start of sentences when guided by a teacher. Use full stops at the end of the sentence when guided by a teacher. Punctuate their name with a capital letter with support.	Separate words with (finger) spaces. Use capital letters at the start of sentences, on occasion. Use full stops at the end of the sentence on occasion. Punctuate their name with a capital letter.	Use a capital letter at the start of some sentences. Use a full stop at the end of some sentences. Use a capital letter for the pronoun I with support. Use a capital letter for some proper nouns (names of people/place s/days of week/month s of the year) with support.	Use a capital letter at the start of many sentences. Use a full stop at the end of many sentences. Use a capital letter for the pronoun I mostly correctly. Use a capital letter for many proper nouns (names of people/place s/days of week/month s of the year).	Use a capital letter at the start of most sentences. Use a full stop at the end of most sentences. Use a capital letter for the pronoun I. Use a capital letter for most proper nouns (names of people/place s/days of week/month s of the year).
Transcription - Spelling	Repeats initial phonemes in spoken words when	Begins to recognise some initial phonemes in	Hear the initial phoneme in spoken words.	Hear and say the sounds	Hear and say the sounds in the CVC and	Represent many taught phonemes with the	Spell some words containing taught GPCs correctly.	Spell many words containing taught GPCs correctly.	Spell most words containing taught GPCs correctly.

	modelled by an adult.	spoken words.		in the CVC words. Represent many taught phonemes with the correct grapheme in CVC words. [in line with phonics programme] Write own first name with support	CCVC/CVCC words. Represent many taught phonemes with the correct grapheme in CVC & some CVCC/CCVC words (in line with phonics programme). Spell some common words correctly: the is I he we me she be to no go has was of. Write own first name punctuated with a capital letter. Write own first name punctuated with a capital with support.	correct grapheme in CVC & some CVCC/CCVC words (in line with phonics programme) Spell common words correctly: the is I he we me she be to no go has was of. Write own first name punctuated with a capital letter.	Use phonic knowledge to make plausible attempts to spell simple familiar graphemes in words. Spell some Y1 common exception words correctly. Spell many plurals correctly by adding the suffix -s Spell some plurals correctly by adding the suffix -es (e.g churches, boxes). Spell some 3rd person singular verbs correctly by	Use phonic knowledge to make plausible attempts to attempt to spell unfamiliar words with known graphemes. Spell many Y1 common exception words correctly. Spell most plurals correctly by adding the suffix -s. Spell many plurals correctly by adding the suffix -es. (e.g churches, boxes). Spell many 3rd person singular	Use phonic knowledge to make plausible attempts to spell unfamiliar graphemes in words. Spell most Y1 common exception words correctly. Spell most plurals correctly by adding the suffix -s or -es (e.g. cats, dogs, churches, boxes). Spell most 3rd person singular verbs correctly by adding the suffix -s or -es (e.g. runs, catches).
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							adding the suffix -s or -es (e.g. runs, catches). Spell some words using the suffix -ed where no change is needed to the root word (e.g. helped, jumped).	verbs correctly by adding the suffix -s or -es. (e.g. runs, catches). Spell many words using the suffix -ed where no change is needed to the root word (e.g. helped, jumped).	Spell words using the suffix -ed where no change is needed to the root word (e.g. helped, jumped).
Transcription - Handwriting	Make marks using whole arm movements in different directions on a range of surfaces.	Touch thumb to some fingers. Begin to use wrist movement when mark making. Make continuous lines of shapes and symbols (early writing) from left to right.	Touch each finger with their thumb. Use strong and mobile wrist movements when mark marking. Perform a range of simple cross-body movements. Hold a pencil using a static tripod grip.	Form some lower-case letters correctly: - Start and finish in the right places. - Position most letters correctly on the line. Hold a pencil using a tripod grip with support.	Form many lower-case letters correctly: - Start and finish in the right places. - Position most letters correctly on the line. Hold a pencil using a tripod grip.	Form most lower-case letters correctly: - Start and finish in the right places. - Position most letters correctly on the line. Form some capital letters correctly,	Form most lower-case letters correctly with some errors in independent writing: - Start and finish in the right places. - Position all letters correctly on the line.	Form most lower-case letters correctly: - Start and finish in the right places. - Position all letters correctly on the line. Form most capital letters correctly.	Form all lower-case letters correctly: - Start and finish in the right places. - Position all letters correctly on the line. Form all capital letters correctly.

			Attempts to write their own name using letter type shapes. Use a range of tools for a short period of time with support.	Sit correctly at a table with an appropriate posture for writing with support. Form many digits 0-9 correctly. Use appropriate spacing between letters within words with support. Uses tools correctly, with their dominant hand, for a short period with support.	Form some capital letters correctly (including the capital used in own name) with support. Sit correctly at a table with an appropriate posture for writing. Form most digits 0-9 correctly. Use appropriate spacing between letters in words mostly. Uses tools correctly, with their dominant hand, for a short period.	(including the capital used in own name). Form all digits 0-9 correctly. Write from left to right starting from the correct place e.g. margin. Use appropriate spacing between letters in words consistently.	Form many capital letters correctly.		
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Early Mathematics

	Nursery			Reception			Year 1		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Number – Fluency						Demonstrate a deep understanding of numbers to 10 (recognise to 10 but verbally say to 20). Subitise with numbers up to 5. Count objects using on-one correspondence. Count up to 10 objects accurately keeping track of counting. To recognising numbers automatically (subitising)			Recall number bonds (addition and subtraction) within 10. Recall number bonds (addition and subtraction) for 20. Count verbally forwards and backwards from any given number within 100 Count forwards and backwards verbally in 2s to 24 and 10s to 100. Read and write numbers to

									100 in numerals.
Number – Place Value						Match the numeral to the quantity of objects within 10. Order numbers within 10 forwards and backwards. Comparing quantities to 10 using more, fewer, same within 10. To understand the composition of numbers to 5 (5 can be 4 and 1, 5 can be 2 and 3). Identify one more or one less than a given number within 10.			Identify a number that is one more and one less than a given number within 100. Recognise the place value of two-digit numbers (tens and ones). Represent numbers within 100 using objects and pictorial representations including number lines. Recognise and say quantities and numbers within 100 that are more/greater than, less/fewer

									than and equal to. Order numbers within 100 forwards and backwards.
Number – Addition and Subtraction									Read, write and calculate simple number sentences using + - and = (arranged in different ways). Add and subtract one and two-digit numbers to 20 including 0. Recall and use doubles within 10. Recall double 50.
Number – Multiplication and Division									Group quantities into equal groups.

									Share quantities in equal groups including half. Represent groups using objects and pictorial representations including arrays.
Geometry – Shape						Patterns			Recognise and name common 2D shapes in different orientations and sizes – circles, triangles and rectangles (including squares). Sort common 2D shapes. Recognise and name common 3D shapes in different orientations and sizes – cylinders,

									spheres, cones and cuboids (including cubes). Sort common 3D shapes.
Measurement									Compare and describe: - length and height - mass - capacity Sequence events using the language of time. Read lengths and heights on a ruler.

Communication and Language

	Nursery			Reception			Year 1		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Listening and Understanding									Look at the speaker most of the time. Track the speaker in

									appropriate contexts. Follow multi-step instructions willingly. Respond with relevant questions, comments and actions in different contexts. Hold a back-and-forth conversation with trusted adults and peers. Demonstrate understanding of taught vocabulary in a range of contexts.
Speaking									Speak in single and mult clause sentences, using mostly the appropriate tenses.

									Speak with clarity and appropriate volume most of the time. Use standard English in the right context. Hold a back-and-forth conversation with trusted adults and peers. Use taught vocabulary in a range of contexts. Take part in discussions in varied contexts. Use language for a range of purposes – describe, explain, compare, question, clarify.
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Executive Function

	Nursery			Reception			Year 1		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Learning Behaviours									Follow a simple routine independently. Automatically follow simple rules including classroom and playground rules. Manage distractions and quickly refocus if distracted. Take turns in different contexts. Sustain attention for 15 minutes when listening to a speaker.

Self-Regulation									Sustain attention for 15 minutes on a range of tasks. Attempt directed tasks independently before asking for help. Demonstrate resilience and perseverance when finding something difficult. Choose an appropriate strategy to regulate emotions and feelings. Recognise the emotions and feelings of others and respond appropriately .
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									Control immediate impulses and wait patiently.
Meta-Cognition									Notice when something is not working and make small adjustments. Hold key information needed to complete tasks.