



Speedwell Infant School

Progression and

Termly Age Related Expectations

EYFS – Reading, Writing and Maths



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 Nursery / On entry to Reception expectations

*By the end of Summer Term, Nursery pupils will be at ARE if they can meet the following red objectives.
Children who join school as Reception children will be at ARE if they can meet the following red objectives within the first 3 weeks of Reception.*

Reading	Writing	Maths
- Show an interest in books - Repeat familiar words and phrases. - Understands print has meaning, names different parts of a book - Engage in conversations about stories using new vocabulary. - Children develop phonic awareness - o Spot and suggest rhymes - o Recognise words with same initial sound - o Identify objects with 3 phonemes from sound talk - o Speak in sound talk	- Children take part in a range of mark making activities, paint, chalk, pencils - Children begin to give meaning to their marks. - Children use some print knowledge in early writing – shopping lists - Children begin to write some letters.	- Children will say a number name for each item in order up to 5. - Children will begin to recite numbers past 5. - Children will begin to subitise up to 3. - Children will begin to link numerals and amounts up to 5 for example showing the correct number of fingers. - Children will explore shape space and measures.

End of Autumn term expectations for Reading– Reception

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

Word reading

- Read individual letters by saying the sounds for them
- **Beginning** to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- **Beginning** to read a few common exception words matched to the school's phonic programme

- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

ELG - Say a sound for each letter in the alphabet and at least 10 digraphs;

ELG - Read words consistent with their phonic knowledge by sound-blending;

ELG - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Comprehension

- Children will independently look at a book, hold it the correct way and turn pages.
- Children will independently engage and enjoy an increasing range of books.
- Children will act out and retell stories using relevant vocabulary.
- Children will be able to talk about the characters in familiar books.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Children will answer questions about what they have read.

ELG - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

ELG - Anticipate – where appropriate – key events in stories;

ELG - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

End of Spring term expectations for Reading– Reception

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

Word reading

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.

- Read some common exception words matched to the school's phonic programme.
- **Beginning to** read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

ELG - Say a sound for each letter in the alphabet and at least 10 digraphs;

ELG - Read words consistent with their phonic knowledge by sound-blending;

ELG - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Comprehension

- Children will independently look at a book, hold it the correct way and turn pages.
- Children will independently engage and enjoy an increasing range of books.
- Children will act out and retell stories using relevant vocabulary.
- Children will be able to talk about the characters in familiar books.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Children will answer questions about what they have read.

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ELG - Anticipate – where appropriate – key events in stories;

ELG - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

End of Summer term expectations for Reading– Reception

By the end of Summer Term, Reception pupils will be at ARE if they can meet the following red objectives PLUS score 16+ in the end of year phonics screen

Word reading

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.

- Read some common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

ELG - Say a sound for each letter in the alphabet and at least 10 digraphs;

ELG - Read words consistent with their phonic knowledge by sound-blending;

ELG - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Comprehension

- Children will independently look at a book, hold it the correct way and turn pages.
- Children will independently engage and enjoy an increasing range of books.
- Children will act out and retell stories using relevant vocabulary.
- Children will be able to talk about the characters in familiar books.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Children will answer questions about what they have read.

ELG - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

ELG - Anticipate – where appropriate – key events in stories;

ELG - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

End of Autumn term expectations for Writing– Reception

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

- Children will give meaning to marks.
- Children will be able to write (some/all) of their name.
- Beginning to form **some** lower-case letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences.
- Re-read what they have written to check that it makes sense.

ELG - Write recognisable letters, most of which are correctly formed;

ELG - Spell words by identifying sounds in them and representing the sounds with a letter or letters;

ELG - Write simple phrases and sentences that can be read by others.

End of Spring term expectations for Writing– Reception

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

- Children will give meaning to marks.
- Children will be able to write (some/all) of their name.
- Form **some** lower-case letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences showing some awareness of full stops.
- Re-read what they have written to check that it makes sense.

ELG - Write recognisable letters, most of which are correctly formed;

ELG - Spell words by identifying sounds in them and representing the sounds with a letter or letters;

ELG - Write simple phrases and sentences that can be read by others.

End of Summer term expectations for Writing– Reception

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

- Children will give meaning to marks.
- Children will be able to write (some/all) of their name.
- Form **most** lower-case letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences showing some awareness of full stops.
- Re-read what they have written to check that it makes sense.

ELG - Write recognisable letters, most of which are correctly formed;

ELG - Spell words by identifying sounds in them and representing the sounds with a letter or letters;

ELG - Write simple phrases and sentences that can be read by others.

End of Autumn term expectations for Maths– Reception

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

Number

- Count objects, actions and sounds up to 5
- Subitise up to 5
- Link the number symbol (numeral) with its cardinal number value up to 5
- Compare numbers within 5
- Automatically recall number bonds for numbers 0–5 and some to 10

ELG - Have a deep understanding of number to 10, including the composition of each number;

ELG - Subitise (recognise quantities without counting) up to 5;

ELG - 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 Pattern

- Compare numbers
- Count beyond 10
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Beginning to explore the composition of numbers to 5.
- Automatically recall number bonds for numbers 0–5 and some to 10

ELG - Verbally count beyond 20, recognising the pattern of the counting system;

ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 27

ELG - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

End of Spring term expectations for Maths– Reception

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

Number

- Count objects, actions and sounds.
- Subitise
- Link the number symbol (numeral) with its cardinal number value.
- Compare numbers
- Automatically recall number bonds for numbers 0–5 and some to 10

ELG - Have a deep understanding of number to 10, including the composition of each number;

ELG - Subitise (recognise quantities without counting) up to 5;

ELG - 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 Pattern

- Compare numbers
- Count beyond 10
- Beginning to understand the 'one more than/one less than' relationship between consecutive numbers.
- Begin to explore the composition of **numbers to 10**.
- Automatically recall number bonds for numbers 0–5 and some to 10

ELG - Verbally count beyond 20, recognising the pattern of the counting system;

ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 27

ELG - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

End of Summer term expectations for Maths– Reception

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

Number

- Count objects, actions and sounds.
- Subitise
- Link the number symbol (numeral) with its cardinal number value.
- Compare numbers
- Automatically recall number bonds for numbers 0–5 and some to 10

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