



Speedwell Infant School

Progression and Termly Age Related Expectations EYFS – Prime Areas of Learning



At Speedwell Infant School we recognise the importance of ensuring that we have a shared understanding of progress over time and age related expectations for each year group at different points throughout the year, thus ensuring that children are 'ready' for the following year group.

This document has been developed using the EYFS Statutory Framework requirements and both Development Matters statements and The Early Learning Goal statements. These are linked to summative assessments at the end of each term and how these should be recorded on Insight. We have identified the statements children should be achieving to be working at age related expectations at different stages throughout the year. We have aligned the expectations to our termly assessments to ensure that we use the same bands when assessing our children at different points throughout the year. This will ensure that we can also measure progress over time.

Children who are working securely at age related expectations should be levelled in the Green Band as Expected, those who are just about working at age related expectations, but not yet consistently, should be levelled in the Orange Band, as Just Below.

This document will be used as a tool to inform planning and assessment alongside the curriculum and other guidance. It will be reviewed regularly in order to keep it up to date with the latest assessment information.

Statements are either in black or red font. Red statements are the main focus for teaching and assessment in that term and the children would be expected to achieve these by the end of the term to be working at age related expectations. The black statements are there for reference to support wider teaching and teaching across all abilities and to help inform next steps in teaching.

Progress over time

6 steps progress over the year - expected progress

More than 6 steps progress over the year - accelerated progress

Less than 6 steps progress over the year – poor progress

Children will have an on entry assessment when they join school either in Nursery or Reception. After this, throughout school the end of summer term assessment will be the start of autumn term assessment.

A baseline assessment will be made in KS1 within the first 3 weeks of Autumn term in order to quickly identify any children who may have regressed over the summer holidays. This will not result in any changes to end of summer term assessments or expectations in progress over the coming year, but will enable teachers to quickly revisit any learning to get children back on track and achieve at least expected progress over the year.

	Entry to school baseline assessment					
	Significantly below	Below	Just below	Expected	Just above	Above
Nursery 2	Pre 3 B+ or lower	Pre 3 W	Pre 3 W+	Pre 3 S	Nursery B	Nursery B+ or higher
Reception	Nursery B+ or lower	Nursery W	Nursery W+	Nursery S	Nursery S+	Reception B or higher

	End of Autumn term assessment					
	Significantly below	Below	Just below	Expected	Just above	Above
Nursery 2	Pre 3 W+ or lower	Pre 3 S	Pre 3 S+	Nursery B	Nursery B+	Nursery W or higher
Reception	Nursery W+ or lower	Nursery S	Nursery S+	Reception B	Reception B+	Reception W or higher
Year 1	Reception W+ or lower	Reception S	Reception S+	1B	1B+	1W or higher
Year 2	1W+ or lower	1S	1S+	2B	2B+	2W or higher

	End of Spring term assessment					
	Significantly below	Below	Just below	Expected	Just above	Above
Nursery	Pre3 S+ or lower	Nursery B	Nursery B+	Nursery W	Nursery W+	Nursery S or higher
Reception	Nursery S+ or lower	Reception B	Reception B+	Reception W	Reception W+	Reception S or higher
Year 1	Reception S+ or lower	1B	1B+	1W	1W+	1S or higher
Year 2	1S+ or lower	2B	2B+	2W	2W+	2S or higher

	End of Summer term assessment					
	Significantly below	Below	Just below	Expected	Just above	Above
Nursery	Nursery B+ or lower	Nursery W	Nursery W+	Nursery S	Nursery S+	Reception B or higher
Reception EYFSP	Reception B+ or lower Emerging	Reception W Emerging	Reception W+ Expected	Reception S Expected	Reception S+ Expected	Y1 B or higher Expected
Year 1	1B+ or lower	1W	1W+	1S	1S+	2B
Year 2	2B+ or lower	2W	2W+	2S	2S+	3B

Termly Age Related Expectations Statements

Children should be achieving the following statements at different stages throughout the year in order to meet the expected levels for that term for their year group.

End of Autumn term expectations for Communication and Language – Nursery 2

By the end of Autumn Term, Nursery 2 pupils will be at ARE if they can meet the following red objectives.

Listening, Attention and Understanding

- OC – Show that they understand action words by pointing to the right picture in a book, eg ‘who’s jumping?’
- Enjoy listening to longer stories and can remember **SOME** of what happens
- Can find it difficult to pay attention to more than one thing at a time
- Understand a question or instruction that has two parts, such as ‘get your coat and wait by the door’
- Understand ‘why’ questions like ‘why do you think the caterpillar got so far?’
- OC – The child shifts from one task to another, if you fully obtain their attention, eg by using their name
- OC - The child can answer simple ‘why’ questions

Speaking

- Use a wider range of vocabulary *need to quantify this a bit, and then extend each term*
- Sing a large repertoire of songs *need to quantify this a bit, and then extend each term*
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story *need to quantify this a bit, and then extend each term*
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’
- May have problems saying some sounds such as: r, j, th, ch, sh
- May have problems saying multisyllabic words such as ‘planetarium’ or ‘hippopotamus’
- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions
- Can start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play: ‘let’s go on a bus....you sit there....I’ll be the driver’
- OC – Is using sentences of four to six words – ‘I want to play with cars’ or ‘What’s that thing called’
- OC – Can use sentences joined up with words like ‘because’, ‘or’, ‘and’, eg ‘I like ice-cream because it makes my tongue shiver’

End of Spring term expectations for Communication and Language – Nursery 2

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Listening, Attention and Understanding

- OC – Show that they understand action words by pointing to the right picture in a book, eg ‘who’s jumping?’
- Enjoy listening to longer stories and can remember much of what happens
- Can find it difficult to pay attention to more than one thing at a time
- Understand a question or instruction that has two parts, such as ‘get your coat and wait by the door’
- Understand ‘why’ questions like ‘why do you think the caterpillar got so far?’
- OC – The child shifts from one task to another, if you fully obtain their attention, eg by using their name
- The child can answer simple ‘why’ questions

Speaking

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- May have problems saying some sounds such as: r, j, th, ch, sh
- May have problems saying multisyllabic words such as ‘planetarium’ or ‘hippopotamus’
- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions
- Can start a conversation with an adult or a friend and continue it for **A FEW** turns
- Use talk to organise themselves and their play: ‘let’s go on a bus....you sit there....I’ll be the driver’
- OC – Is using sentences of four to six words – ‘I want to play with cars’ or ‘What’s that thing called’
- OC – Can use sentences joined up with words like ‘because’, ‘or’, ‘and’, eg ‘I like ice-cream because it makes my tongue shiver’

End of Summer term expectations for Communication and Language – Nursery 2

By the end of Autumn Term, Nursery 2 pupils will be at ARE if they can meet most of the following red objectives, including the Observation Checkpoints (OC) as a best fit teacher assessment.

Listening, Attention and Understanding

- OC – Show that they understand action words by pointing to the right picture in a book, eg 'who's jumping?'
- Enjoy listening to longer stories and can remember much of what happens
- Can find it difficult to pay attention to more than one thing at a time
- Understand a question or instruction that has two parts, such as 'get your coat and wait by the door'
- Understand 'why' questions like 'why do you think the caterpillar got so far?'
- OC – The child shifts from one task to another, if you fully obtain their attention, eg by using their name
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- May have problems saying multisyllabic words such as 'planetarium' or 'hippopotamus'
- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions
- Can start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play: 'let's go on a bus....you sit there....I'll be the driver'
- OC – Is using sentences of four to six words – 'I want to play with cars' or 'What's that thing called'
- OC – Can use sentences joined up with words like 'because', 'or', 'and', eg 'I like ice-cream because it makes my tongue shiver'

End of Autumn term expectations for Communication and Language – Reception

By the end of Autumn Term, Reception pupils will be at ARE if they can meet the following red objectives.

Listening, Attention and Understanding

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- ELG – Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group discussions
- ELG - Make comments about what they have heard and ask questions to clarify their understanding
- ELG - Hold conversation when engaged in back-and-forth exchanges with their teachers and peers

Speaking

- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen
- Develop social phrases
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- ELG – Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- ELG – Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- ELG – 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

End of Spring term expectations for Communication and Language – Reception

By the end of Spring Term, Reception pupils will be at ARE if they can meet the following red objectives.

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- ELG – Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group discussions
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End of Summer term expectations for Communication and Language – Reception

By the end of Summer Term, Reception pupils will be at ARE if they can meet most of the following red objectives, including the ELGs as a best fit teacher assessment in line with EYFSP assessment guidelines.

Listening, Attention and Understanding

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- ELG – Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group discussions
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End of Autumn term expectations for Personal, Social and Emotional development – Nursery 2

By the end of Autumn Term, Nursery 2 pupils will be at ARE if they can meet the following red objectives.

Self Regulation

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Managing Self

- Show more confidence in new social situations.

Building Relationships

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Play with one or more other children, extending and elaborating play ideas.
- Begin to understand how others might be feeling.

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End of Autumn term expectations for Personal, Social and Emotional development – Reception

By the end of Autumn Term, Reception pupils will be at ARE if they can meet the following red objectives.

Self Regulation

- **Express their feelings and consider the feelings of others.**
- Identify and moderate their own feelings socially and emotionally.
- Manage their own needs.

ELG - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

ELG - 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.

Managing Self

- **See themselves as a valuable individual.**
- Show resilience and perseverance in the face of challenge.

ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly.

ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- **Build constructive and respectful relationships.**
- Think about the perspectives of others.

ELG - Work and play cooperatively and take turns with others.

ELG - Form positive attachments to adults and friendships with peers.

ELG - Show sensitivity to their own and to others' needs.

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End of Autumn term expectations for Physical development – Nursery 2

By the end of Autumn Term, Nursery 2 pupils will be at ARE if they can meet the following red objectives.

Gross Motor Skills

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Fine Motor Skills

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

End of Spring term expectations for Physical development – Nursery 2

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- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
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- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

End of Autumn term expectations for Physical development – Reception

By the end of Autumn Term, Reception pupils will be at ARE if they can meet the following red objectives.

Gross Motor Skills

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

ELG - Negotiate space and obstacles safely, with consideration for themselves and others.

ELG - Demonstrate strength, balance and coordination when playing.

ELG - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

ELG - Use a range of small tools, including scissors, paintbrushes and cutlery.

ELG - Begin to show accuracy and care when drawing.

End of Spring term expectations for Physical development – Reception

By the end of Spring Term, Reception pupils will be at ARE if they can meet the following red objectives.

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- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
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- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

ELG - Negotiate space and obstacles safely, with consideration for themselves and others.

ELG - Demonstrate strength, balance and coordination when playing.

ELG - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

ELG - Use a range of small tools, including scissors, paintbrushes and cutlery.

ELG - Begin to show accuracy and care when drawing.

End of Summer term expectations for Physical development – Reception

By the end of Summer Term, Reception pupils will be at ARE if they can meet the following red objectives.

Gross Motor Skills

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.

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