

# Dixons Marchbank Primary School EYFS progression/curriculum map

## The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different roles in which children are developing and adjust their practice accordingly. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and ‘have a go’;
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children use and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYF5



## Playing and exploring

### Children will be learning to:

Realise that their actions have an effect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a game might whisper under their breath: “Where does that one go? – I need to find the big horse next.”

### Examples of how to support this:

Encourage babies’ exploration of the world around them. Suggestions: investigating the feel of their key person’s hair or reaching for a blanket in their cot.  
Offer open-ended resources like large smooth shells and pebbles, blocks and lengths of fabric for babies and toddlers to play freely with, outdoors and inside.

When playing with blocks, encourage children to discuss what they will make before and while making it, or draw a picture before building.

Visual aids can help children to keep track of what they need to do next, for example counting on their fingers or referring to a series of pictures on the wall to remind them what they must do before lunch.

Verbal mental aids include providing a sensitive commentary on what a child is doing. You might comment: “I see you are looking for the biggest pieces first” or ask “how well do you think that’s going?”  
Children may copy your commentary by talking out loud to themselves first. In time, this will develop into their ‘inner voice’.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>NURSERY Year 1</b>	Nursery Rhymes	Goats	People Who Help Us	Transport	Under the Sea	Growing
<b>NURSERY Year 2</b>	All About Me	Bears	People Who Help Us	Animals	Mini-beasts	Growing
<b>RECEPTION Themes</b>	Coming to school	Hocus Pocus/Ho Ho Ho!	Where do we live?	Bears	Inventors	What did Jack grow?
<b>Seasons &amp; Festivals (link to Understanding the World)</b>	Harvest (Late Sept/Oct) Halloween (Oct) Recycling week (Oct) Bonfire night (Nov) Diwali (Nov) Children in need (Nov) Black History Month (Nov) Remembrance Day (Nov) Hanukah (Dec) Christmas (Dec)		Chinese New Year (Feb) Valentine’s Day (Feb) Pancake Day (Feb) World Book Day (Mar) Comic relief (Mar) Mother’s Day (Mar) Easter (Apr)		Ramadan (May) World Environment day (May) Father’s Day (Jun) Sports Day (Jul)	
<b>Enrichment Possible real-life experiences/visits NURSERY</b>	Stay and play Local walk Bradford Moor park – duck feeding	Stay and play	Stay and play Visits from people who help us Chinese New Year Pancake	Stay and play Zoolab	Stay and play	Tong garden centre Transition Teddy bears picnic
<b>RECEPTION</b>	Phonic sessions Stay and play Meanie party	Phonic sessions Remembrance Sunday Halloween Bonfire Christmas nativity Stay and play nativity	Phonic sessions Local environment - walk Chinese dragon workshop Stay and play Valentine’s day	Phonics session Going on a bear hunt trip Stay and play Shrove Tuesday Mother’s Day assembly Easter	Phonics session Media Museum Stay and play	Phonics session B&Q visit Stay and play - plant a seed Father’s Day assembly Transitions Teddy bears picnic
<b>Assessments and Moderation</b>	Baseline – school Reception Baseline Assessment Tapestry Assessment Inputs RWI assessments half termly Moderation in school Moderation – BD3 Lap Pupil Progress - half termly		Baseline (new nursery) RWI assessments half termly Moderation in school Moderation – BD3 Lap Pupil Progress - half termly Tapestry Assessment Inputs		Baseline (new nursery) RWI assessments half termly Moderation in school Moderation – BD3 Lap Pupil progress – half termly Reception EYFS profile End of year report Tapestry Assessment Inputs	

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Book led curriculum books	NURSERY Yr1	<p>Nursery Rhymes</p>  <p>Colours</p> 	<p>The Three Billy Goats Gruff</p> 	<p>The Selfish Crocodile</p> 	<p>The Journey Home from Grandpas</p>  <p>The Train Ride</p> 	<p>The Rainbow Fish</p>  <p>Way Down Deep in the Deep Blue Sea</p> 	<p>The Tiny Seed</p>  <p>The Enormous Turnip</p> 
	Non-fiction texts	Non-fiction texts about ourselves and our family.	Non-fiction books about animals and celebrations – Halloween, Diwali, Bonfire night, Christmas.	Non-fiction books about Staying healthy Looking after our bodies	Non-fiction texts about vehicles, journeys and places Old and new forms of transport (Now and Then)	Non-fiction texts about Sea creatures	Non-Fiction - How to plants and vegetables
Nursery Yr 2	<p>Owl Babies</p> 	<p>Goldilocks and the Three Bears</p> 	<p>The Jolly Postman</p> 	<p>Dear Zoo</p> 	<p>The very Hungry Caterpillar.</p> 	<p>Jasper's Beanstalk</p> 	
	Non-fiction texts	Non-fiction texts about our area and ourselves, family.	Non-fiction books about animals and celebrations – Halloween, Diwali, Bonfire night, Christmas.	Non-fiction books about different types of People Who Help Us	Non-fiction books about animals - Jungle/ safari, Zoo introduce farm animals. Non-fiction books about Celebrations Eid and Ramadan.	Non-fiction books about Animal/insect life cycles	Non-Fiction books about planting flowers and vegetables

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	<p>RECEPTION</p>	  	  	 <p>(recap story to introduce map work)</p>  		   	  
	<p>Non-fiction texts</p>		<p>Non-fiction books about night animals</p> <p>Celebrations – Halloween, Diwali, Bonfire night -</p>	<p>Maps of the world.</p> 	<p>Non-fiction books about bears</p> <p>Animal life cycles.</p> 	<p>Non-fiction texts about vehicles, journeys and places</p> <p>Old and new forms of transport</p>	<p>Non-fiction texts about planting and growing</p> <p>Non-Fiction - How to plants and vegetables</p>

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<p><b>Communication and Language</b> -Listening and attention -Speaking</p> <p><i>C&amp;L is developed throughout the year through, formal and informal session, high quality interactions, PSHE times, stories, singing, EYFS productions, assemblies and interventions</i></p>	<p>Development matters</p> <p><b>3 and 4-year-olds</b> will be learning to:</p> <ul style="list-style-type: none"> <li>• enjoy listening to longer stories and can remember much of what happens</li> <li>• pay attention to more than one thing at a time, which can be difficult.</li> <li>• use a wider range of vocabulary</li> <li>• understand a question or instruction that has 2 parts, such as: "Get your coat and wait at the door"</li> <li>• understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• sing a large repertoire of songs</li> <li>• know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>• develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</li> <li>• develop their pronunciation but may have problems saying:             <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li> </ul> </li> <li>• use longer sentences of 4 to 6 words</li> <li>• be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> <li>• start a conversation with an adult or a friend and continue it for many turns</li> <li>• use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"</li> </ul>						
<p>NC Subject - English – Spoken Language oracy</p>	<p>NURSERY</p>	<p>Settling in activities Joining in with the registers Children talking about experiences that are familiar to them What do you need? Expressing needs Exploring &amp; making sounds Listening too and singing nursery rhymes Modelling language Asking questions</p>	<p>Enrich vocabulary Listen to stories - roleplay Story language Sounds hunts Listening and responding to stories/rhymes Following simple instructions Favorite stories/rhymes Welcomes praise</p>	<p>Using language Re-enact a story with story language Modelling language of play within a small group Model language through commentating on play, marks made, paintings. Describe events Ask for resources Listen to and talk about stories Learn nursery rhymes</p>	<p>Describe events Responding to others in play Sharing books Building up rhyming knowledge More outgoing in new situations Developing language and increasing vocab Building up a bank of rhymes Encouraging word play – making up new rhymes</p>	<p>Talk to other children when playing Communicate about own home and community. Ask adults for help. Sharing interests Commenting on their work Rhyming and alliteration games</p>	<p>Confident to speak to others about own needs, wants, interests and opinions extending and elaborating play ideas through talking together. Initiates conversations Extending vocabulary</p>

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Development matters

**Children in reception** will be learning to:

- understand how to listen carefully and why listening is important
- learn new vocabulary
- use new vocabulary throughout the day
- 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, and to explain how things work and why they might happen
- develop social phrases
- engage in story times
- listen to and talk about stories to build familiarity and understanding
- 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
- engage in non-fiction books
- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- listen carefully to rhymes and songs, paying attention to how they sound
- learn rhymes, poems and songs

RECEPTION

Welcome to EYFS  
Settling in activities  
Making friends  
Children talking about experiences that are familiar to them  
What are your passions / goals / dreams?  
This is me!  
Rhyming and alliteration  
Familiar Print  
Sharing facts about me!  
Model talk routines through the day.  
Weekend news

Develop vocabulary  
Tell me a story - retelling stories  
Story language  
Word hunts  
Listening and responding to stories  
Following instructions  
Takes part in discussion  
Understand how to listen carefully and why listening is important.  
Use new vocabulary through the day.  
Choose books that will develop their vocabulary.  
Weekend news

Using language well  
Ask's how and why questions...  
Discovering Passions  
Retell a story with story language  
Story invention – talk it!  
Ask questions to find out more and to check they understand what has been said to them.  
Describe events in some detail.  
Listen to and talk about stories to build familiarity and understanding.  
Learn rhymes, poems and songs.  
Weekend news

Describe events in detail – time connectives  
Discovering Passions  
Understand how to listen carefully and why listening is important.  
Use picture cue cards to talk about an object: "What colour is it? Where would you find it?  
Sustained focus when listening to a story  
Weekend news



Discovering Passions  
Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.  
Past and present.  
Weekend news

Show and tell  
Weekend news  
Discovering Passions  
Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.  
Weekend news




ALL EYFS

Oracy in the Early years, focus on learning how to build a conversation and listen to each other, snack Chat, Neil  
**SEND activities**  
Attention bucket, Language booster, Colour coding, Visuals, Visual timetables.

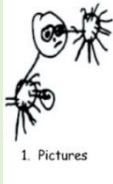
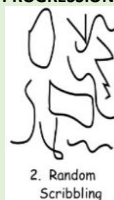
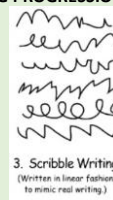

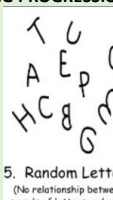

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<b>Physical Development</b> -Gross motor skills -Fine motor skills  <b>NC Subject</b> - PE - English – Writing - PSHE - Science	Development matters  <b>3 and 4-year-olds</b> will be learning to: <ul style="list-style-type: none"> <li>continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>go up steps and stairs, or climb up apparatus, using alternate feet</li> <li>skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>start taking part in some group activities which they make up for themselves, or in teams</li> <li>increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>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</li> <li>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</li> <li>collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>use a comfortable grip with good control when holding pens and pencils</li> <li>show a preference for a dominant hand</li> <li>be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> </ul>		
	NURSERY	<b>FINE MOTOR EXPECTATIONS – whole hand / palmer grasp</b>    <b>GROSS MOTOR</b> - Access to outdoor CP and climbing equipment.  <b>PE</b> Autumn 1 – multi skills Autumn 2 – multi skills	<b>FINE MOTOR EXPECTATIONS – overhand grasp</b>    <b>GROSS MOTOR</b> - Access to outdoor CP and climbing equipment.  <b>PE</b> Spring 1 – Gym – floor and apparatus Spring 2 – Team building
Development matters  <b>Children in reception</b> will be learning to: <ul style="list-style-type: none"> <li>revise and refine the fundamental movement skills they have already acquired such as: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>progress towards a more fluent style of moving, with developing control and grace.</li> <li>develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</li> <li>develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons             <ul style="list-style-type: none"> <li>use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>combine different movements with ease and fluency.</li> <li>confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>develop overall body strength, balance, coordination and agility</li> <li>further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, aiming</li> <li>develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes</li> </ul> </li> </ul>			
RECEPTION	<b>FINE MOTOR EXPECTATIONS – 4 finger grasp</b>	<b>FINE MOTOR EXPECTATIONS – tripod grasp / quad grasp</b>	<b>FINE MOTOR EXPECTATIONS – dynamic tripod grip</b>

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		<b>GROSS MOTOR</b> - Access to outdoor CP and climbing equipment. <b>PE</b> - Autumn 1 – multi skills - Autumn 2 – Dance and Gym – floor and apparatus		<b>GROSS MOTOR</b> - Access to outdoor CP and climbing equipment. <b>PE</b> - Spring 1 – Team building/Multi skills - Spring 2 – health and exercise		<b>GROSS MOTOR</b> - Access to outdoor CP and climbing equipment. <b>PE</b> - Summer 1 – Ball and Racquet Skills - Summer 2 – Athletics / outdoor adventure.	
<b>Safeguarding Focus</b> (link to PSED and school's online safety lessons)	ALL EYFS Smartie the penguin	Safeguarding team intro Safeguarding policy Anti-bullying Online safety Stranger Danger: Halloween <b>Online Safety</b> <b>Self-image and identity</b>	Fire safety: fireworks Police visit Antibullying Week Online reputation <b>Online bullying</b> <b>Online reputation</b>	How the school keeps us safe <b>Health, wellbeing and lifestyle</b>	E-safety Radicalisation stereotyping Stranger Danger Road safety Mental health week Oral health <b>Managing information</b>	STOP bullying <b>Privacy and security</b>	Mental health <b>Copyright and ownership</b>
<b>Development matters</b> <b>3 and 4-year-olds</b> <ul style="list-style-type: none"> <li>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</li> <li>develop their sense of responsibility and membership of a community</li> <li>become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>show more confidence in new social situations</li> <li>play with one or more other children, extending and elaborating play ideas</li> <li>find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> <li>be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>make healthy choices about food, drink, activity and toothbrushing</li> </ul>							
<b>PSED</b> -Self regulation -Managing self -Building relationships  <b>NC Subject - PSHE</b>	Nursery  jigsaw	<b>Being me in my world</b>  Who me? How am I feeling today? Being at nursery Gentle hands Our rights in nursery Our responsibilities	<b>Celebrating differences</b>  What am I god at? I'm special, I'm me! Families Houses and homes Making friends Standing up for yourself	<b>Dreams and goals</b>  Challenge Never giving up Setting goals Obstacles and support Flight to the future Footprint awards	<b>Healthy me</b>  Everybody's body We like to move it, move it! Food, glorious food Sweet dreams Keeping clean Stranger danger	<b>Relationships</b>  Family and me! Make friends, make friends. Falling out and bullying Being the best friend	<b>Changing me</b>  My body Respecting my body Growing up Fun and fears celebration
<b>Development matters</b> <b>Children in reception</b> <ul style="list-style-type: none"> <li>see themselves as a valuable individual</li> <li>build constructive and respectful relationships</li> <li>express their feelings and consider the feelings of others</li> <li>show resilience and perseverance in the face of challenge</li> <li>identify and moderate their own feelings socially and emotionally</li> <li>think about the perspectives of others</li> <li>manage their own needs and personal hygiene</li> <li>know and talk about the different factors that support their overall health and wellbeing including:</li> <li>regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> </ul>							

# Dixons Marchbank Primary School EYFS progression/curriculum map

	<p>Reception</p> <p>Jigsaw</p>	<p><b>Being me in my world</b></p> <p>Who me? How am I feeling today? Being at school Gentle hands Our rights Our responsibilities</p>	<p><b>Celebrating differences</b></p> <p>What am I god at? I'm special, I'm me! Families Houses and homes Making friends Standing up for yourself</p>	<p><b>Dreams and goals</b></p> <p>Challenge Never giving up Setting goals Obstacles and support Flight to the future Footprint awards</p>	<p><b>Healthy me</b></p> <p>Everybody's body We like to move it, move it! Food, glorious food Sweet dreams Keeping clean Stranger danger</p>	<p><b>Relationships</b></p> <p>Family and me! Make friends, make friends. Falling out and bullying Being the best friend</p>	<p><b>Changing me</b></p> <p>My body Respecting my body Growing up Fun and fears celebration</p>
<p><b>Literacy</b></p> <p>Comprehension</p> <p>Word reading</p> <p>Writing</p> <p>NC Subject English</p>	<p><b>Development matters</b></p> <p><b>3 and 4-year-olds</b></p> <ul style="list-style-type: none"> <li>print has meaning, print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> <li>develop their phonological awareness, so that they can:             <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> <li>engage in extended conversations about stories, learning new vocabulary</li> </ul> </li> <li>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</li> <li>write some or all of their name</li> <li>write some letters accurately</li> </ul>						
	<p>NURSERY</p>	<p><b>WRITING PROGRESSION</b></p>  <p>1. Pictures</p> <p><b>Environmental print/Phase 1 phonics.</b> Pre-phonics skills</p>	<p><b>WRITING PROGRESSION</b></p>  <p>2. Random Scribbling</p> <p><b>Environmental print/Phase 1 phonics.</b> Pre-phonics skills</p>	<p><b>WRITING PROGRESSION</b></p>  <p>3. Scribble Writing <small>(Written in linear fashion to mimic real writing.)</small></p> <p><b>Environmental print/Phase 1 phonics.</b> Pre-phonics skills Introduction to RWI pictures in provision.</p>	<p><b>WRITING PROGRESSION</b></p>  <p>4. Symbols That Represent Letters</p> <p><b>Environmental print/Phase 1 phonics.</b> Introduction to RWI pictures In provision.</p>	<p><b>WRITING PROGRESSION</b></p>  <p>5. Random Letters <small>(No relationship between sounds of letters and what the child is trying to say.)</small></p> <p><b>Early reading/Phase 1 phonics</b> Introduction to RWI sounds for some children.</p>	<p><b>WRITING PROGRESSION</b></p>  <p>6. Letter Strings <small>(Progresses from left to right and top to bottom when the child 'reads' his writing.)</small></p> <p><b>Early Reading/Phonics</b> Introduction to RWI sounds for some children.</p>



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## Development matters

### 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 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
- form lower-case and capital letters correctly
- spell words by identifying the sounds and then writing the sound with letters
- write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- re-read what they have written to check that it makes sense

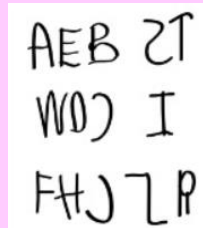
### RECEPTION

### WRITING PROGRESSION



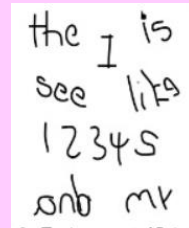
**6. Letter Strings**  
(Progresses from left to right and top to bottom when the child "reads" his writing.)

### WRITING PROGRESSION




**7. Letter Groups**  
(The groups have spaces in between to resemble words.)

### WRITING PROGRESSION




**8. Environmental Print**  
(Child copies print found in the room, often without knowing what the words are.)

### WRITING PROGRESSION



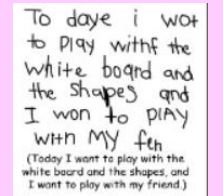
**9. Beginning Sounds**  
(Child begins to write simple sentences using sight words and just the beginning sounds of words.)

### WRITING PROGRESSION



**10. Early Inventive Spelling**  
(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)

### WRITING PROGRESSION



**11. Inventive Spelling**  
(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)

## Word reading/phonics -RWI – follow the children's assessments.

RWI Progression Chart

Expectation	Group	words	They can read:	Teach	Next assessment:
	Set 1a			Set 1 single letter sounds and word time 1.1 – 1.3	Most set 1 single letters
Rec – Oct	Set 1b		Most set 1 single sounds	Teach single letter gaps Word time 1.1 – 1.4	Oral blending
Rec - Dec	Set 1c		Most set 1 single sounds can orally blend	Teach single letter gaps Word time 1.1 – 1.5 Sound blending books 1 - 5	Blending cvc words
Rec – Feb	Ditty		Set 1 speedily Fred talk cvc	Set 1 special friends Review word time 1.1 – 1.4 Teach 1.5 – 1.6 Ditty copy masters 1-10 Sound blending books 6-10	Read all set 1 inc special friends speedily Fred talk green words 3 sound Nonsense words with Fred talk
Rec – April	Red		Set 1 speedily Fred talk cvc / cvcc Nonsense cvc words	Review set 1 sounds Review word time 1.1-1.5 Teach word time 1.6-1.7 Read red books Speedy green words Ditty copy masters 11 – 20 (if needed)	Read words with 4 or 5 sounds Fred talk green words 3 and 4 sounds nonsense words with Fred talk
Rec – May Rec - July	Green	70-100	Fred talk -4 or 5 sounds inc special friends set 1 Nonsense words - 3 or 4 sounds inc special friends set 1	Teach set 2 sounds Review set 1 speedily Read green words	Read words with 4 or 5 sounds set 1 speedily Read the first 6 sounds in set 2 (ay ee igh ow oo oo) speedily Read these sounds in Fred talk with green words and nonsense words

RWI Progression Chart

Year	Color	Words	Teach	Review	Assessment
Rec – July Yr 1 – Oct	Purple	70-100	Speedily read green words	Teach set 2 sounds (ay ee igh ow oo oo) Review set 1 speedily Read green words speedily	Read words with 4 or 5 sounds set 1 speedily Read the first 6 sounds in set 2 (ay ee igh ow oo oo) speedily Read these sounds in Fred talk with green words and nonsense words
Yr 1 – Dec	pink	150	Read the first 6 sounds in set 2 (ay ee igh ow oo oo) speedily Fred talk	Review set 2 (ay ee igh ow oo oo) speedily Teach set 3 (ar or air ir ou oy) Read green words speedily	Read the last 6 sounds in set 2 (ar or air ir ou oy) speedily Read these sounds in Fred talk with green words and nonsense words Read (ay ee igh ow oo oo) in green words speedily
Yr 1 – Feb	Orange	150	Read all set 2 sounds speedily Read green words speedily Fred talk nonsense words	Teach set 3 and corresponding green word cards (a-e ea i-e o-e u-e oi) Nonsense words	Read set 2 sounds in green words speedily Read set 2 inc nonsense words with Fred talk
Yr 1 – Apr	yellow	250	Read all set 2 sounds speedily Read green words speedily Fred talk nonsense words	Teach set 3 and corresponding green word cards (a-e ea i-e o-e u-e oi) Nonsense words	Read first 6 set 3 sounds (a-e ea i-e o-e u-e oi) speedily Read with green and nonsense words with Fred talk. Read a passage at 60-70 words per min attempting intonation.
Yr 1 – July	Blue	300	Read set 3 sounds (a-e ea i-e o-e u-e oi) speedily. Read with green and nonsense words with Fred talk. Read a passage at 60-70 words per min attempting intonation.	Teach set 3 (ai oa aw ur er ire ear ure ew are ow) review set 3 (a-e ea i-e o-e u-e oi) Review green words speedily Nonsense words	Read all set 3 sounds speedily. Read set 3 sounds in nonsense words with Fred talk. Read a passage at 70-80 words per min attempting intonation.
Yr 1 – July Yr 2 - Dec	grey	350	Read all set 3 sounds speedily. Read set 3 sounds in nonsense words with Fred talk. Read a passage at 70-80 words per min attempting intonation.	Review set 1-3 sounds Nonsense words	Read all set 3 in nonsense words with Fred talk. Read multi-syllabic green words speedily. Read a passage at 80-90 words per min with intonation that shows comprehension.

# Dixons Marchbank Primary School EYFS progression/curriculum map

## Development Matters

### 3 and 4-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' and 'fewer than'
- talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language such as: 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 such as flat surfaces for building or a triangular prism for a roof
- combine shapes to make new ones, for example, an arch or a bigger triangle
- talk about and identify the patterns around them, for example, stripes on clothes or designs on rugs and wallpaper
- use informal language like 'pointy', 'spotty' or 'blobs'
- 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...'

## Maths

Number

Numerical  
Patterns

NC Subject  
- Maths

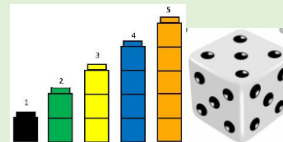
### NURSERY

### KEY REPRESENTATIONS



- Colours - Recognising, naming and matching colours
- Sorting - Sorting by various attributes
- Size - Using the language of size
- Counting Principles - One-one principles, stable-order principle, cardinal principle, abstraction principle, order-irrelevance principle
- Comparing - Comparing number of Objects

### KEY REPRESENTATIONS



- Exploring and understanding number 1
- Exploring and understanding number 2
- Exploring and understanding number 3
- Shapes - Focus on properties of shapes
- Exploring and understanding number 4
- Exploring and understanding number 5
- Calendar

### KEY REPRESENTATIONS



- Length and height - Long, short, tall and comparing lengths
- Comparing - Comparing amount of objects
- Exploring and understanding number 1
- Exploring and understanding number 2
- Heavy and Light
- Capacity -Full, half full, empty
- Positional language
- Exploring and understanding number 3
- Exploring and understanding number 4
- Exploring and understanding number 5

# Dixons Marchbank Primary School EYFS progression/curriculum map

## Development matters

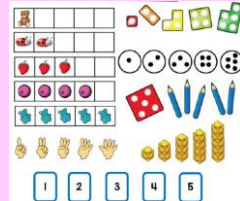
### Children in reception

- count objects, actions and sounds
- subitise
- link the number symbol (numeral) with its cardinal number value
- count beyond 10
- compare numbers
- understand the 'one more than or one less than' relationship between consecutive numbers
- explore the composition of numbers to 10
- automatically recall number bonds for numbers 0 to 5 and some to 10
- select, rotate and manipulate shapes 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

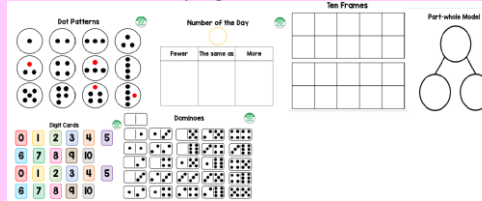
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn term	<b>Getting to know you</b> (Take this time to play and get to know the children!)  Contains overviews and frequently asked questions  VIEW	<b>Just like me!</b> Match and sort Compare amounts Compare size, mass & capacity Exploring pattern  VIEW	<b>It's me 1, 2, 3!</b> Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language  VIEW	<b>Light &amp; dark</b> Representing numbers to 5 One more or less Shapes with 4 sides Time  VIEW									
Spring term	<b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)  VIEW	<b>Growing 6, 7, 8</b> 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)  VIEW	<b>Building 9 &amp; 10</b> Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns  VIEW	<b>Consolidation</b>									
Summer term	<b>To 20 and beyond</b> Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate  VIEW	<b>First, then, now</b> Adding more Taking away Spatial reasoning 2 Compose and decompose  VIEW	<b>Find my pattern</b> Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build  VIEW	<b>On the move</b> Deepening understanding Patterns & relationships Spatial mapping (4) Mapping  VIEW									

## RECEPTION

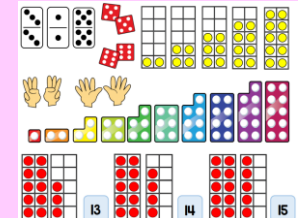
### KEY REPRESENTATIONS – Autumn



### KEY REPRESENTATIONS - Spring



### KEY REPRESENTATIONS – Summer



# Dixons Marchbank Primary School EYFS progression/curriculum map

		<p><b>WEEK 1-3 Getting to know me</b> Opportunities for settling in / provision areas / where do things go / positional language / daily routines / days of the week</p> <p><b>WEEK 4-6 – Just like me</b> - Match and sort (same/different/colour/size) - Compare amounts (equal/more/fewer) - Compare size mass and capacity (tall/tallest / big/little/short/shortest) - Exploring pattern</p> <p><b>WEEK 7-9 Its Me 1, 2, 3</b> -Representing 1,2,3 (equal/not/circle/ 1p) - comparing 1, 2, 3, - composition of 1, 2, 3 - circles and triangles (3 step patterns) - positional language</p> <p><b>WEEK 10-12 Light and Dark</b> - Representing numbers 1-5 - One more and one less (subtraction and addition symbol) - Shapes with 4 sides (squares / rectangles) - Time – days of the week</p>		<p><b>WEEK 1-3 Alive in 5</b> -Introducing 0 Comparing and ordering numbers to 5 -Composition of 4 and 5 -Comparing mass and Capacity</p> <p><b>WEEK 4-6 Growing 6, 7, 8</b> -Introducing 6, 7, 8, (making pairs / combining 2 groups) -Combining groups (addition) -Length, Height &amp; Time</p> <p><b>WEEK 7-9 Building 9, 10</b> -Introducing 9 and 10 – comparing and ordering (making sets / combining groups) -Number bonds to 10 -3d shape and pattern</p> <p><b>WEEK 10-12 – Consolidation / revisit</b></p>		<p><b>Week 1-3 To 20 and beyond</b> - Building numbers beyond 10 - Counting patterns beyond 10 - Spatial reasoning (match, rotate, manipulate)</p> <p><b>Week 4-6 First, then, now</b> - Adding - Take away - Spatial reasoning (Compose and decompose)</p> <p><b>Week 7 – 9 Find my pattern</b> - Doubling - Sharing and grouping - Odd and Even - Spatial reasoning (Visualise and build)</p> <p><b>Week 10-12 On the move</b> - Deepening understanding – problem solving - Patterns and relationships - Consolidation - Spatial Reasoning (Mapping)</p>	
<p><b>Understanding the World</b></p> <p>Past and present</p> <p>People, culture and communities</p> <p>The natural world</p> <p>NC Subject</p> <p>History</p> <p>Geography</p>	Celebrations	Halloween Harvest	Bonfire Night Diwali Black History Month Remembrance Day Hanukah Christmas	Chinese New Year Valentine's Day Pancake Day Easter Mother's Day	Eid-il-Fitr	Father's Day Ramadan	
<p>Talk about different festivals and how they are celebrated – watch films, look at photos and compare to how we dress, celebrate, food etc</p> <p>Make/cook traditional food eaten at the celebrations – taste, describe and compare to the food we eat everyday</p> <p>Share any first-hand experience the children have of celebrations</p> <p>Find out where the celebrations take place – what country do they originate from – look at maps</p> <p>Find out where the festivals are held – what the place of worship looks like</p>							

# Dixons Marchbank Primary School EYFS progression/curriculum map

<p>Science</p> <p>RE</p>	<p>Development matters</p> <p><b>3 and 4-year-olds</b></p> <ul style="list-style-type: none"> <li>• use all their senses in hands-on exploration of natural materials</li> <li>• explore collections of materials with similar or different properties</li> <li>• talk about what they see, using a wide vocabulary</li> <li>• begin to make sense of their own life story and family's history</li> <li>• show interest in different occupations</li> <li>• explore how things work</li> <li>• plant seeds and care for growing plants</li> <li>• understand the key features of the life cycle of a plant and an animal</li> <li>• begin to understand the need to respect and care for the natural environment and all living things</li> <li>• explore and talk about different forces they can feel</li> <li>• talk about the differences between materials and changes they notice</li> <li>• continue developing positive attitudes about the differences between people</li> <li>• know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>						
	<p>Nursery Yr 1 cycle</p> <p>The natural world</p>	<p><b>'Nursery rhymes'</b> Seasons -Autumn Mixing colours</p>	<p><b>'Billy goats gruff'</b> Materials and changes Animals – features Festivals – Divail, bonfire night, Christmas</p>	<p><b>'People who help us'</b> Seasons -winter Oral health Self-Health care Festivals – Chinese New Year</p>	<p><b>'Transport'</b> Seasons spring Collection of materials Forces Festivals – Easter</p>	<p><b>'Under the sea'</b> Senses Animals – habitats Festivals – Eid</p>	<p><b>'Growing'</b> Seasons -Summer Plants Life cycle of a plant Respect and care for the natural environment and living things.</p>
	<p>Nursery Yr2 cycle</p> <p>The natural world</p>	<p><b>All about me</b> Families Changes Human growth Seasons Autumn Days of the week and months of the years</p>	<p><b>Bears</b> Food State of matter Size Habitat Festivals – Divail, bonfire night, Christmas</p>	<p><b>People who help us</b> Seasons -winter Role of jobs Vets – pet growth, hygiene Nurses and Dr's - health dentist – oral health Festivals – Chinese New Year</p>	<p><b>Animals</b> Seasons spring -features of animals who baby Habitat -size Festivals – Easter</p>	<p><b>Mini –Beasts</b> Minibeasts Habitat Healthy diet Caring for the environment</p>	<p><b>Growing</b> Seasons -Summer Planting growing</p>
	<p>Nursery Yr 1 cycle</p> <p>Past and present</p>	<p><b>Begin to make sense of their own life-story and family's history.</b>  (Looking at photos and taking about who is in the photos, where, when)</p>	<p>Children discuss past celebrations and compare to current ones.</p>	<p>Children discuss seasons (past and present) and changes that happen.</p>	<p>Size – Children discuss growth – how in time they have grown and developed.</p>	<p>Children discuss past celebrations and compare to current ones.</p>	<p>Transition/Graduation</p>
	<p>Nursery Yr2 cycle</p> <p>Past and present</p>	<p><b>Begin to make sense of their own life-story and family's history.</b>  (Looking at photos and taking about who is in the photos, where, when)</p>	<p>Children discuss past celebrations and compare to current ones.</p>	<p>Children discuss seasons (past and present) and changes that happen.</p>	<p>Size – Children discuss growth – how in time they have grown and developed.</p>	<p>Minibeasts – cycle of butterfly.</p>	<p>Transition/Graduation</p>

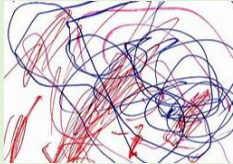





# Dixons Marchbank Primary School EYFS progression/curriculum map

	Nursery Yr 1 cycle People, culture and communities	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	
	Nursery Yr 2 cycle People, culture and communities	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	show interest in different occupations.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Continue developing positive attitudes about the differences between people.	Continue developing positive attitudes about the differences between people.	
Development matters							
<p>Children in reception</p> <ul style="list-style-type: none"> <li>talk about members of their immediate family and community</li> <li>name and describe people who are familiar to them</li> <li>comment on images of familiar situations in the past</li> <li>compare and contrast characters from stories, including figures from the past</li> <li>draw information from a simple map</li> <li>understand that some places are special to members of their community</li> <li>recognise that people have different beliefs and celebrate special times in different ways</li> <li>recognise some similarities and differences between life in this country and life in other countries</li> <li>explore the natural world around them</li> <li>describe what they see, hear and feel whilst outside</li> <li>recognise some environments that are different from the one in which they live</li> <li>understand the effect of changing seasons on the natural world around them</li> </ul>							
	Reception  The natural world	'Coming to school'  Seasons  Materials and their properties – wet sand, water  Hygiene – hand washing	'Hocus Pocus, Ho ho ho'  Weather  State of matter  Festivals – Divail, bonfire fire night, Christmas  Days of the week and months of the years  Hygiene – oral health	'Where we live'  Seasons  Contrasting environments – Bradford/china  Festivals – Chinese New Year  Days of the week and months of the years	'Bears'  Seasons  Animal habitat  Life cycle  senses  Festivals – Easter  Days of the week and months of the years	'Inventors'  Forces  Materials and their properties  Caring for the environment  Days of the week and months of the years  Recycling	'What did Jack grow'  Seasons  Growing  Plants  Hygiene  Days of the week and months of the years
	Past and present	name and describe people who are familiar to them	understand that some places are special to members of their community	understand that some places are special to members of their community	understand that some places are special to members of their community	understand that some places are special to members of their community	recognise some environments that are different from the one in which they live

# Dixons Marchbank Primary School EYFS progression/curriculum map

			recognise that people have different beliefs and celebrate special times in different ways	recognise that people have different beliefs and celebrate special times in different ways	recognise that people have different beliefs and celebrate special times in different ways	recognise that people have different beliefs and celebrate special times in different ways	understand the effect of changing seasons on the natural world around them
People, culture and communities	talk about members of their immediate family and community  name and describe people who are familiar to them	understand that some places are special to members of their community  recognise that people have different beliefs and celebrate special times in different ways	draw information from a simple map  recognise some environments that are different from the one in which they live  understand that some places are special to members of their community  recognise that people have different beliefs and celebrate special times in different ways	understand that some places are special to members of their community  recognise some similarities and differences between life in this country and life in other countries	comment on images of familiar situations in the past  understand that some places are special to members of their community	explore the natural world around them  describe what they see, hear and feel whilst outside	
<p><b>Development matters</b></p> <p>3 and 4-year-olds</p> <ul style="list-style-type: none"> <li>take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses</li> <li>make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> <li>explore different materials freely, to develop their ideas about how to use them and what to make</li> <li>develop their own ideas and then decide which materials to use to express them</li> <li>join different materials and explore different textures</li> <li>create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>use drawing to represent ideas like movement or loud noises</li> <li>show different emotions in their drawings and paintings, like happiness, sadness, fear</li> <li>explore colour and colour mixing</li> <li>show different emotions in their drawings – happiness, sadness, fear</li> <li>explore different materials freely, to develop their ideas about how to use them and what to make</li> <li>develop their own ideas and then decide which materials to use to express them</li> <li>join different materials and explore different textures</li> <li>create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>use drawing to represent ideas like movement or loud noises</li> <li>show different emotions in their drawings and paintings, like happiness, sadness, fear</li> <li>explore colour and colour mixing</li> <li>show different emotions in their drawings – happiness, sadness, fear</li> </ul>							

# Dixons Marchbank Primary School EYFS progression/curriculum map

<p><b>Expressive Arts and Design</b> -Creating with materials -Being imaginative and expressive</p> <p>NC Subject - Art and Design - DT - Music</p>	<p>NURSERY</p>	<p><b>Expectations for drawing/Painting</b> -Scribble stage – records of enjoyable kinaesthetic movements, no attempts at portraying the real world.</p> 	<p><b>Expectations for drawing/Painting</b> - stages of scribbling (random / controlled) Scribbles take on shapes, the first being circular movements.</p> 	<p><b>Expectations for drawing/Painting</b> - naming the scribble - drawings may look like scribble but children ascribe meaning to them</p>  <p>eg, "this is a firework picture!"</p>
<p><b>Development matters</b></p> <p>Children in reception</p> <ul style="list-style-type: none"> <li>• explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• create collaboratively, sharing ideas, resources and skills</li> <li>• listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>• watch and talk about dance and performance art, expressing their feelings and responses</li> <li>• sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>• explore and engage in music making and dance, performing solo or in groups</li> <li>• develop storylines in their pretend play.</li> </ul>				
	<p>RECEPTION</p>	<p><b>Expectations for drawing/Painting</b> - Pre schematic stage – children create a tangible record of their thoughts. Symbols for different images may change as they search for new concepts.</p> 	<p><b>Expectations for drawing/Painting</b> - Schematic stage – children have a definite way to portray certain objects using simple shapes.</p> 	<p><b>Expectations for drawing/Painting</b> - Realism stage – children add detail to their work and compare it to that of others work and real objects/images.</p> 
	<p>ALL EYFS</p>	<p>The careful Planning of continuous and enhanced provision will provide children with the experiences needed to achieve the ELG for Expressive arts and design. Continuous provision will be planned to provide skills such as:</p> <p><b>Art and DT</b>  <b>Drawing</b> – to use a variety of materials including pens, pencils, charcoal and pastel / to experiment drawing lines and circles / to accurately draw a person.  <b>Texture</b> – handling and manipulating objects (clay, sand, textiles, dough) / collage / sensory experiences.  <b>Colour</b> – paint, pencils, crayons, pastels / using and naming primary colours / Mixing colours / make marks and give meaning.  <b>Form</b> – 3D work at the creative area / joining, fixing and handling tools / constructing / building / planning.  <b>Pattern</b> – to experiment with irregular and repeating patterns / simple symmetry</p> <p><b>Music</b>  <b>Hearing and listening</b> – Can distinguish between the sounds of instruments / dynamics / rhythm  <b>Vocalising and singing</b> – Sing songs / rhymes and make up own songs  <b>Moving and dancing</b> – claps/moves to a beat / moves in different ways in response to music  <b>Exploring and playing</b> – explores different instruments</p>		



# Dixons Marchbank Primary School EYFS progression/curriculum map

Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

<p><b>Communication and Language</b></p> <p><u>ELG: Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>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;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><u>ELG: Speaking</u></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>	<p><b>Physical Development.</b></p> <p><u>ELG: Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Literacy</b></p> <p><u>ELG: Comprehension:</u></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><u>ELG: Word Reading</u></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><u>ELG: Writing</u></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed;</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
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Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	Name writing- correct letter and case pencil grip writing initial sounds		<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Some HF words are spelt correctly. Re-read what they have written to an adult</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>			
<b>Oracy</b>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Engage in story times.</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Develop social phrases.</li> <li>Learn new vocabulary</li> <li>Use new vocabulary in different contexts</li> </ul>		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected nonfiction to develop a deep familiarity</li> <li>with new knowledge and vocabulary.</li> <li>Learn new vocabulary</li> <li>Use new vocabulary in different contexts</li> </ul>		<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>They develop their own narratives and explanations by connecting ideas or events.</li> <li>Children express themselves effectively, showing awareness of listeners' needs.</li> </ul>	

# Dixons Marchbank Primary School EYFS progression/curriculum map

	<ul style="list-style-type: none"> <li>Use new vocabulary through the day</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary through the day</li> </ul>	<ul style="list-style-type: none"> <li>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>Learn new vocabulary</li> <li>Use new vocabulary in different contexts</li> <li>Use new vocabulary through the day</li> </ul>																																													
Word/Spelling	<ul style="list-style-type: none"> <li>Segmenting CVC words and CCVC words.</li> <li>Write the initial sound of simple words</li> <li>Write and spell their first name</li> </ul>	<ul style="list-style-type: none"> <li>Segment words containing diagraphs/ some trigraphs (ay, ee, igh, ow, oo / oo)</li> <li>Write CVC / CCVC words</li> <li>Write some irregular common words.</li> </ul>	<ul style="list-style-type: none"> <li>Segment words containing diagraphs / some trigraphs (ar, or, air, ir, ou, oy)</li> <li>Write words containing diagraphs and trigraphs</li> <li>Write some irregular common words.</li> </ul>																																													
Punctuation		<ul style="list-style-type: none"> <li><b>Finger spaces</b> Using appropriate-sized spacing between written words</li> </ul>	<ul style="list-style-type: none"> <li><b>Capital Letters</b> <i>At the start of sentences and for their own name.</i> Full stops</li> </ul>																																													
Sentence/Text	<ul style="list-style-type: none"> <li><b>Constructing a simple sentence verbally</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Constructing a complex sentence verbally</b> Using 'and' or 'because' to extend a simple sentence</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences to be read by themselves and others.</li> </ul>																																													
Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, conjunction, vowel, consonant																																															
High Frequency words	<table border="1"> <tr> <td>I</td><td>you</td><td>the</td><td>me</td><td>like</td><td>going</td><td>no</td><td>yes</td><td>for</td></tr> <tr> <td>go</td><td>day</td><td>of</td><td>big</td><td>she</td><td>and</td><td>a</td><td>dad</td><td>can</td></tr> <tr> <td>come</td><td>was</td><td>we</td><td>they</td><td>my</td><td>see</td><td>he</td><td>am</td><td>all</td></tr> <tr> <td>went</td><td>look</td><td>this</td><td>on</td><td>away</td><td>mum</td><td>is</td><td>can</td><td>get</td></tr> <tr> <td>up</td><td>are</td><td>dog</td><td>it</td><td>at</td><td>play</td><td>said</td><td>to</td><td>in</td></tr> </table>			I	you	the	me	like	going	no	yes	for	go	day	of	big	she	and	a	dad	can	come	was	we	they	my	see	he	am	all	went	look	this	on	away	mum	is	can	get	up	are	dog	it	at	play	said	to	in
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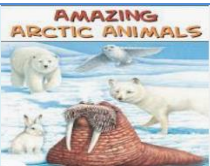
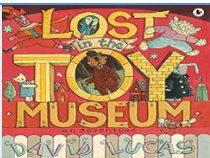
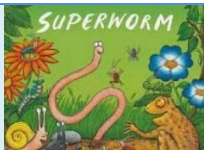
## Reception transition to Year 1

Separate words with spaces	Know what a letter, word and sentence is	Understand what a full stop is and how to use it	Begin to use a full stop at the end of one sentence	Recognise capital letter and match with the relevant lower-case letter	Know which capital letter their name begins with	Know how to form capital letters	Begin to form lower case letters in the correct direction, starting and finishing in the correct place
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## Writing Long-Term Plan 2022 -2023 Year 1



Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Pirates Love Underpants Age 3+ Christmas Cards Poems (Bats)		Amazing Arctic Animals Age 6-8	Lost in the Museum Age 3-5		Poem for Eid Superworm Age 2-7
Cultural Capital Links	Pirates	Celebrations	Hot and Cold	Back in time	Summer time	Superheroes

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Images of texts	   								
Short Burst Writing	Opportunities across the year such as World Book Day, Poetry Day, Remembrance Sunday and other links to the curriculum.								
Writing Text Types	Apology letter (pirates)	Poem (bats)	Instructions for making a Christmas card	Animal profile	Recount (Ponderosa)	Character feelings	Poem for Eid	Short retell of the story.	Retell
Authorial Intent	To inform	To entertain	To inform	To inform	To inform	To entertain	To entertain	To entertain	To entertain
	<b>TEACH CYCLE 1</b>			<b>TEACH CYCLE 2</b>			<b>RETEACH AND DEEPEN CYCLE 3</b>		
Word/Spelling	<ul style="list-style-type: none"> <li>Spell using the 40+ phonemes already taught of phase 2,3,4 phonics to write phonetically plausible words - some spelt correctly</li> <li>Regular plural suffixes (dog/dogs, wish/wishes) If a word ends in s, x, z, ch or sh, the suffix is usually formed using 'es'</li> <li>Reception common exception words</li> <li>Introduce year 1 common exception words and days of the week</li> <li>Space words accurately</li> </ul>			<ul style="list-style-type: none"> <li>Use phase 2,3,4 phonic knowledge to write phonetically plausible words – many spelt correctly</li> <li>Suffixes (ing, ed, er, est) no changes to the root word.</li> <li>Prefix (un) how it can be added to adjectives or verbs to change the meaning.</li> <li>Year 1 common exception words</li> <li>Simple past and present verbs</li> </ul>			reteach or deepen students understanding of previously taught SPAG rules  <b>Spells 50 HF words</b>		
Punctuation	<ul style="list-style-type: none"> <li>Full stops</li> <li>Finger spaces</li> <li>Capital letters start of sentences, for personal pronouns and names.</li> <li>Introduce question marks</li> <li>Exclamation marks</li> </ul>			<ul style="list-style-type: none"> <li>Question marks</li> <li>Exclamation marks</li> <li>Using 'and' to join clauses or to extend simple sentences</li> <li>Capital letter for proper nouns.</li> </ul>			reteach or deepen students understanding of previously taught SPAG rules		
Sentence/Text	<ul style="list-style-type: none"> <li>Words combine to form a sentence</li> </ul>			Sequencing sentences to form short narratives			reteach or deepen students understanding of previously taught SPAG rules  <b>Can write 4 sentences with some CL and FS, finger spaces, joins with 'and', question marks and exclamation marks and can read without mediation.</b>		
<b>FULL YEAR GROUP CONTENT</b>									
Transcription	Write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.								
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place, leaving spaces between words., form capital letters, form digits, understand which letters								



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KS1 Year 1 and Year 2											
<h3>Writing to entertain (KS1)</h3> <table border="1"> <tr> <td> <b>Text Types</b> <ul style="list-style-type: none"> <li>Stories (including re-tellings)</li> <li>Descriptions</li> <li>Poetry</li> <li>In-character/role</li> </ul> </td> <td> <b>Text Features</b> <ul style="list-style-type: none"> <li>Time sequenced</li> <li>Begin to differentiate between past and present tense to suit purpose</li> </ul> </td> <td> <b>Other Style Ideas</b> <ul style="list-style-type: none"> <li>Focus on oral work first</li> <li>Use opportunities to reading own work aloud</li> </ul> </td> </tr> </table> <p><b>Grammar and Sentences</b></p> <ul style="list-style-type: none"> <li>Use <b>coordinating conjunctions</b> to link two main ideas. <i>They pulled and pulled at the turnip to get it out.</i></li> <li>Use <b>noun phrases</b> which add detail to description. <i>very old grandma, brave woodchopper</i></li> <li>Use the <b>progressive form</b> for verbs. <i>Goldilocks was walking</i> through the woods.</li> <li>Use <b>exclamation sentences</b> where appropriate. <i>What big eyes you have, Grandma!</i></li> </ul> <table border="1"> <tr> <td> <b>Adverbials</b>            First Then Next After Later            The next day...         </td> <td> <b>Conjunctions</b>            and but so or when         </td> </tr> </table> <p><b>Punctuation Content</b></p> <ul style="list-style-type: none"> <li>Use <b>finger spaces</b> between words</li> <li>Use <b>capital letters &amp; full stops</b> to mark sentences</li> <li>Use <b>capital letter</b> for first person 'I'</li> <li>Use <b>apostrophes</b> to mark contractions, e.g. <i>didn't</i></li> <li>Use <b>exclamation marks</b>, particularly in relation to speech</li> <li>Begin to use <b>inverted commas</b> to mark direct speech where appropriate.</li> </ul> 	<b>Text Types</b> <ul style="list-style-type: none"> <li>Stories (including re-tellings)</li> <li>Descriptions</li> <li>Poetry</li> <li>In-character/role</li> </ul>	<b>Text Features</b> <ul style="list-style-type: none"> <li>Time sequenced</li> <li>Begin to differentiate between past and present tense to suit purpose</li> </ul>	<b>Other Style Ideas</b> <ul style="list-style-type: none"> <li>Focus on oral work first</li> <li>Use opportunities to reading own work aloud</li> </ul>	<b>Adverbials</b> First Then Next After Later The next day...	<b>Conjunctions</b> and but so or when	<h3>Writing to inform (KS1)</h3> <table border="1"> <tr> <td> <b>Text Types</b> <ul style="list-style-type: none"> <li>Recount</li> <li>Letter</li> <li>Instructions</li> </ul> </td> <td> <b>Text Features</b> <ul style="list-style-type: none"> <li>Appropriate use of past and present tense</li> </ul> </td> <td> <b>Other Style Ideas</b> <ul style="list-style-type: none"> <li>Could use a writing frame to structure sections</li> <li>May include images</li> </ul> </td> </tr> </table> <p><b>Grammar and Sentences</b></p> <ul style="list-style-type: none"> <li>Use <b>coordinating conjunctions</b> to link two main ideas. <i>Badgers sleep in the day and look for food at night.</i></li> <li>Use <b>subordinating conjunctions</b> in the middle of sentences. <i>Badgers can dig well because they have sharp claws</i></li> <li>Use <b>noun phrases</b> which inform. <i>sharp claws, black fur</i></li> <li>Use <b>commas</b> to separate items in a list. <i>You will need flour, eggs, sugar and water.</i></li> <li>Use <b>exclamation sentences</b> where appropriate. <i>What a fantastic time we all had!</i></li> </ul> <table border="1"> <tr> <td> <b>Adverbials</b>            First Firstly Next After Later         </td> <td> <b>Conjunctions</b>            and but so or when            if because         </td> </tr> </table> <p><b>Punctuation Content</b></p> <ul style="list-style-type: none"> <li>Use <b>finger spaces</b> between words</li> <li>Use <b>capital letters &amp; full stops</b> to mark sentences</li> <li>Use <b>question mark</b> <i>Did you know...?</i></li> <li>Use <b>apostrophes</b> to mark possession. <i>A badger's home is underground</i></li> </ul> 	<b>Text Types</b> <ul style="list-style-type: none"> <li>Recount</li> <li>Letter</li> <li>Instructions</li> </ul>	<b>Text Features</b> <ul style="list-style-type: none"> <li>Appropriate use of past and present tense</li> </ul>	<b>Other Style Ideas</b> <ul style="list-style-type: none"> <li>Could use a writing frame to structure sections</li> <li>May include images</li> </ul>	<b>Adverbials</b> First Firstly Next After Later	<b>Conjunctions</b> and but so or when if because
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