



Core Subject skills progression in the EYFS

Intent

At St. Martin's we strive to equip children with a foundation of knowledge and skills with which to build upon as they progress through their learning journey. The information outlined in this document is used in conjunction with the information in the EYFS Long Term Curriculum. We know that for children to become successfully literate and numerate, a whole host of pre-requisite skills need to come prior to that. Whilst the examples given below are not exhaustive, we find that we focus very heavily on the two strands of developing communication and physical development as without a foundation of competency in these prime areas, it is very difficult to progress towards expected levels by the end of the EYFS.

Implement

We aim to provide opportunities for children to be taught, to refine and to apply the skills outlined below. This is done in a range of ways e.g. through planning and set up of core and enhanced continuous provision, through teacher led whole class lessons and through small group and one to one activities.

Impact

This document will help to support staff and parents to know and plan for the sometimes overlooked yet vital pre-requisite skills needed to be able to access the later elements of the reading, writing and maths curriculums. Children will leave our EYFS provision having made progression through these skill pathways towards the expected levels at the end of the EYFS.

Communication and Language

- Communication and language**
- Maintaining attention
 - Ability to maintain eye-contact
 - Know that spoken words carry meaning
 - Listening and responding to spoken language
 - Meta-linguistic awareness- the ability to understand, think and talk about language.
 - Developing a wide and varied vocabulary

Physical Development

- Sensory integration and working memory**
- Ocular-motor control- the ability to locate and fix on an object within the field of vision.
 - Visual perception- ability to make sense of visual images
 - Visual processing- ability to use and interpret visual images
 - Visual discrimination- e.g. shapes, colours and pictures
 - Visual tracking-
 - Sensory awareness and integration
 - Proprioception
 - Developed visual and auditory working memory
 - Ability to imitate movements

- Phonological and phonemic awareness**
- Ability to discriminate between different sounds
 - Ability to hear and identify oral rhyme and rhythm
 - Ability to manipulate spoken sounds and phonemes
 - Ability to blend phonemes in sequence to create a word
 - Ability to segment words into component phonemes.
 - Ability to segment sentences into a sequence of words
 - Ability to recite and sing words in sequence

- Concepts of print**
- Ability to symbolise through gesture, language and play
 - Know that symbols and print carry meaning
 - Recognise significant symbols/ words e.g. name
 - Hold a book correctly and turn pages
 - Know print goes from left to right

- Fine Motor movement control and co-ordination**
- Finger and thumb strength, dexterity and isolation of movements
 - Development of a dominant hand and an assisting hand.
 - Manipulation of objects/ tools
 - Grasp strength
 - Ability to use a pincer movement.
 - Ability to hold a pencil in a comfortable and effective grip.

- Gross Motor movement control and co-ordination**
- Core strength
 - Balance
 - Upper body strength
 - Hand-eye co-ordination
 - Bilateral movements
 - Crossing the midline
 - Spatial awareness

Ability to classify visual images, recognise and continue patterns, and organise and sequence sounds, images or objects.



Once the children have a secure foundation in the pre-requisite skills detailed previously, we then to look to teach and assess children's learning using guidance from the EYFS development matters document in addition to expectations based on experience and understanding of next steps when leaving the EYFS.

EYFS Development Matters 2020 Statements and ELGs Literacy

Birth to Three

- Enjoy songs and rhymes, tuning in and paying attention.
 - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
 - Say some of the words in songs and rhymes.
 - Copy finger movements and other gestures.
 - Sing songs and say rhymes independently, for example, singing whilst playing.
-
- Enjoy sharing books with an adult.
 - Pay attention and respond to the pictures or the words.
 - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
 - Repeat words and phrases from familiar stories.
 - Ask questions about the book. Makes comments and shares their own ideas.
 - Develop play around favourite stories using props.
-
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
-
- Enjoy drawing freely.
 - Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
 - Make marks on their picture to stand for their name.

Three and Four-Year-Olds

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Children in Reception

- 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 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.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Early Learning Goals

Comprehension

- 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

- 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.

Writing

- 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.

EYFS Development Matters 2020 Statements and ELGs Mathematics

Birth to Three

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Climb and squeeze themselves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.

Three and Four-Year-Olds

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Children in Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Early Learning Goals

Number

- 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

- 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.

