St Hugh of Lincoln Assessment/Progression RECEPTION

Listening, Attention and Understanding-ELG

- 1- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions
- 2- Make comments about what they have heard and ask questions to clarify understanding
- 3- Hold conversation when engaged in back and forth exchanges with their teachers and peers

Baseline (Sept)	Autumn (Dec)		Spring (April)		ELG (July)		
I can follow a or	ne or two part	I can demonstr	ate good listening	I can respond to v	what I have heard by	I can listen caref	ully	
instruction		behaviours		asking questions o	and saying what I	I can respond wit	h questions, comments	
	n at group times and		ple instructions	think		and actions		
story times		(with two or mo	re parts) reliably					
		I engage in stor	•	I can say what I t		I can make comm	ents about what I have	
		·	with familiar songs	I ask questions ab	oout what I have	heard		
		and rhymes	and rhymes		heard		ns to help me	
I can talk to oth turns to speak	I can talk to others and take it in turns to speak		I can wait and take turns in conversation		I can respond to what others say		I can engage in conversation with my friends and teachers	
On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	
	NOT ON TITLER ON TITLER NOT ON TITLER							

Speaking- ELG

- 1- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary
- 2- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate

3- 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 an adult

Baseline (Sept)		Autumn (Dec)		Spring (April)		ELG (July)		
I can express a p	ooint of view	I am starting to s familiar adults I can talk to othe children)	share my ideas with ers (adults and	I can share my idea I can share my idea adults	• .	I can take part in whole class and group discussions		
I can use talk to	share what I think	I use talk to orgo I can listen to an stories, rhymes o		I can explain events happened in detail I can engage in stor non-fiction sharing them	ries, rhymes and	I can explain why things happen/ might happen I can use vocabulary from stories, non-fiction, rhyme and poems		
	nce of 4-6 words as a way of starting f	I can share my ideas using talk as a tool I can say how I feel using talk as a tool		I can start to use full sentences I am starting to use past, present and future tenses		I can express ideas and feelings I can use full sentences using past, present and future tenses I can use conjunctions (with support and modelling) to connect my ideas		
On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	

Self Regulation- ELG

- 1 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- 2 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- 3 Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions

	Baseline (Sep	ot)	Autumn (Dec)		Spring (Apri	l)	ELG (July)	
Feelings and behaviour regulation	I can talk abo (happy, sad, o	•	I can identify a range of different feelings		I can say how others are feeling based on their expressions and actions		I can say how I and others a feeling I can show my understanding feelings by changing my behaviour	
Working for goals	I can choose what I need to complete a goal (short term)		I can keep on trying when I find something difficult		I can say wh and what I w improve	at I am good at vould like to	I can set myself goals I can wait for my requests and needs to be met	
Focused attention	I am starting to follow instructions		I am starting to sit and listen more consistently during adult focus time I can follow simple instructions		I can sit and listen during adult focus time I can follow instructions with two or more parts		I can listen to and respond to adults I can follow instructions accurately (several ideas/actions)	
	On Track Not on Track		On Track	Not on Track	On Track Not on Track		Achieved	Not Achieved

Managing Self-ELG

- 1- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- 2- Explain the reasons for rules, know right from wrong and try to behave accordingly
- 3- Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Baseline (Sep	†)	Autumn (Dec)	Spring (April)		ELG (July)	
confident who	to become more en things are new the transition)	I am starting activities	g to try new		trying even when I nething difficult	I can try new I can show res when things a	silience and perseverance
1	an awareness of to behave in the	I am starting rules in the s classroom	g to be aware of school and	rules I can talk abou class rules	ne school and class ut the school and ut what is right and	classroom and	and follow rules (in the around school) know right from wrong by
I can toilet m	yself	Mud Kitchen	and undress for PE/ etc. g to know ways to	washing, exerc	et, oral health, hand cise, good sleep, ble amount of screen		my own basic hygiene and s e.g. toileting and nealthy food
On Track Not on Track		On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved

Building Relationships- ELG

- 1- Work and play cooperatively and take turns with others
- 2- Form positive attachments to adults and friendships with peers
- 3- Show sensitivity to their own and others needs

Baseline (Se	pt)	Autumn (Dec)		Spring (April)		ELG (July)	
I can play wi	th one or more	I can play with a	small group of	I can use word:	s to help solve	I can work with	h others in a group
children coo	peratively	children, sharing	g ideas	conflicts with o	others	I can play with	others, take turns and
				I can work well	with others	share	
				listening and sh	naring ideas		
		I am starting to	form good	I can show frie	ndly behaviour in the	I can form goo	d relationships with the
		relationships with the familiar		classroom and	around school	adults in the cl	assroom and around
		adults in my clas	SS	I am developing	g friendships with	school	
					nt people	I have lots of friends and positive	
						friendships	
	o talk about the	I can express ar	nd identify my	•	now others feel and	I know what m	y own needs are and can
way I feel		feelings		respond to the	respond to them appropriately		
		I can express m	•			I am sensitive to the needs of others	
		familiar adults e	.g. ask to go to				
	ı	the toilet, etc.	_				
On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved

Gross Motor Skills- ELG

- 1-Negotiate space and obstacles safely, with consideration for themselves and others
- 2-Demonstrate strength, balance and co-ordination
- 3-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor Skills- ELG

- 1- Hold a pencil effectively in preparation for writing (nearly always tripod grip)
- 2- Use a range of small tools e.g. scissors paint brushes, cutlery

3- Begin to show accuracy and care when drawing

	Baseline (Sept)	·	Autumn (Dec)		Spring (April)		ELG (July)	
Gross	I can climb stai	rs using alternate	I can use lots o	f different	I can throw, kic	k, pass and	I can travel ard	ound space and
Motor	feet		ways of moving	appropriately	catch a large bo	all	obstacles safely	У
	I can develop m	ovement (using age	I can climb over	r, under and	I can move and	use both large	I can show stre	ngth, balance and
	appropriate bik	es, scooters etc.)	through obstacles		and smaller scale equipment		co-ordination in	n movement
	I can work with others to manage				(building blocks	etc)	I can move in di	ifferent ways-
	large items		(PE - Dance/Gymnastics)		(PE - Ball skills/Sports)		run, jump, skip, climb	
Fine	I show a preference for a		I can show good pencil control		I can sit at a table to write		I can hold a pencil effectively	
Motor	dominant hand v	with a comfortable	when mark making and drawing		I can hold a per	ncil in a tripod	(tripod)	
	pencil grip		I can use cutlery and other		grip		I can use a range of tools e.g.	
	I can draw a pic	ture	one handed equ	ipment	I can use scissors		scissors	
							I can draw with	accuracy
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track

Reading- ELG

Comprehension

- 1-Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary
- 2-Anticipate key events in stories.
- 3-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

	Baseline (Sept))	Autumn (Dec)		Spring (Apri	l)	ELG (July)	
Comprehension	I can talk abou	t stories I have	I can retell the	key events in	I can retell l	key events from	1	
(Understanding	heard		stories		stories I hav	re read	I can explain	what I have
& retelling)			I am starting to	o recall facts	I can descri	oe the key	read or has b	een read to me
			from non-fictio	n	events in de	rail	I can retell si	imple stories
						facts from a	I can recall facts from	
					non- fiction book		information	
Comprehension	I can talk about stories I have		I can talk about what has		I can say wh	at might happen	2	
(Prediction)	heard		happened in the	e story so far	next linked to other similar		I can say what I think might	
			,		stories		happen next	_
Comprehension	I can join in wi	th familiar	I can listen carefully to stories,		I can talk about stories,		3	
(Vocabulary)	rhymes and sor	ngs (and some	rhymes, non-fiction and songs		rhymes, non-	fiction and	I can use new	vocabulary
·	patterned stor	ies)		_	songs		throughout my play	
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved

Word Reading

- 1- Say a sound for each letter in the alphabet and at least 10 digraphs
- 2- Read words consistent with their phonic knowledge by sound blending.
- 3- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

	Baseline (Sep	†)	Autumn (Dec)		Spring (Apri	l)	ELG (July)		
Grapheme-	I can hear an	d say initial	I can match mo	st of the phase 2	I can match	all phase 2 single	1 I can mate	ch the letter and	
Phoneme	sounds for wo	ords	letters and sou	nds	letters and s	sounds	sound for al	l phase 2 single	
matching	I can say the	sound for some			I can match all phase 3 single		sounds and digraphs		
	letters (e.g. f	rom my name or			letter and sounds		I can match the letter and		
	familiar name	s- Mum, Dad,			I can start to identify some		sound for at	t least 10 phase 3	
	etc.)				digraphs		digraphs		
Blending and	I can orally s	egment words	I can say the p	hase 2 sounds in	I can segmer	nt the sounds in	2 I can read	d CVC words	
Segmenting	(e.g. adult says cat and child		CVC words		CVC words for reading		containing phase 2 sounds		
	says c-a-t)		I can start to b	olend the sounds	I can blend t	he sounds in	I can read (CVC words	
	I can orally blend words (e.g.	together		CVC words for reading		containing known digraphs			
	adult says m-	a-n and child says	I can segment and blend CVC		I can segment and blend		3 I can read	d simple sentences	
	man)		words	1		simple words matched to my		and books matched to my	
			I can read mos	t of the phase 2	phonics knowledge I can read captions		phonics I can read tricky words from		
			tricky words						
			I am starting t	•	I can read pl	honics matched	phases 2 an	d 3 confidently	
			e.g. the cat and	l the dog	tricky words	1			
	On Track	Not on Track	On Track	Not on Track	On Track Not on Track		Achieved	Not Achieved	

Writing- ELG

- 1-Write letters which are mostly correctly formed
- 2-Spell words by identifying sounds in them and representing the sounds with a letter or letters

3-Write simple phrases and sentences that can be read by themselves and others

	Baseline (Sep	ot)	Autumn (Dec)		Spring (April)	ELG (July)	
Letter	I can write s	ome letters from	I can write some	lower case	I can write m	ost lower case	1. I can write	most upper and
Formation	my name		letters correctly	/	letters corre	ctly	lower case le	tters correctly
			I can write some	upper case	I can write s	ome upper case	I can hold my	pencil in a good
			letters that I kr	iow (e.g. name,	letters corre	ctly	tripod grip	
			Mum, Dad, siblin	g name, etc)	I can use a tr	ripod grip		
Spelling	I can orally s	egment single	I can identify kr	own letters to	I can match p	phase 2 and 3	2. I can write	CVC words with
	sound CVC wo	ords e.g. c-a-t	match initial sou	nds (phase 2)	letters and s	ounds	sounds and le	tters I know
	I can say the	initial sounds in	I can match phas	se 2 letters and	I can write C	VC words and	I can write to	ricky words
	most words		sounds		labels (phase 2 and 3 sounds)			
			I can write CVC words and		I can spell so	me tricky words		
			labels e.g. c-a-t					
Composition	I can write s	ome initial sounds	I can write simp	I can write simple labels		aptions	3. I can write simple	
	I can write m	ny own name	I can start to wr	rite simple	I can write s	nort sentences	sentences	
			captions		I can start to	o use finger	I can read my	own sentences
			I can say a simpl		spaces betwe	•	My teacher c	an read my
			writing (oral and			ntences back	sentences	T
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved

Number- ELG

- 1-Have a deep understanding of number to 10, including the composition of each number
- 2-Subitise (recognise quantities without counting) up to 5

3-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

	Baseline (Sep	†)	Autumn (Dec)		Spring (April)	ELG (July)		
Numbers to	I can show nu	mbers to 5 using	I can count to 5	using different	I can count o	bjects, claps,	1 Can show	how numbers to	
10 and	concrete reso	ources	mathematical re	esources	movements u	p to 10	10 are made	up using	
subitising	I can match r	numeral and	I can match nur	neral and	I can match i	numeral and	different models e.g. part		
	quantity to 5		quantity to 5		quantity (wit	hin 10)	whole, tens f	rame	
	I can say one	number name for	I can quickly sa	y how many	I can quickly	say how many	I can recogni	se the numerals	
	each item		there are (up to	o 3) in different	there are (up	to 5)	to 10 and ma	tch to quantity	
	I can quickly	say how many	arrangements				consistently		
	there are (up	to 3)					2 I can recognise quantities		
							up to 5 witho	ut counting	
Calculation	I can solve so	me simple n numbers to 5	I can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this		5 I can start to linked subtra I can start to	action facts o recall some	up to 5 and s I can match : with number I can recall s	subtraction facts	
	On Transla	Not on Total	On Transla	Not on Toronto		e.g. 1 and 1 is 2	within 10	Nat Additional	
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	

Numerical patterns- ELG

- 1- Verbally count beyond 20, recognising the pattern of the counting system
- 2- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- 3- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	Baseline (Sept)	Autumn (Dec)	Spring (April)		ELG (July)	
The Number	I can count to	5 reliably	I can count t	o 10 by rote	I can count to 2	20, knowing the	1 I can count	beyond 20
System	I can start to	count beyond 5				teen numbers		
Comparison	I am starting t	o compare	I can compare manipulatives		I can compare two quantities		2 I can compare quantities	
	quantities using	g non standard	(e.g. saying when one tower is		saying when one	saying when one is		/ more than,
	vocabulary		bigger/smaller)		bigger/smaller/	'same	fewer/less tl	han, the same/
			I can find one more/ one less		I can say a num	ber that is one	equal	
			using resourc	es	more/less with	out resources		
Patterns	I can start to	continue and	I can continu	e and copy	I can spot errors in the		3 I can show	patterns in
	copy patterns		patterns		pattern		numbers to 10	
			I can create	my own patterns	I can name my pattern e.g.		I can talk about odd and ever	
					ABAB		numbers	
					I can start to id	dentify odd and	I can say doul	
					even numbers li	nked to sharing	I can share e	qually
	On Track	Not on Track	On Track	Not on Track	On Track Not on Track		Achieved	Not Achieved

Shape, Space and Measures-NO ELG

	Baseline (Sept)		Autumn (Dec)		Spring (April)		NO ELG (July	·)
Shape	Names simple g	eometric	Explores the d	characteristics	Is beginning to	use	Can find 2D s	hapes within 3D
	shapes in their	construction	of everyday ol	ojects, 2D and	mathematical la	nguage to	shapes and us	es
	and block play		3D shapes. Co	in copy 2D	describe 2D and	d 3D shapes in	mathematical	language to
			pictures and patterns with		their play. Can investigate how		describe 2D o	and 3D shapes
			3D resources.		shapes can be combined to			
					make new shapes.			
Size, weight,	Uses everyday v	vocabulary to	Uses compara	tive language to	Orders 3 or mo	re measures	Uses everyda	y language of
capacity and time	describe measur weight, capacity when engaged in ideas, designing	and time) n expressing	describe and compare measures (size, weight, capacity and time)		(size, weight, co	apacity)	measures, (siz capacity) whe quantities or	_
	On Track Not on Track On Tr		On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved

Past and Present- ELG

- 1-Talk about the lives of people around them and their role in society
- 2-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- 3-Understand the past through settings, characters and events encountered in books and storytelling

Baseline (Sept)		Autumn (Dec)		Spring (April)		ELG (July)		
I can talk about the different		I can talk about changes that have		I can talk about changes that have		I can talk about the lives of		
jobs people do		happened to me throughout my life		happened within my family's		people I am familiar with		
I can name some members of my		I can talk about my family and		lifetimes e.g. talking to grandparents		I can talk about the roles of		
family and tal	family and talk about them		people in the community and their		about school, area changes, toys,		people in society	
		roles		journeys, holidays etc.				
I can talk abo	ut myself and	I am becoming more aware of the		I can talk about the past e.g. no		I can give similarities and		
some of the w	some of the ways I have		past linked to myself and my family		television, different toys/ clothes		differences between the past	
changed	changed		and how it has changed		using photos and physical artefacts		and now	
		I can talk about what I can see in pictures of the past		I can talk about what I have heard and seen in stories and picture books and how this is different/ the same		I can talk about the past using books and stories talking about the characters, settings and events		
On Track Not on Track		On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	

People, cultures and communities- ELG

- 1- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- 2- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read.
- 3- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps

Baseline (Sept)		Autumn (Dec)		Spring (April)		ELG (July)		
I can explore the world around		I can make detailed observations		I can explore and talk about the		I can describe the school		
me with all my se	me with all my senses		of the world around me thinking		natural world using what I know from		environment using what I know from	
	·		about my senses- feel, hear, see,		stories/ non-fiction		 Observation 	
			smell		I can draw information from a simple		 Discussion 	
		I am starting to explore the		map		 Stories/ non-fiction 		
		natural world				• Maps		
I can be accepting	I can be accepting and positive		I can talk about how different		I can talk about some special places		I can talk about religion and culture	
about people's di	about people's differences		people celebrate		for people in our and other		within my country (UK)	
					communities			
I know there are	different	I can start to use stories and		I can draw information from a simple		I can talk about what is the same		
countries in the	world	pictures to talk about		map		and different in life in this country		
			differences in life in other		I can start to talk about the		and in other countries	
		countries		differences in lives in other				
				countries				
On Track Not on Track		On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	

The Natural World- ELG

- 1-Explore the natural world around them, making observations and drawing pictures of animals and plants
- 2-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- 3-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Baseline (Sept)		Autumn (Dec)		Spring (April)		ELG (July)	
I can talk about what I can		I can describe what I can see,		I can describe animals and plants		I can explore the natural world	
see outside using a wide		hear and feel outside		(both from photos and real life		I can make observations of animals and	
vocabulary				experiences)		plants and use these observations to	
						draw pictures	
		I can talk about the area I live in,		I can describe my own environment		I can contrast the natural world	
		including the weather etc.		and local area		around me with different	
				I can describe another environment		environments	
				e.g. desert, Arctic etc.			
I can change materials	e.g.	I can talk about forces I feel e.g.		I can talk about the weather linked		I can talk about some of the changes	
adding water to cornflo	our,	push, pull etc.		to seasonal change		in the natural world (including seasons	
mixing paint etc.		I can talk about the differences		I can talk about changes e.g.		and changing states of matter)	
		in materials		freezing, melting (linked to baking,			
				paint mixing, mud play, etc.)			
On Track Not on T	Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved

Creating with materials- ELG

- 1- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- 2- Share their creations explaining the processes they have used
- 3- Make use of props and materials when role playing characters in narratives and stories

Baseline (Sept)		Autumn (Dec)		Spring (April)		ELG (July)		
I can start to join materials		I can use various tools for artwork		I can use scissors and one handed		I can safely use tools e.g.		
together		and design e.g. playdough tools		tools to create art safely and more		scissors		
I can explore art materials and		I can select my own art and design		accurately (playdough tools,		I can explore using materials and		
colour mixing freely		materials to create with		paintbrushes etc.)		techniques		
I can develop n	I can develop my own ideas for				I am able to combine different		I can design art/ a product	
art				techniques e.g. collage, paint, crayon,		thinking about colour, texture		
				clay to create art		and function		
I can develop my own ideas for		I can tell others what my artwork		I can talk about my artwork or		I can explain what I have made		
art and start to talk about them		is and signal key parts e.g. this is		designs- linked to some of the		I can talk about how I made it		
(with adult sup	port)	mummy, this is her hair etc.		materials/ techniques I used				
I can start to develop my own stories linked to what I know		I am starting to recreate familiar stories (with adult support)		I can use materials and props to retell stories and create imaginary		I can use props and materials when I am role playing familiar		
through role &	small world play			situations linked to what I know		stories		
On Track Not on Track		On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	

Being imaginative and expressive- ELG

- 1- Invent, adapt and recount narratives and stories with peers and their teacher
- 2- Sing a range of well known nursery rhymes and songs
- 3- Perform songs, rhymes, poems and stories with others and try to move in time to music

Baseline (Sept)		Autumn (Dec)		Spring (April)		ELG (July)		
I am using my imagination in play		I can recount and retell familiar		I can adapt well known stories and		I can adapt and recount narratives		
to help me role	to help me role play and create		stories with my friends and		narratives and small world/ role play		and stories with my friends and	
small world set (ups.	adults (small world/ role play)		them with others		adults		
	·		I can role play imaginary		I can use what I know and have read		I can invent my own stories	
		scenarios linked to experiences		to help create my own stories				
I can remember	most of a song	I know some popular songs and		I can sing well known songs in a group		I can sing well known nursery		
to sing		can sing them supported by an		or alone and match the pitch and		rhymes		
I can make up m	y own "silly"	adult		melody		I can sing some familiar songs		
songs						(Christmas play etc.)		
I can remember	and sing songs	I can listen and respond to sounds		I can listen carefully to music and		I can perform songs, rhymes, poems		
I can start to m	atch the melody	I can sing with others and		start to move to it		and stories alone and with others		
and pitch of oth	ers	supported by an adult		I can join in with singing and dancing		I can try to move in time with music		
On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	