



BRAMPTON 'THE ELLIS'  
C OF E AIDED PRIMARY SCHOOL

Curriculum Progression Map

**English EYFS**

Within our early year settings, we aim to guide the development of children’s capabilities with a view to ensure children in our care complete the Early Years Foundation Stage ready to benefit fully from the opportunities ahead of them. We promote the learning and development of all children in our care to ensure they are ready for Year 1 and beyond.

FS1 coverage:

Communication and language

<p><b>Is exposed to different vocabulary in different context.</b></p> <p>Understanding a <u>simple instructions</u>.          Following a <u>simple instructions</u>          Uses a <u>simple sentences</u> to ask for something          Starts to listen to simple tasks</p>	<p><b>Learns and uses new vocabulary in different context.</b></p> <p>Understands and follows a simple instruction          Joins a sentence using connectives.          Response appropriately to a question          Listens to and responses appropriately during a conversation</p>	<p><b>Uses a wide range of vocabulary in the right context.</b></p> <p>Retells a simple story          Understand and follows an instruction involving two or more commands.          Uses more complex sentences          Talks turn in conversation with an adult or peer</p>
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Literacy

<p>Phase 1 phonics – Rhyming, oral blending and segmenting, environmental sounds, instrumental sounds, body percussion, alliteration and voice sounds.</p> <p>Book behaviour          Fine motor skills</p>	<p>Phase 1 phonics – Rhyming, oral blending and segmenting, environmental sounds, instrumental sounds, body percussion, alliteration and voice sounds.</p> <p>Book behaviour          Fine motor skills</p>	<p>Phase 2 phonics – 3 phonemes a week – consolidate in one session          Story sequencing          Predicting of the text          Sharing stories and books          Learning new vocabulary</p> <p>Pencil control - using dominant hand – developing letter formation</p> <p><i>Threading, peg boards, large gross motor skills</i></p>	<p>Phase 2 phonics – 3 phonemes a week – consolidate in one session          Story sequencing          Predicting of the text          Sharing stories and books          Learning new vocabulary</p> <p>Letter formation – applying fine motor skills          Developing tripod grip</p>	<p>Phase 2 phonics – blending and segmenting oral of phonemes.          Exploring sounds, rhyming words and alliteration – using and applying these skills.          Retelling stories          Inference, summarising, predating, questioning of text.</p> <p>Forming letters from their name correctly.          Forming other letters correctly          Using and applying fine motor skills to write a list</p>	<p>Phase 2 phonics – blending and segmenting oral of phonemes.          Blending and segmenting graphemes.          Retelling familiar stories          Looking at text and graphemes in familiar books          Inference, summarising, predating, questioning of text.</p> <p>Forming names          Forming most letters correctly          Using and applying fine motor skills to write a list</p>
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FS2 coverage:

Communication and language

<p>Is exposed to different vocabulary in different context.</p> <p>Uses a wide range of vocabulary in the right context.</p> <p>Retells a simple story</p> <p>Understand and follows an instruction involving two or more commands.</p> <p>Uses complex sentences</p> <p>Talks turn in conversation with an adult or peer</p> <p>Answer simple questions</p> <p>Listens where appropriate in a task.</p>	<p>Learns and uses new vocabulary in different context.</p> <p>Answers simple questions and explains why</p> <p>Follows a set of instruction in the correct order</p> <p>Extend their vocabulary in sentences they use.</p> <p>Listens where appropriate in a task.</p>	<p>Uses a wide range of vocabulary in the right context.</p> <p>Uses comprehension skills to talk about a book and understand what they have read.</p> <p>Takes part in Q&amp;A in sessions.</p> <p>In-depth explanations in conversations</p>
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Literacy

<p>Little Wandle Phase 2</p> <p>Letter recognition, Blending and segmenting phonemes in words.</p> <p><i>Labelling</i> <i>Writing name</i> <i>Lists</i></p>	<p>Little Wandle Phase 2</p> <p>Describing words Making a sentence Writing a sentence Blending and segmenting phonemes in words.</p> <p><i>Labelling pictures</i> <i>Verbally retelling a story</i> <i>Christmas Story</i></p>	<p>Little Wandle Phase 3 – development of digraphs.</p> <p>Writing captions Sentence structure Exploring full stops, capital letters and finger spaces. Blending and segmenting phonemes in words. Using key work knowledge</p> <p><i>Instructions</i> <i>Letter</i></p>	<p>Little Wandle Phase 3</p> <p>Reading and writing key words Exploring full stops, capital letters and finger spaces. Blending and segmenting phonemes in words. Using key work knowledge</p> <p><i>Reading and writing captions</i> <i>Sequencing events</i> <i>Diary</i></p>	<p>Little Wandle Phase 4 independently.</p> <p>Using phonic skills Sentence structure Exploring full stops, capital letters and finger spaces. Using key work knowledge Using conjunctions</p> <p><i>Retelling a story</i> <i>Recount</i></p>	<p>Little Wandle Phase 4</p> <p>Using phonic skills Sentence structure Exploring full stops, capital letters and finger spaces. Using key work knowledge Using conjunctions</p> <p><i>Fact file</i></p>
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Here are the Early Learning Goals which will support this area of the National Curriculum.

**Communication and Language**

ELG: Listening, Attention and Understanding Children at the expected level of development will:

- 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.

ELG: Speaking Children at the expected level of development will:

- 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**

ELG: Self-Regulation Children at the expected level of development will:

- 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 activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will:

- 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;

ELG: Building Relationships Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;

### **Physical Development**

ELG: Fine Motor Skills Children at the expected level of development will:

- 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.

### **Literacy**

ELG: Comprehension Children at the expected level of development will:

- 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.

ELG: Word Reading Children at the expected level of development will:

- 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.

ELG: Writing Children at the expected level of development will:

- 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.

### **Understanding the World**

ELG: Past and Present Children at the expected level of development will:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts 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, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will:

- 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;

## **Expressive Arts and Design**

*ELG: Creating with Materials Children at the expected level of development will:*

- 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.

*ELG: Being Imaginative and Expressive Children at the expected level of development will:*

- 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 – try to move in time with music.