

Communication and Language	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint ELG
Listening, Attention and Understanding	<p>Follows a simple routines instruction e.g come to the carpet.</p> <p>Listens to stories and can recall the main events.</p> <p>Contributes sensible comments to discussions and conversations.</p> <p>Joins in with a simple activity eg singing a song or playing a simple motivating game.</p> <p>Can answer what, when, where questions</p>	<p>Listens carefully at story time and can retain what has been heard and recall key points.</p> <p>Responds to instructions well.</p> <p>Contributes relevant comments in discussions.</p> <p>Responds to peer’s requests e.g can I have the ball and replies.</p> <p>Begins to use active listening skills e.g. looking at teacher, still body.</p> <p>Begins to answer ‘how’ questions.</p> <p>Uses words and new vocabulary they have learnt.</p>	<p>Can switch attention from one task to another.</p> <p>Follows complex instructions.</p> <p>Responds to discussion with comments and questions.</p> <p>Conducts simple back and forth conversations, paying attention and responding appropriately.</p> <p>Is able to listen in whole school assembly.</p> <p>Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions.</p> <p>Ask questions when they don’t know what a word means.</p> <p>Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn’t carry it because it was too heavy”.</p> <p>Begins to answer ‘why’ questions.</p> <p>Understands why listening is important for learning.</p>	<ul style="list-style-type: none"> • 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.

Speaking	<p>Engages in conversation with adults and peers.</p> <p>Speak in simple sentences.</p> <p>Can ask simple questions.</p> <p>Uses vocabulary linked to their interests.</p>	<p>Communicates with peers and adults in small groups.</p> <p>Uses sentences to communicate needs, news, feelings and ideas.</p> <p>Uses new vocabulary.</p> <p>Use social phrases e.g good morning, How are you?</p> <p>Ask questions when they don't understand instructions.</p> <p>Uses simple connectives in speech, e.g. and, but.</p> <p>Use new vocabulary from books and stories as they discuss/retell the story.</p> <p>Recite familiar rhymes/poems and join in with repeated refrains from stories.</p>	<p>Speaks in whole class situations.</p> <p>Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract".</p> <p>Enjoys being part of conversations and discussions and uses new vocabulary in context.</p> <p>Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems).</p> <p>Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas.</p> <p>Uses more detail in conversation.</p> <p>Uses speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy)</p>	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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
Personal, Social and Emotional Development	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Self-Regulation	<p>Can focus attention in a group situation for a short period of time and can follow a series of instructions.</p> <p>Express their feelings and give simple reasons, e.g. I want Mummy.</p> <p>Seek help through finding an adult.</p> <p>Allow an adult to comfort them.</p> <p>Recognise when a peer is upset.</p>	<p>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, lonely, worried and confused.</p> <p>Can focus attention in a whole class group for a teaching session, e.g. phonics.</p> <p>Is willing to keep trying if something is difficult or challenging.</p>	<p>Can label and talk about own and others' emotions.</p> <p>Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups.</p> <p>Completes set challenges/tasks independently.</p> <p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.</p> <p>Link events (in books, real life etc) with feelings and discuss them, e.g. <i>She is angry that he snatched the toy.</i></p> <p>Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</p>	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self	<p>Confident to access the environment with minimal support and follows the rules as part of the new routine.</p> <p>Uses the toilet independently.</p> <p>Puts coat on and off .</p>	<p>Makes independent choices and is confident to try new things although may prefer to choose activities that are within their capability.</p> <p>Perseveres with fastenings on coats and follows instructions to dress and undress for PE, perhaps needing help with buttons.</p> <p>Can clean self after using the toilet.</p>	<p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Follows school and class rules and can talk about their importance.</p> <p>Knows some ways to keep healthy and nutritional content of food.</p> <p>Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset.</p> <p>Begin to persevere when something is challenging.</p> <p>Work on short activities independently, e.g. a Phonics game.</p>	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	<p>Can play alongside other children as part of a game or activity.</p> <p>Can take turns and share sometimes with adult support.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p>	<p>Interacts with a variety of children and is building good relationships with adults and other children.</p> <p>Form some closer friendships and seek them out to initiate play.</p> <p>Is able to identify when another child is upset and respond appropriately.</p> <p>Take turns and share, sometimes needing adult support.</p>	<p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</p> <p>Uses words to solve conflicts.</p> <p>Takes turns in group activities.</p> <p>Show empathy in simple ways, e.g. finding an adult for a child who is hurt.</p> <p>Take turns with a little support from an adult or with the systems in place, e.g. sand timers.</p>	<ul style="list-style-type: none"> • 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.
Physical Development	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint

Reception Progression of Skills

Gross Motor Skills	<p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Is able to tackle parts of the lower climbing frame</p> <p>Uses trikes and scooters confidently.</p> <p>Uses brooms to brush and spades to dig in sand and soil.</p> <p>Enjoys running and physical movement</p>	<p>Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Uses large construction to build.</p> <p>Throws ball towards a target.</p>	<p>Can throw, kick, pass and catch a large ball.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p> <p>Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p>. Demonstrates good posture when working on table-top activities.</p> <p>Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.</p>	<ul style="list-style-type: none"> • 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.
---------------------------	---	---	---	---

Fine Motor Skills	Can use scissors to make snips and cut lines, holding scissors in one hand.	Attempts to use a tripod grip with some consistency.	Sits well at a table to write.	<ul style="list-style-type: none"> 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.
	Can copy some recognisable letter shapes from name.	Chooses to draw/mark make, representing recognisable objects or shapes in work.	Holds a pencil in a tripod grip.	
	Holds pencil in fingers rather than a whole hand grasp.	Use scissors to cut a simple shape, holding scissors in the correct position or using scissors with easi grip	Uses scissors to cut around more complex shapes, e.g. split pin characters.	
	Shows a preference for a dominant hand.	Is able to mould and shape clay with fingers and tools.	Uses a knife and fork, attempting to cut soft foods.	
	Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).	Can use a knife and fork with increased control as to not spill food.	Forms all letters of the alphabet with correct formation.	
		Can easily form letters in their name.	Adds detail to drawings, e.g. eyelashes or windows on a house.	
		Can form letters and sounds they have learnt with support of an adult.		
Literacy	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Comprehension	<p>Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book.</p> <p>Joins in with familiar rhymes and songs.</p>	<p>Has a love of stories and listens attentively to story time.</p> <p>Enjoys talking to others about favourite stories.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.</p> <p>Identifies non-fiction texts, remembering facts.</p> <p>Can discuss characters and setting.</p>	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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.
Word Reading	Can discriminate between sounds.	<p>Can match Phase 2 graphemes and phonemes.</p> <p>Can blend and read Phase 2 cvc words.</p>	Reads books with a range of Phase 2 and 3 cvc words and tricky words and shows a good understanding of what has been read.	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs.

	Can keep a simple rhythm and match rhyming words. Is able to recognise own name. Can say the initial sound in a word. Can orally blend some simple cvc words.	Can read Phase 2 captions. Can read Phase 2 tricky words.	Reads all Phase 2 and 3 tricky words. Says the sound for each Phase 2 and 3 grapheme. Uses prosody to read with increasing fluency.	<ul style="list-style-type: none"> Read words consistent with their phonic knowledge by sound-blending. Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	Can say the initial sound in a word. Uses some recognisable letter shapes when writing own name. Can orally segment some simple cvc words. Makes marks and assigns meaning to what is 'written'	Can segment and spell Phase 2 cvc words. Can match Phase 2 graphemes and phonemes. Writes cvc words and labels. Is starting to write simple captions. Says a simple sentence for writing (oral and count words). Writes some lower case letters correctly. Uses some upper case letters, e.g. for own name, Mum and Dad.	Writes some upper case letters correctly. Writes most lower case letters correctly using a tripod grip. Says the sound for each Phase 2 and 3 grapheme. Writes cvc words and labels using Phase 2 and 3 phonemes. Spells some tricky words. Write captions. Is starting to write short sentences. Uses finger spacing between words. Reads sentences back to an adult.	<ul style="list-style-type: none"> 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.
Mathematics	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint

Number	<p>Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged.</p> <p>Rote counts to 10</p> <p>Subitises to 3.</p>	<p>Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.</p> <p>Can see quantities and discuss ‘how they see it’ – eg I see a 2 and a 1</p>	<p>Developing sense of numbers beyond 5 and can subitise to 5 confidently explaining what they see.</p> <p>Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10.</p> <p>Links subtraction facts to composition of numbers to 5.</p>	<ul style="list-style-type: none"> • 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.
Numerical Patterns	<p>Compares amounts using the language of ‘more’.</p> <p>Reads numerals to 5 and matches to an amount.</p> <p>Orders numbers to 5.</p>	<p>Counts objects accurately to 5 using one to one correspondence and can identify when objects have the same, less than or more than.</p> <p>Recognises numbers to 10 and puts them in order.</p>	<p>Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10.</p> <p>Recognises patterns within number.</p>	<ul style="list-style-type: none"> • 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 the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape, Space and Measure	<p>Uses some everyday language to talk about and compare size and shape.</p> <p>Recognises a repeated pattern and is beginning to create own patterns and arrangements.</p>	<p>Uses some shape names appropriately and understands prepositional language.</p> <p>Creates a repeated pattern with colour and shape. ABAB</p>	<p>Uses mathematical language to compare and talk about shape and size.</p> <p>Can continue more complex patterns eg AABB or ABC, ABC</p>	<ul style="list-style-type: none"> Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.
Understanding of the World	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint
Past and Present	<p>Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.</p>	<p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.</p> <p>Read stories and watch videos about the past and discuss how it is different</p> <p>Use past tense correctly</p> <p>Use vocabulary relating to the past – eg last week, yesterday</p>	<p>Talks about significant historical events and figures and how things were different in the past.</p> <p>Talks about own personal time line</p> <p>Make comments and discuss stories/videos/photos/artefacts from the past</p>	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	<p>Talks about the world around and the people are places that are familiar.</p>	<p>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali, Easter, Eid</p> <p>Can find where resources belong in the classroom and outside area. Can explore the school environment confidently, making comments.</p>	<p>Has a wider understanding of the wider world and draws comparisons between own local environment and other places.</p> <p>Looks at, and makes maps, of local environment.</p> <p>Describes a journey within the local environment.</p> <p>Listens carefully to stories and non fiction texts about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p>	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities 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,

				non-fiction texts and – when appropriate – maps.
The Natural World	<p>Explores the natural world and talk about out the things that are noticed.</p> <p>Recognises change and can describe what is happening.</p>	<p>Describes some features of plants and animals and identifies when things are the same and different.</p> <p>Notices, observes and talks about seasonal changes.</p>	<p>Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.</p> <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.</p> <p>Can describe how things change such as melting ice or water freezing</p>	<ul style="list-style-type: none"> 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, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of EYFS Checkpoint

Creating with Materials	<p>Is confident to explore a range of different techniques and variety of materials, e.g. paint, collage.</p> <p>Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.</p> <p>Uses drawing materials to create pictures with a range of lines and shapes.</p> <p>Engages in role play with friends or alone</p>	<p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p> <p>Cuts along curved lines with scissors</p> <p>Uses moulding tools with malleable materials.</p> <p>Uses a range of shapes and colours to represent observational drawings.</p> <p>Uses small world, props and materials to role play stories</p>	<p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting.</p> <p>Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p> <p>Can source own materials to role play</p> <p>Develops more complex story lines in role play with multiple characters</p>	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the processes they have used • Make use of props and materials when role playing characters in narrative and stories
Being Imaginative and Expressive	<p>Experiments with a range of percussion instruments.</p> <p>Joins in with singing in a familiar group.</p> <p>Accesses role play and small world resources, sometimes playing with others to develop storylines.</p>	<p>Plays alongside others to develop storylines in role play or small world.</p> <p>Sings familiar songs.</p> <p>Rehearses for, and performs in, the nativity play.</p> <p>Moves in response to music.</p>	<p>Plays a range of percussion instruments and glockenspiel.</p> <p>Uses fast and slow movements when dancing</p> <p>Performs a simple rhyme/song/poem to the class or parents</p> <p>Along with others, collects resources to develop own role play storylines.</p>	<ul style="list-style-type: none"> • Invent, adapt and recount narrative and stories with peers and their teachers • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music