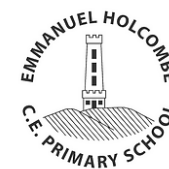


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points



At Emmanuel Holcombe, assessment in the Early Years is used to support children's learning, ensuring that all children make progress from their starting points. This document sets out our progression check points from baseline through to the end of Reception. It is carefully aligned with our EYFS Learning Progression Map, long-term planning and clearly defined end points, ensuring that assessment reflects what we intend children to learn.

The progression checkpoints break down our end points into small, manageable steps, allowing staff to:

- Identify where children are within the learning journey
- Monitor progress over time
- Inform planning and targeted support
- Support professional discussions and pupil progress meetings

Assessment is carried out through:

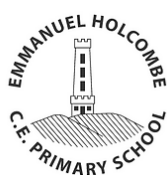
- High-quality observations
- Ongoing interactions with children
- Evidence gathered within provision
- Use of Seesaw to capture and share learning

We recognise that development in the Early Years is not always linear. These checkpoints provide a clear guide to progression, while allowing staff to respond flexibly to each child's individual needs.

In practice, this means:

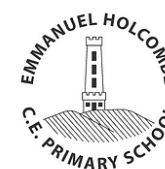
- Assessment is ongoing and responsive, not reliant on formal testing
- Children are observed within meaningful play and learning experiences
- Staff use assessment to adapt teaching and provision
- All children are supported to make progress and achieve their potential

This document works alongside the EYFS Learning Progression Map, ensuring that assessment is directly linked to curriculum intent and reflects how learning builds over time.



Emmanuel Holcombe CofE Primary School

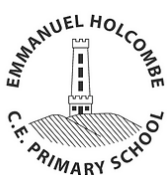
Pre-School & Reception Progression of Skills Check Points



Communication, language and Literacy

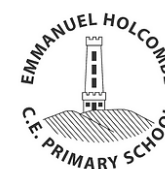
Listening, Attention & Understanding

	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Responds to their name and simple instructions. Shows interest when adults speak but may be easily distracted. Pay attention to one activity for a short time. Join in with familiar songs and rhymes.	Listens to short group times for a brief period. Follow 1-step instructions . Pay attention to more than one thing at a time. Begin to remember key events from familiar stories. Enjoy listening to longer stories/rhymes.	Maintains attention in play when highly engaged. Understand 'why' questions . Talk about familiar books and stories. Begin answering who/what/where questions .	Listens and responds in small group discussions. Begin explaining the meaning of new words. Maintains attention for longer periods during adult led activities. Shows awareness of turn taking in conversations.	Recall and talk about key events from familiar stories. Respond to questions about what they have heard.	Listens attentively and responds appropriately to what they hear. Follows multi step instructions without repetition. Participates in discussions, offering relevant ideas. Maintains focus even when distractions are present.
Reception	Follows 2 step instructions . Understand how to listen carefully and why listening is important. Listen to the speaker during discussions.	Responds to a series of instructions. Listens carefully at story time and can retain what has been heard. Contributes sensible comments to discussions and conversations. Ask why or how questions .	Learns new vocabulary. Can switch attention from one task to another. Listen during group and class discussions. Responds to discussion with comments. Retell key events from a story in sequence.	Follow instructions involving several ideas. Listen and respond appropriately in conversations. Responds to discussion with comments and questions.	Sustain attention during whole class discussions. Respond to what they hear with relevant comments and questions and link to own experiences.	ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify understanding. Hold conversation when engaged in back-and-forth exchanges with teachers and peers.
In action	Child stops briefly when their name is called. Child follows, "Get your coat and sit on the carpet."	Child follows a simple instruction such as "Put the teddy on the chair." Child listens to a story and asks questions such as "Why did the wolf do that?"	Child answers a simple question such as "Who was in the story?" Child explains vocabulary such as "Gigantic means really big."	The child looks and listens to the speaker and responds appropriately when finished.	Child comments during story discussion. The child can explain in detail to a friend what they have heard.	Child asks questions and contributes appropriate ideas during discussions.

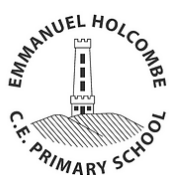


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

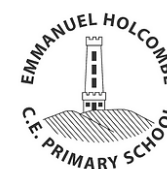


Speaking						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Uses single words or short 2–3 word phrases. Speech may be unclear. Uses gestures, pointing, or sounds to support communication. Names familiar objects and people.	Use sentences of 4–6 words . Express simple wants, needs and feelings. Start conversations with adults or peers. Begins to use new vocabulary from stories and play. Talks about what they are doing during activities.	Speak in longer, more complex sentences. Begins to explain ideas or describe events with more detail. Asks simple questions “why?”, “where?”. Talk about familiar stories and experiences.	Uses a wider range of vocabulary, including topic words. Begin using simple connectives such as and / because .	Use talk to organise play and plan activities. Use repeated phrases or story language in role play.	Speaks clearly enough to be understood by most adults. Uses new vocabulary in different contexts. Can retell simple events or parts of a story in their own words.
Reception	Engages in conversation with adults and peers. Beginning to speak in well-formed sentences using plurals and some tenses. Learn and use new vocabulary.	Use new vocabulary in different contexts. Recount a simple story or event. Listen to and talk about stories to build familiarity and understanding. Develop social phrases.	Communicates confidently with peers and adults. Articulates their ideas in well-formed sentences. Describe events in more detail.	Retell a story, after developing a deep familiarity. Describe events in some detail using connectives such as and/because . Enjoys being part of conversations and discussions and uses new vocabulary in context.	Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others, to express ideas and to explain how things work and why they might happen.	ELG: Participate in small group, class and one-to-one discussions offering ideas. Explain why things might happen using vocabulary from stories and learning. Express ideas and feelings using full sentences including past, present and future tenses and conjunctions.
In action	Child says short phrases such as “My turn” or “Blue car.” Child joins a conversation with a peer or adult and says “I’m building a tower.”	Child says “I want the blue car.” or “Look, big dinosaur!” Child retells a simple event such as “We went outside and found worms.”	Child says “The wolf ran away.” Child explains an idea clearly: “The tower fell because it was too tall.”	Child says “He is sad because he lost his toy.” Child retells a familiar story using their own words during discussion	Child uses talk during play: “You be the doctor. I’ll be the nurse.” Child uses talk to plan play: “Let’s make a pirate ship and you can be the captain, and I will follow the map.”	Child contributes ideas during class discussions and explains their thinking using full sentences.



Emmanuel Holcombe CofE Primary School

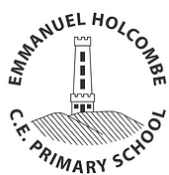
Pre-School & Reception Progression of Skills Check Points



Personal, Social & Emotional Development

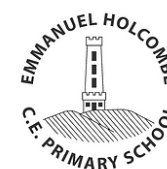
Self-Regulation

	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Begin to identify some of their own emotions with adult support. Seek help from a familiar adult when faced with conflict. May become easily frustrated or overwhelmed.	Begin sharing and taking turns with support. Begin expressing opinions or preferences. Beginning to follow simple behavioural expectations.	Talk about feelings using words such as happy, sad or angry. Begin talking to others to solve simple conflicts. Recovers more quickly from upsets.	Manages emotions more independently in familiar situations. Increasingly follow simple rules and understand why they are important. Shows growing resilience when things go wrong.	Show confidence in new social situations and begin expressing their ideas or opinions. Can stop and think before acting with reminders.	Shows understanding of their own feelings and begins to regulate behaviour. Can wait, take turns, and follow instructions. Shows perseverance and manages challenges. Responds appropriately to the feelings of others.
Reception	Is able to talk about their emotions in an appropriate way. Follow classroom rules with adult reminders.	Identify wider range of emotions in themselves. Wait their turn during play or conversation. Is willing to keep trying if something is difficult or challenging.	Give focused attention to what the teacher says and follow instructions during activities. Can talk about ways that skills can be improved and to demonstrate pride in achievements.	Identify wider range of emotions in others and suggest ways to help. Develop strategies to regulate emotions such as asking for help or calming themselves.	Control impulses and work towards simple goals such as completing a task or waiting for something they want. Identify and regulate their own feelings socially and emotionally.	ELG: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals and control immediate impulses when appropriate. Give focused attention to what the teacher says and follow instructions involving several ideas.
In action	Child says "I feel sad." or asks an adult for help.	Child waits their turn during a game.	Child says "I'm angry because he took my toy."	Child listens during group time and follows instructions.	Child waits patiently and completes a task before moving on.	Child regulates behaviour and responds appropriately to others' feelings.

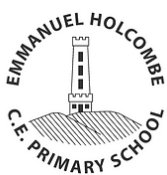


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

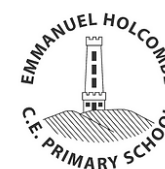


Managing Self						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Recognise when they need the toilet. Shows early independence in choosing activities but may give up quickly. Beginning to show awareness of safety e.g., holding hands.	Uses the toilet independently. Begin to understand personal hygiene routines. Begins to understand healthy choices (food, rest). Tries new activities with encouragement.	Manages most self-care independently (toileting, washing hands, putting on coat). Understands and talks about healthy habits.	Shows increasing confidence in new situations. Makes safe choices with fewer reminders.	Make healthy choices about food, drink and activity with some support.	Independently manages personal needs. Understands right and wrong and behaves accordingly. Shows confidence, independence, and willingness to try new challenges. Knows how to stay safe and make healthy choices.
Reception	Confident to access the environment with minimal support and follows the rules as part of the new routine. Reliably toilet trained, may need reminders to wash hands and help with fastenings.	Manage personal hygiene such as washing hands and toileting independently. Perseveres with fastenings on coats. Identify some foods as healthy or unhealthy. Can follow class rules and routines	Use cutlery such as knife, fork and spoon during meals. Considers the feelings of others. Know and talk about the different factors that support their overall health and wellbeing.	Try new activities confidently and enter unfamiliar situations.	Show resilience and perseverance when facing challenges.	ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.
In action	Child washes hands after using the toilet.	Child independently uses the toilet.	Child talks about brushing teeth or healthy foods.	Child confidently joins a new activity.	Child keeps trying when a task is difficult.	Child independently manages personal care and tries new challenges.

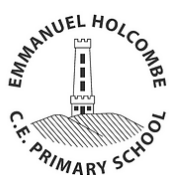


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

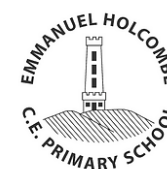


Building Relationships						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Plays alongside others. Shows preference for familiar adults. Needs support to share and take turns. Beginning to show awareness of others' feelings.	Begin forming friendships with other children. Begins to play cooperatively in small groups.	Play with others and begin sharing resources. Seeks out friends and familiar adults. Shares with support and simple reminders. Shows empathy when prompted.	Find solutions to simple conflicts during play with support. Shows empathy and offers comfort independently.	Extend play ideas with other children and cooperate during activities. Build friendships and play collaboratively. Takes turns with less support. Negotiates roles and ideas in play.	Forms positive relationships with peers and adults. Plays cooperatively, taking turns and resolving conflicts. Shows sensitivity to others' needs and feelings. Works well as part of a group.
Reception	Can play, take turns and share sometimes with adult support. Makes new friends in the class and talks to adults to share news or as part of an activity.	Work and play cooperatively with others. Build constructive and respectful relationships. Able to identify when another child is upset and respond appropriately.	Begin solving small conflicts independently. Talk about the perspective of others.	Understand that they can have more than one friend and show sensitivity to others.	Can cooperate with others, listening and sharing ideas and will listen to advice towards a shared goal	ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
In action	Child seeks comfort from a familiar adult.	Child chooses to play with a friend.	Children share toys during play.	Children resolve minor disagreements with support.	Children build or complete tasks together.	Children cooperate, take turns and maintain friendships.

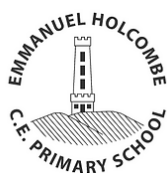


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

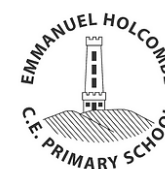


Physical Development						
Gross Motor						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Run, jump and move in different ways. Begin climbing stairs/apparatus with support. Shows early balance skills (e.g., stepping over objects).	Jump and land safely on two feet. Begin hopping and balancing on one foot. Begin moving larger objects, trikes/scooters with support.	Climb equipment using alternate feet. Use large muscle movements (painting, waving ribbons, digging).	Begin taking part in group games and simple team activities. Match movements to music or rhythms. Shows strength in pushing, pulling, and lifting.	Develop increasing coordination and balance when moving. Safely ride bikes or scooters with confidence.	Demonstrates strength, balance, and coordination. Moves confidently in a range of ways (running, hopping, climbing). Negotiates space safely and avoids obstacles. Uses large equipment with control and skill.
Reception	Revise and refine fundamental movement skills: running, jumping, climbing and balancing.	Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. Uses large construction to build. Use their core muscle strength to achieve a good posture	Can throw, kick, pass and catch a large ball. Able to balance on and off equipment. Can jump safely from a piece of equipment. Combine different movements with ease and fluency	Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a Group. Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Develop ball skills including throwing, catching, kicking and aiming. Demonstrate strength, balance and coordination in play.	ELG: 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.
In action	Child runs and climbs confidently in outdoor play. Child runs, jumps and balances across stepping stones or a balance beam in outdoor provision.	Child jumps off a low step with both feet and balances briefly on one foot during a game. Child climbs over and under an obstacle course and uses large blocks to build and move structures with others	Child climbs ladder or trim trail using alternate feet. Child throws a beanbag into a hoop, catches a large ball and balances on one foot before jumping down.	Child joins a simple chasing game or follows movements during a music and movement activity. Child takes part in a PE session using large apparatus and cooperates in team games.	Child confidently rides a balance bike/trike around the playground and avoids other children. Child throws, catches and kicks a ball with increasing accuracy during outdoor play.	Child moves confidently during PE or outdoor play, avoiding obstacles and adjusting movements around others.

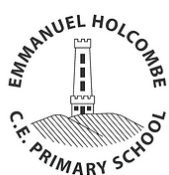


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

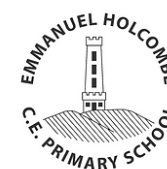


Fine Motor						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Uses whole hand grasp for tools. Beginning to make marks with crayons/chunky pencils. Attempts simple puzzles with support. Shows early hand-eye coordination skills.	Show preference for a dominant hand. Uses tripod/pincer grasp with support. Manipulates small objects (beads, tweezers) with growing control. Begins to use scissors with help.	Begin controlling tools with greater precision. Draws simple figures and shapes with control. Uses scissors to cut along lines. Builds with small construction materials with precision.	Use a comfortable pencil grip when drawing. Develop independence in dressing and undressing such as putting on coats or shoes.	Manipulate small tools and objects with increasing control and coordination. Uses tripod grip with increasing consistency.	Holds a pencil using an effective grip. Forms letters and shapes with control. Uses tools such as scissors, cutlery, and tweezers confidently. Shows skill in fastening buttons, zips, and small objects.
Reception	Develop small motor control using pencils, paintbrushes and tools. Can form some recognisable letter shapes from name. Holds pencil in fingers rather than a whole hand grasp.	Uses drawing equipment to draw a figure (circle with stick arms & legs). Can use scissors to make snips, cut lines & curves. Attempts to use a tripod grip with some consistency. Uses a range of materials to support fine motor skills.	Often chooses to draw, representing recognisable objects or shapes. Strengthen hand muscles through mark making and tool use. Holds a pencil in a tripod grip. Develop control and accuracy when drawing or forming letters.	Uses scissors to cut around more complex shapes, e.g. split pin characters. Develop the foundations of handwriting including correct grip and posture.	Use a range of small tools confidently. Begin to show accuracy and care when drawing and writing.	ELG: 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.
In action	Child threads large beads onto string or makes marks using chunky crayons. Child draws a recognisable picture and attempts to write their name.	Child uses tweezers or scoops to pick up small objects during play. Child cuts along simple lines using scissors when making a craft.	Child draws a face with simple features using controlled marks. Child holds a pencil with a developing tripod grip when drawing or writing.	Child pulls up their zip or begins fastening buttons with support. Child cuts around simple shapes (e.g. characters or pictures) during craft activities.	Child uses scissors or paintbrushes with increasing control during creative play. Child writes letters or simple words with growing accuracy.	Child uses a tripod grip when drawing and manipulates small tools with control. Child writes letters or simple sentences using a tripod grip and forms most letters correctly.

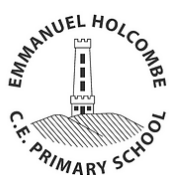


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

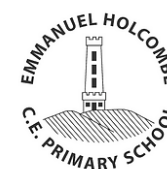


Literacy						
Comprehension						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Join in with rhymes and familiar stories with repeated refrains. Recognise their name. Show interest in books.	Make simple predictions about stories. Recall a fact from a familiar story. Begin talking about pictures in books.	Recall simple events from a story. Identify rhyming words and repeated phrases. Talks about characters, settings, or events with more detail.	Recount a familiar story using pictures or props. Understands and responds to questions about the text.	Talk about stories they have heard and answer simple questions about them.	Engages with stories and non-fiction books with interest. Retells simple stories using key phrases or actions. Talks about what is happening and why in pictures or stories. Shows understanding through comments, questions, and play.
Reception	Engage in story times and talk about stories. Understand that print has meaning and books carry messages.	Has a love of stories and listens attentively to story time. Enjoys talking to others about favourite stories. Is able to talk about the main events in the story and predict what might happen.	Can retell a story using role play or small world resources, using some story language. Identify fiction and non-fiction texts. Anticipate events in stories and discuss characters or events.	Discuss key events and sequence them. Has a good understanding of story structure. Can retell and make up own stories using vocabulary that has been learnt.	Identifies non-fiction texts, remembering facts. Confidently demonstrates understanding of stories by retelling them and discussing what happened.	ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.
In action	Child joins in with repeated phrases such as "Run, run as fast as you can" during a story. Child talks about what is happening in the story during story time.	Child looks at pictures and says what they think might happen next. Child predicts what might happen next in a familiar story..	Child remembers something that happened in a story (e.g. "The wolf blew the house down"). Child retells parts of a story using small world characters or props.	Child retells a simple story using pictures or puppets. Child retells the main events of a story in the correct order.	Child answers simple questions about a story they have heard. Child explains what happened in a story and talks about the characters.	Child talks about a story they enjoyed and remembers key parts. Child confidently retells a familiar story and discusses events or characters.

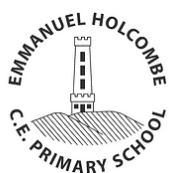


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

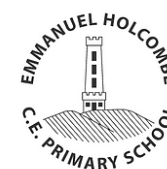


Word Reading						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Notices print in the environment (logos, signs). Enjoys looking at books and turning pages. Joins in with favourite rhymes and songs. Begins to hear and enjoy repeated sounds and words.	Recognises and names some familiar logos or their own name label. Shows interest when adults point to words while reading. Identify initial sounds in some words.	Identify rhyming words and begin recognising letter shapes. Enjoys simple sound games (e.g. "I spy" with sounds). Recognise their own name in print.	Orally blend simple words with adult support. Clap syllables in words.	Begin recognising a range of familiar words such as their name/mummy/daddy.	Recognises their own name and a few familiar words or logos. Shows growing phonological awareness (rhyme, initial sounds, syllables). Understands that print carries meaning and is read left to right, top to bottom. Chooses to look at books and talk about the print and pictures.
Reception	Can discriminate between sounds. Can keep a simple rhythm and match rhyming words. Able to recognise own name. Can say the initial sound in a word.	Recognise and say sounds for taught phonemes (Level 2). Begin orally blending simple CVC words. Recognise some tricky words.	Apply phonics knowledge when reading. Read all Level 2 graphemes and phonemes. Blend and read all Level 2 CVC words. Read Level 2 captions and tricky words rapidly.	Read simple sentences matched to phonics knowledge. Re-read books to build fluency and show a good understanding of what has been read. Reads all Level 2 and 3 tricky words rapidly.	Read simple books consistent with phonics knowledge including Tricky words including CCVC, CVCC words. Re-read books to build fluency and show a good understanding of what has been read.	ELG: 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.
In action	During story time the child points to the front cover and says "That says Peppa Pig!" when they recognise the character logo. At self-registration the child finds their name card and places it in the basket.	While looking at a book the child says "b-b-baby!" when the adult points to the word baby. During phonics the child says the sounds when shown grapheme cards.	During a rhyme game the child laughs and says "cat... hat!" when hearing rhyming words. The child uses their finger to sound out and blend c-a-t to read the word <i>cat</i> .	During a sound game the child joins in repeating sounds like "sss" or "mmm". While reading a caption the child says "The dog ran" by blending each word fluently.	The child points to the word Mum in a card and says, "That says mummy!" The child reads a short phonics book and uses sounds to work out unfamiliar words.	The child looks at a book and points to letters saying, "That's my letter!" The child reads a short sentence in a reading book and explains what happened in the picture.



Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

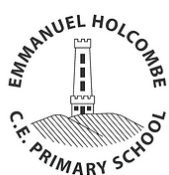


Writing						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Give meaning to marks made when drawing or writing. Makes random marks on paper or surfaces. Uses whole hand grasp when holding tools. Shows interest in mark making during play.	Makes purposeful marks (lines, circles, dots). Begins to control direction of marks. Imitates simple shapes and patterns.	Make marks for a purpose (e.g., pretend writing lists or letters). Attempts to write some letter-like shapes.	Draws simple pictures with recognisable features. Begins to form some letters from their name (not always correctly). Uses marks to represent words or ideas in play.	Shows increasing control with tripod or pincer grip. Write some recognisable letters accurately and attempt simple words, this may be tracing or copying.	Uses marks, symbols, and some letter shapes to communicate meaning. Writes some letters from their name with correct formation emerging. Draws with increasing detail and intention. Uses writing tools with good control and confidence.
Reception	Can say the initial sound in a word. Uses some recognisable letter shapes when writing own name. Can orally segment some simple cvc words.	Can segment Level 2 CVC words. Can match Level 2 graphemes and phonemes. Writes simple CVC words and labels some lower-case letters correctly. Uses some upper-case letters. Says a simple sentences for writing (oral and count words).	Write short sentences using phonetic spelling Is starting to write simple captions. Begin using finger spaces and reread writing to check meaning.	Writes some upper-case letters correctly. Writes most lower-case letters correctly using a tripod grip. Writes CVC words and labels using Level 2 and 3 phonemes. Spells some tricky words. Is starting to write short sentences.	Writes CVC, CCVC, CVCC words and labels using Level 2, 3 & 4 phonemes. Spells some tricky words. Write simple phrases and sentences that can be read by others. Use capital letters and full stops with support.	ELG: 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.
In action	Child draws a picture and makes marks underneath, telling the adult "This says my mummy." Child writes their name on their work or self-registration card.	In the role play area the child makes marks on a notepad and says they are "writing a shopping list." Child labels a picture they have drawn (e.g. writing <i>cat</i> or <i>dog</i> using phonics).	Child draws a picture of their family and attempts some letter-like shapes for names. Child writes simple phonetic words such as <i>cat</i> , <i>dog</i> or <i>sun</i> .	Child writes some letters from their name when drawing or making cards. Child writes a short caption such as "The dog ran."	Child copies or traces letters from their name when writing or drawing. Child writes a simple sentence such as "I like cats." using phonics.	Child writes some recognisable letters or their name when making pictures or cards. Child writes a short sentence independently that others can read.

Emmanuel Holcombe CofE Primary School

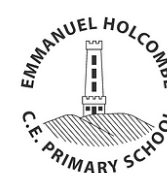
Pre-School & Reception Progression of Skills Check Points

Mathematics						
Number						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Says some number words but not always in order. Notices small quantities subitise (1–3). Shows interest in counting during play. Begins to match objects one to one with support	Say number names to ten during song and rhymes. Says numbers to 5 in order. Counts small groups of objects with support. Recognises “more” and “lots”.	Begins to show finger numbers to 5. Counts objects to 5 with growing accuracy. Count forwards to 5 and sometimes beyond. Recognises numerals 1–3.	Experiment with writing numerals. Begins to compare quantities (“more than”, “not as many”). Shows finger numbers 5 and above.	Counts objects to 5 reliably and matches to numerals. Understands that the last number in the count is the total (cardinal principle)	Talks about quantities using “more”, “fewer”, “same”. Begin recognising numbers to 10 and counting larger sets with support.
Reception	Count objects, actions and sounds accurately. Subitise small quantities quickly. Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. Rote counts to 10 Recognise numerals 1-5.	Subitise to 5 and identify sub-groups in larger arrangements. Beginning to talk about the different ways that amounts of 5 can be made. Link the number symbol (numeral) with its cardinal number value. Practice using their fingers to represent quantities which they can subitise. Count beyond 10.	Explore the composition of numbers to 10 using objects and representations. Develop sense of numbers beyond 5 and can subitise to 6. Compare numbers, more than, fewer than, equal to. Understands the ‘one more than/one less than’ relationship between consecutive numbers.	Confidently talks about the different ways that numbers can be made to 5 and is beginning to apply this knowledge to numbers to 10. Links subtraction facts to composition of numbers to 5. Beginning to Recall some double facts to 5.	Automatically recall number bonds to 5 and some to 10. Compare quantities within 10 in different contexts.	ELG: Have a deep understanding of number to 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 (including subtraction facts) and some number bonds to 10, including double facts.
In action	Child counts toy cars as they line them up, touching each one and saying “1, 2, 3, 4, 5.” Child counts out 5 cubes to build a tower and checks they have the right amount.	During a finger rhyme the child shows numbers on their fingers (e.g. five little ducks). Child shows the number 4 using their fingers or by collecting 4 counters.	Child looks at two groups of objects and says which has “more”. Child compares two groups of cubes and says, “This one has more.”	Child splits objects into two small groups when playing (e.g. sharing toy fruit between two plates). Child explains “5 is 3 and 2” using counters or cubes.	Child counts objects in play, such as giving each teddy one plate at snack time. Child explains number bonds such as “5 is 4 and 1.”	Child counts objects in a group and talks about which has more or fewer. Child explains how numbers to 10 can be made in different ways using objects or fingers.

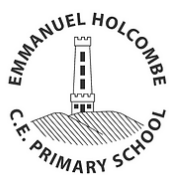


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

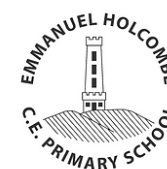


Numerical Patterns						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Join in with number rhymes and counting songs. Notices simple patterns in the environment. Begins to sort objects by one feature (colour, size). Shows awareness of size differences (big/small).	Creates simple AB patterns with support. Sorts objects by more than one feature. Uses language such as bigger/smaller, longer/shorter. Begins to compare quantities using "more" or "fewer".	Begin correcting errors in repeating patterns. Repeats and creates AB and ABC patterns independently.	Orders objects by size, length, or weight. Compares quantities confidently. Create their own repeating patterns using objects or colours.	Begins to describe a sequence of events, real or fictional such as first, next, then.	Spots and creates repeating patterns. Compares quantities and uses correct mathematical language. Explores and describes relationships between numbers. Understands and uses simple numerical patterns in everyday contexts.
Reception	Count forwards confidently and recognise number patterns. Compares amounts using the language of 'more' 'less' 'equal'. Reads numerals to 5 and matches to an amount. Orders numbers to 5.	Counts objects accurately to 10 using one to one correspondence. Can identify when objects have less than, more than or equal. Recognises numbers to 10. Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand	Begin recognising odd and even patterns through play. Continue, copy and create repeating patterns. Compare quantities to 10 in different contexts. Verbally count beyond 20.	Put numbers to 10 in order. Recognises patterns within number. Begin to understand the competition of numbers to 10. Puts numbers in order, largest to smallest and finds a missing number.	Explore patterns within numbers including doubles and sharing into equal groups.	ELG: Verbally count beyond 20 recognising the pattern of the counting system. Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or equal to another quantity. Explore and represent patterns within numbers up to 10 including doubles and how quantities can be distributed equally.
In action	Child joins in with counting songs like <i>Five Little Ducks</i> , holding up fingers as numbers decrease. Child counts forwards while jumping or clapping during a counting game.	Child builds a simple red-blue-red-blue pattern using blocks. Child continues an AB pattern using objects such as cube, cone, cube, cone.	Child spots a mistake in a pattern during play and says, "That one is wrong." Child extends a repeating pattern such as circle, square, circle, square.	Child orders objects by size (e.g. lining up sticks from smallest to biggest). Child puts number cards to 10 in order and finds a missing number.	Child describes a simple sequence such as "First we built the tower, then it fell down." Child makes repeating patterns using shapes, colours or objects in provision.	Child joins in counting patterns during rhymes and games. Child counts beyond 20 and recognises patterns in the counting sequence (e.g. noticing numbers ending in 0).

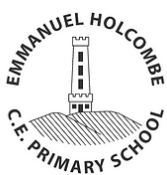


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

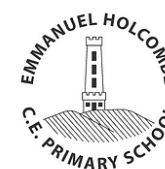


Shape, Space and Measure						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Name simple 2D shapes such as circles, triangles and squares. Use positional language such as <i>under</i> or <i>behind</i> .	Explore shapes during play and building activities. Combine shapes to make models.	Compare objects by size, length or height.	Explore weight and capacity through practical play.	Describe routes and positions using positional language such as in front of, behind, next to.	Talk about 2D and 3D shapes using informal, mathematical language such as sides, corner, straight, flat, round.
Reception	Uses some everyday language to talk about and compare size and shape. Recognises a repeated pattern and can create own patterns and arrangements.	Uses some shape names appropriately and understands prepositional language. Creates a repeated pattern with colour and shape. Select, rotate and manipulate shapes to develop spatial reasoning skills.	Compare length, weight and capacity using practical resources using some mathematical language, heavier, lighter, longer, shorter, full, empty.	Compose and decompose shapes so that children recognise a shape can have other shapes within it. Continue and create repeating patterns.	Solve simple problems involving measure and spatial reasoning.	ELG: Developed a range of mathematical language to describe and compare size, shape, length, weight and position.
In action	Child points to a circle on a puzzle and says "circle." Child names shapes while building with blocks (e.g. "This is a square.").	Child builds a simple house using blocks or magnetic shapes. Child builds a model using shapes and explains what they used (e.g. "I used a triangle for the roof.").	Child builds a simple house using blocks or magnetic shapes. Child builds a model using shapes and explains what they used (e.g. "I used a triangle for the roof.").	Child pours water between containers in the water tray and notices which holds more. Child compares containers and says which is "full" or "empty."	Child follows directions like "Put the teddy under the table." Child describes positions during play (e.g. "The car is behind the house.").	Child talks about shapes or positions during play. Child solves a simple spatial problem such as fitting blocks together to build a structure.



Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

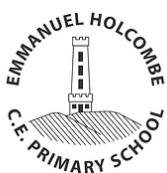


Understanding the World						
Past and Present						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Talks about familiar people, places events in simple terms. Notices change in routines or environment. Uses words like "now" or "later" with support. Shows awareness of things that happened recently.	Identify family members and talk about their home. Begins to understand simple sequences (first/next). Uses simple time language more accurately.	Talks about past events in their own life such as holidays, birthdays. Recognise simple differences between past and present. Notices change over time (weather, growth).	Describes events from the past and compares them to now ("When I was a baby..."). Talks about how they have grown or changed. Understands that some things happened "a long time ago".	Begins to compare old and new objects or experiences. Sequence simple events from their own life or a story. Shows curiosity about how people lived in the past through stories and play.	Talks about their own life story and family events. Understands the difference between past and present in simple terms. Describes how things change over time (plants growing, seasons).
Reception	Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.	Talk about members of their immediate family and community. Begins to understand the meaning of the word 'past'	Understand that the past refers to events that have already happened. Talks about significant historical events and how things were different in the past. Comment on images/artefacts of familiar events, objects, places in the past.	Ask questions about the past and describe differences between past and present.	Sequence events in stories or real-life experiences. Talk about people around them and their roles in society.	ELG: Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books and storytelling.
In action	Child looks at a family photo and says, "That's my mummy." Child talks about their family and says "This is my sister. She is older than me."	Child says, "I live in a house with my mummy and daddy." during circle time. Child explains roles such as "My dad goes to work, and my mum helps me get ready for school."	Child says, "Yesterday I went to the park." during conversation. Child talks about a past event such as "On my birthday I had a cake and presents."	Child looks at an old photo and says, "That's a baby!" Child compares past and present saying "I was a baby then, now I am bigger."	Child retells part of their day in order: "First I had lunch, then I played outside." Child sequences events such as "First we planted seeds, then we watered them."	Child talks about something that happened before (e.g. "I went to Nana's yesterday"). Child explains differences between past and present, e.g. "When I was younger, I couldn't ride a bike, now I can."

Emmanuel Holcombe CofE Primary School

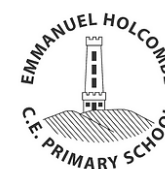
Pre-School & Reception Progression of Skills Check Points

People, Culture and Communities						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG))
Pre-School	Name people who help them in school. Shows interest in people who are familiar to them. Talks about their own family with support. Shows curiosity about different places or routines.	Talks about family customs or celebrations (birthdays, holidays). Begins to understand that people live differently. Shows interest in maps, places, or journeys in stories. Notices differences between themselves and others (hair, clothes, skin).	Show interest in different occupations. Recognise emergency services and community helpers. Recognises simple cultural differences in books or activities.	Talk about places they visit such as shops or parks. Understands that people have different beliefs, traditions, or celebrations. Shows respect and curiosity about diversity	Begin recognising that people are different and that this is positive. Talks about different communities and ways of life in simple terms.	Knows simple similarities and differences between people and families. Talks confidently about their own experiences and those of others. Shows awareness of different cultures, celebrations, and traditions. Explores the natural and built environment with interest and understanding.
Reception	Talks about the world around them and the people are places that are familiar. Name and describe people who are familiar to them.	Recognise special places in their community. Identify reasons to visit a church. Understand that people have different beliefs and celebrate special times differently. Understands that some places are special to members of their community.	Looks at, and makes maps, of their local environment. Names a different celebration from around the world and 1 way it is celebrated. Begins to recognise that people have different beliefs and celebrate special times in different ways.	Recognise some environments that are different from the one in which they live. Use a range of vocabulary used to describe different celebrations around the world. Compare and contrast characters from stories, including figures from the past.	Recognise similarities and differences between life in this country and other countries. Retells a simple religious story	ELG: Describe their immediate environment using knowledge from observation, discussion, stories 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.
In action	Child points to a familiar adult and says, "That's the teacher" or "That's the lollipop lady." Child talks about people in school and says, "The caretaker fixes things."	During role play the child says, "I'm a firefighter" or "I'm the doctor." Child explains a job role, e.g. "A doctor helps people when they are ill."	Child talks about a celebration such as "I got presents at Christmas." Child describes a celebration they know, e.g. "At Diwali people light candles."	Child says, "I go to the park" or "I go to the shop." Child talks about different homes or traditions, e.g. "Some people go to the mosque."	Child looks at pictures and says "That house is different." Child compares places, e.g. "It is hot in that country but cold here."	Child talks about something familiar from their own life or community. Child explains a simple difference, e.g. "We celebrate Christmas, but some people celebrate Eid."

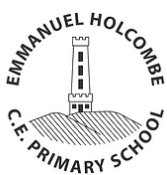


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

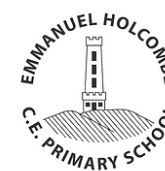


The Natural World						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Notices features of the environment (trees, animals, weather). Explores natural materials using senses. Shows curiosity about living things. Begins to talk about what they see.	Talks about seasonal changes and weather in simple terms. Begins to name common animals or plants. Explores natural materials and describes simple properties (hard/soft, wet/dry). Shows care for living things with support.	Describes differences between animals, plants, and environments. Understands how to care for the environment (watering plants, picking up litter, walking).	Identify simple plants and flowers. Plant seeds and care for growing plants. Talks about simple life cycles with support (plants, caterpillars, butterflies).	Talk about different types of weather and seasons. Makes simple predictions about natural processes ("The ice will melt").	Talks about the natural world with increasing detail. Understands simple processes such as growth, decay, and seasonal change. Makes observations and comments on why things happen ("It's windy so the leaves are moving"). Shows responsibility and respect for the environment and living things.
Reception	Explore the natural world and describe what they see, hear and feel outdoors. Recognises change and can describe what is happening.	Identify animals and their habitats. Notices, observes and talks about seasonal changes. Draw information from a simple map	Understands the effects of the changing seasons on the natural world around them	Understand simple life cycles of plants or animals. Describe what they see, hear and feel whilst outside	Understand how seasons change and how the natural world changes over time.	ELG: 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. Understand some important processes and changes in the natural world including seasons and changing states of matter.
In action	Child points to a tree outside and says, "The leaves are falling." Child talks about what they can see and says, "The leaves are brown because it is autumn."	Child says, "It's raining" or "It's cold" when outside. Child notices change and says, "The trees don't have leaves now because it is winter."	Child says, "That's a dog" or "That's a bird" when looking at animals. Child explains differences, e.g. "Birds can fly but dogs can't."	Child plants a seed and says, "I need to water it." Child talks about growth, e.g. "The plant is growing because we gave it water and sunlight."	Child talks about weather, e.g. "It's sunny today." Child makes simple predictions, e.g. "The ice will melt because it is warm."	Child talks about what they can see outside or in nature. Child explains changes over time, e.g. "The caterpillar turned into a butterfly."

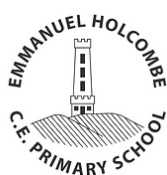


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

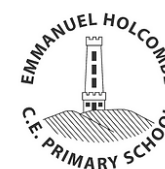


Technology						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Begin exploring simple technology such as pressing buttons on toys.	Understand that technology can make things happen.	Use simple digital tools with adult support.	Recognise that technology is used in everyday life.	Begin understanding cause and effect when using devices.	Understand that we control technology and we give instructions to devices.
Reception	Use technology for a purpose such as taking photos or recording learning.	Use simple programs or apps to complete tasks. Logs into Seesaw with support	Use technology to find information or play learning games. Uploads work independently	Begin understanding how devices work (camera, tablet, recorder).	Use technology to share learning (e.g. Seesaw).	Able to log into seesaw and access tools such as type, camera, drawing, voice record to show off their learning. Understand the importance of small amount of time on an iPad and how to stay safe online.
In action	Child presses buttons on a toy to make lights or sounds happen. Child uses an interactive toy or device and understands "press to make it work."	Child says "I have a tablet at home" or recognises a phone. Child talks about technology they use at home, e.g. "I watch videos on a tablet."	Child uses a tablet with an adult to take a photo. Child independently takes a photo of their work using a tablet.	Child records their voice or watches a video of themselves on a device. Child uses Seesaw to record their voice explaining their learning.	Child taps and swipes to complete a simple game or activity. Child completes a task on Seesaw (e.g. drawing, typing or uploading work).	Child uses technology to explore simple cause and effect. Child independently uses technology to record and share learning (e.g. taking a photo, recording voice, or completing a Seesaw activity).

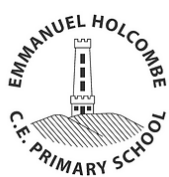


Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points

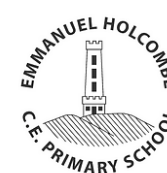


Expressive Arts and Design						
Creating with Materials						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Explore different materials and tools. Makes random marks and simple constructions. Chooses colours or materials but may not explain why. Joins in with simple creative activities.	Experiment with tools and techniques such as cutting, sticking and painting. Begins to plan what they want to make ("I'm making a house"). Combines materials with support (glue, tape, collage). Chooses colours and textures purposefully.	Explore colour mixing and describe what happens when colours combine. Express ideas or feelings through drawing or painting. Experiments with different techniques (printing, mixing colours).	Creates more detailed artwork and models with intention. Uses tools safely and with increasing skill. Talks about their creations and the choices they made.	Begin choosing materials independently to create pictures or models.	Uses a variety of materials, tools, and techniques confidently. Shares ideas and explains processes used in their creations. Makes purposeful, imaginative artwork and models. Uses colour, design, texture, and form creatively.
Reception	Uses a range of different techniques and variety of materials, e.g. paint, collage. Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.	Develop representations of objects, people or animals through drawing, painting or modelling. Makes some independent choices about the resources needed and talks about creations.	Explore, use and refine a variety of artistic effects to express their feelings and ideas. Return to and build on their previous learning, refining ideas. Mixes colours to produce different shades and combines materials to create different textures.	Explain what they have made and how they created it. Will plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.	Explore artistic effects to represent ideas and feelings. Creates collaboratively, sharing ideas, resources and skills	ELG: 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.
In action	Child explores paint and says, "I'm making a big mess!" while spreading colours. Child draws a simple person with a head, arms and legs.	Child sticks pieces of paper and says, "This is my picture." Child draws a picture and adds simple shapes to represent objects.	Child mixes colours and says, "It turned green!" Child mixes colours and explains "Red and yellow made orange."	Child builds a model using boxes or blocks and says what it is (e.g. "This is my house"). Child selects materials to build a model and explains their choices.	Child chooses materials independently during creative play. Child creates a piece of artwork and talks about how they made it.	Child explores materials and talks about what they have made. Child independently chooses materials, creates artwork or models, and explains their ideas and process.



Emmanuel Holcombe CofE Primary School

Pre-School & Reception Progression of Skills Check Points



Being Imaginative and Expressive						
	Baseline / Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	End of Year (ELG)
Pre-School	Engages in simple pretend play based on familiar experiences. Joins in with songs and rhymes. Uses basic props in role play. Copies simple actions or sounds.	Engages in simple pretend play based on familiar experiences. Joins in with songs and rhymes. Copies simple actions or sounds.	Create imaginative small world scenes using figures or props. Sings, dances, or performs with expression. Uses story language in role play. Invents and adapts narratives with peers.	Develop simple storylines during play. Sing familiar songs and nursery rhyme. Creates more complex pretend play scenarios.	Play instruments and respond to music with movement.	Invents, adapts, and recounts imaginative stories. Performs songs, rhymes, and dances with confidence. Uses imagination to develop rich role-play scenarios. Expresses ideas and feelings through music, movement, and play.
Reception	Develop storylines in pretend play using role play and small world resources. Experiments with a range of percussion instruments. Joins in with singing in a familiar group.	Sing songs and rhymes matching pitch and melody. Moves in response to music.	Respond to music through movement and dance. Explore making music using instruments.	Watch and talk about dance and performing art, expressing their feelings and responses. Listen attentively to music expressing their feelings and responses.	Perform songs, stories or dances in groups or independently.	ELG: 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 (when appropriate) move in time with music.
In action	Child holds a block to their ear and says "Hello?" pretending it is a phone. Child uses small world figures to act out a simple story (e.g. "The dinosaur is going to sleep").	Child plays with dolls or figures and makes simple story sounds or actions. Child creates a short storyline in small world play (e.g. "They are going to the park").	Child joins in singing a familiar song with actions during group time. Child sings a familiar song and adds actions or expression.	Child moves their body to music, jumping or swaying. Child dances to music and talks about how it makes them feel.	Child taps a drum or instrument and moves to the beat. Child performs a simple song, dance or role play with others.	Child joins in with songs or pretend play during group or provision. Child confidently performs a story, song or role play, showing expression and imagination.