

Whole-School Progression Foundational Knowledge – AUTUMN

Area	Reception	Year 1	Year 2
Reading (including phonics)	1. Show interest in books and join in with story time. 2. Handle books appropriately and turn pages one at a time. 3. Recognise and name some letters of the alphabet. 4. Hear and identify initial sounds in words. 5. Join in with rhymes, songs, and repeated story phrases.	1. Recognise and say a growing range of letter sounds. 2. Blend sounds to read simple regular words. 3. Read familiar high-frequency words with increasing confidence. 4. Use picture clues and phonics to support reading unfamiliar words. 5. Read simple books with adult support and talk about what has been read.	1. Read simple texts accurately using taught phonics. 2. Blend sounds automatically to read unfamiliar words. 3. Recognise and read a growing range of common exception words. 4. Talk about key events and characters in stories. 5. Answer simple questions about what has been read.
Writing (including handwriting)	1. Use a range of tools to make marks and drawings with increasing control. 2. Begin to hold a pencil comfortably and purposefully. 3. Give meaning to marks and drawings. 4. Recognise their own name and attempt to write some letters from it. 5. Begin to hear sounds in words and represent them with marks or letters.	1. Form some lower-case letters correctly with increasing control. 2. Write simple words and labels independently. 3. Leave spaces between some words with adult reminders. 4. Talk about their writing and read back individual words or simple phrases. 5. Begin to apply taught phonics in independent writing.	1. Share ideas verbally before writing and draw on personal experiences. 2. Write simple sentences about familiar events and stories. 3. Use some capital letters, including for names and at the start of sentences, with support. 4. Form letters and numbers with increasing accuracy. 5. Read writing back to an adult and talk about possible improvements.

Number	1. Join in with counting songs and rhymes. 2. Count objects reliably to 5 using one-to-one correspondence. 3. Recognise and name numbers to 5. 4. Begin to notice small quantities without counting (subitise up to 3). 5. Compare groups using language such as "more" and "less".	1. Count forwards and backwards within 20 from any given number. 2. Develop fluency with number bonds within 5 and begin recalling bonds within 10. 3. . Recognise, read and order numbers to 20. Compare quantities using language such as greater than, less than and equal to. 4. Use practical equipment to represent addition and subtraction within 10 and begin recording number sentences. 5. Count in 2s, 5s and 10s from zero.	1. Recognise and represent two-digit numbers using tens and ones. Partition two-digit numbers into tens and ones using practical resources. 2. Read, write and order numbers to 50. Identify one more and one less than a given number. 3. Add and subtract one-digit numbers within 20 using concrete resources and number bonds. 4. Recall number bonds within 10 and use them to solve simple addition and subtraction calculations. 5. Make equal groups and recognise simple repeated addition through practical activities. Count in 2s, 5s and 10s from zero.
Language and Communication	1. Listen to and respond to simple instructions. 2. Use short sentences to express needs, wants and ideas. 3. Join in with conversations and take turns when speaking. 4. Use a growing range of vocabulary from stories, topics and daily experiences. 5. Talk about familiar events that have happened recently.	1. Speak clearly enough to be understood by adults and peers. 2. Share simple ideas, experiences and news in a logical sequence. 3. Take turns appropriately in conversations and group activities. 4. Listen to others and respond to simple questions. 5. Begin to express opinions about familiar topics.	1. Speak clearly to familiar adults and peers in everyday situations. 2. Share ideas, experiences and feelings using appropriate vocabulary. 3. Listen to others and respond appropriately in conversations. 4. Ask simple questions to find out more information. 5. Begin to use new vocabulary from learning and experiences.

Spelling ng phonics)	1. Listen to and identify environmental, instrumental and speech sounds. 2. Hear and recognise initial sounds in familiar words. 3. Begin to make marks and give them meaning in play and writing activities. 4. Recognise some letters and match them to their sounds. 5. Attempt to write familiar letters from their name and simple words.	1. Recognise and say the letters of the alphabet. 2. Hear and identify initial and final sounds in words. 3. Begin to segment simple spoken words into sounds. 4. Spell some simple CVC words using phonic knowledge. 5. Recognise and spell a small number of familiar high-frequency words.	1. Hear and identify all the sounds in simple spoken words. 2. Segment familiar words into phonemes with increasing accuracy. 3. Represent sounds using appropriate letters and common graphemes. 4. Spell simple words using taught phonics patterns. 5. Recognise and use contractions in reading and writing.
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Whole-School Progression Foundational Knowledge – SPRING

Area	Reception	Year 1	Year 2
Reading (including phonics)	1. Recognise most letters of the alphabet and link them to their sounds. 2. Identify and read some common digraphs. 3. Blend and segment simple CVC words. 4. Begin to read simple captions and short sentences. 5. Talk about stories and answer simple questions about characters and events.	1. Apply phonic knowledge to read a wider range of unfamiliar words. 2. Respond quickly to most taught phonemes and graphemes. 3. Read a range of common exception words automatically. 4. Begin to read words containing simple suffixes and contractions. 5. Read simple texts with increasing fluency and notice when something does not make sense.	1. Read with increasing fluency and confidence, using phonics where needed. 2. Read words containing alternative graphemes and simple suffixes. 3. Discuss the sequence of events in stories and recount key information. 4. Ask and answer questions about texts using evidence from what has been read. 5. Begin to make simple predictions and explain ideas about texts.
Writing (including handwriting)	1. Hold a pencil effectively using a tripod grip. 2. Form recognisable lower-case letters correctly and begin to form capitals. 3. Write their full name independently. 4. Spell simple words by identifying and representing sounds. 5. Write simple phrases and sentences that can be read by others.	1. Form most lower-case letters correctly and sit them appropriately on the line. 2. Write a sequence of simple sentences linked to a familiar event or story. 3. Use finger spaces between most words independently. 4. Re-read writing to check it makes sense. 5. Apply Year 1 phonics, spelling and handwriting skills with increasing consistency.	1. Write for a range of purposes, including simple stories and recounts. 2. Begin to plan writing by discussing ideas and choosing useful vocabulary. 3. Re-read writing independently to check it makes sense. 4. Form capital letters and digits correctly most of the time. 5. Begin practising the diagonal and horizontal strokes needed for joined handwriting.

Number	1. Count accurately to 10 using one-to-one correspondence. 2. Subitise amounts up to 4. 3. Recognise, represent and order numbers to 10. 4. Begin to recall number bonds to 5. 5. Compare quantities within 10 and use language such as greater than, less than and equal to.	1. Count forwards and backwards within 50 from any given number. 2. Recall number bonds within 10 and begin applying addition and subtraction facts within 20. 3. Read, write and compare numbers to 50 using $<$, $>$ and $=$ symbols. 4. Read and write simple addition and subtraction equations within 20 using $+$, $-$ and $=$ symbols. 5. Count in 2s, 5s and 10s from different starting points and recognise simple patterns in odd and even numbers.	1. Recognise the place value of each digit in two-digit numbers and partition numbers in different ways using tens and ones. 2. Read, write, compare and order numbers to 100. Begin identifying the nearest multiples of 10. 3. Add and subtract tens and ones within 100, supported by place value knowledge and practical resources. 4. Secure fluency in number bonds within 10 and begin adding and subtracting across 10 (e.g. $9 + 4$, $13 - 5$). 5. Represent repeated addition using drawings, arrays and number sentences. Recognise multiplication in the 2, 5 and 10 times tables.
Language and Communication	1. Follow instructions involving two or more steps. 2. Speak in longer sentences to share experiences and ideas. 3. Ask simple questions to find out more information. 4. Use new vocabulary in conversations and play. 5. Begin to explain reasons using words such as "and", "so" and "because".	1. Speak with increasing confidence, adjusting volume for different situations. 2. Explain events and ideas using a clear beginning, middle and end. 3. Participate in small-group discussions with minimal adult support. 4. Respond to and build on others' contributions. 5. Give simple reasons for opinions using language such as "because."	1. Speak confidently in a range of classroom situations. 2. Begin to adapt language when speaking to different audiences. 3. Participate actively in discussions and respond to others' ideas. 4. Ask relevant questions to clarify understanding and make links to prior learning. 5. Use recently learnt vocabulary accurately in speech.

Spelling ng phonics)	1. Hear and identify initial, medial and final sounds in simple words. 2. Use phonics to write simple CVC words. 3. Represent many sounds with the correct letters/graphemes. 4. Begin to spell familiar words independently. 5. Start to use finger spaces between words with adult support.	1. Segment spoken words into phonemes to support spelling. 2. Spell words containing a range of taught phonemes and digraphs. 3. Spell many common exception words accurately. 4. Name the letters of the alphabet in the correct order. 5. Begin to apply spelling rules when adding -s and -es to words.	1. Segment words confidently into phonemes and select appropriate graphemes. 2. Spell a growing range of common exception words correctly. 3. Apply common suffixes such as –er and –est in familiar words. 4. Use taught spelling patterns to spell longer and more complex words. 5. Begin to use apostrophes accurately in common contractions.
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Whole-School Progression Foundational Knowledge – SUMMER

Area	Reception	Year 1	Year 2
Reading (including phonics)	1. Hold a book correctly and track print from left to right and top to bottom. 2. Say a sound for each letter of the alphabet and recognise at least 10 digraphs. 3. Blend sounds to read simple words consistent with phonic knowledge. 4. Read aloud simple sentences/books using taught phonics and some common exception words. 5. Retell and talk about stories using new vocabulary and predict key events.	1. Apply phonic knowledge confidently to decode unfamiliar words. 2. Respond speedily with the correct sound for all 40+ phonemes/graphemes taught. 3. Read common exception words automatically. 4. Read words with suffixes and contractions accurately. 5. Read aloud books fluently enough to show understanding and self-correct when meaning breaks down.	1. Read fluently and accurately using phonics automatically where needed. 2. Read words with alternative graphemes, suffixes and multiple syllables accurately. 3. Discuss books confidently, including sequence of events and key information 4. Answer and ask questions about texts, including cause and effect. 5. Predict, explain and summarise using growing comprehension skills.
Writing (including handwriting)	1. Hold a pencil effectively using a tripod grip. 2. Form recognisable lower-case letters correctly and begin to form capitals. 3. Write their full name independently. 4. Spell simple words by identifying and representing sounds 5. Write simple phrases and sentences that can be read by others.	1. Form lower-case letters correctly and consistently. 2. Write simple sequenced sentences to form a short narrative. 3. Use finger spaces consistently between words. 4. Re-read writing aloud clearly so others can understand it. 5. Demonstrate secure Year 1 transcription and handwriting objectives.	1. Write for different purposes such as stories, poetry and real events. 2. Plan writing by noting key vocabulary and ideas. 3. Re-read and edit writing to check it makes sense. 4. Write capital letters and digits correctly sized and oriented. 5. Begin using diagonal and horizontal strokes needed for joining handwriting.

Number	1. Count accurately with one-to-one correspondence to 10 and beyond. 2. Subitise amounts up to 5. 3. Know number bonds to 5 and some to 10 automatically. 4. Compare quantities to 10 using greater than, less than and equal concepts. 5. Recognise, represent and compose numbers to 10.	1. Count forwards and backwards within 100 from any number. 2. Develop fluency in addition and subtraction facts within 10. Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. 3. Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ 4. Read, write and interpret equations containing addition ($-$), subtraction ($+$) and equals ($=$) symbols. 5. Count in multiples of 2, 5 and 10 beginning with any multiple, and count forwards and backwards through the odd numbers	1. Recognise the place value of each digit in two-digit numbers, and compose and decompose two digit numbers using standard and non standard partitioning. 2. Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10. 3. Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. 4. Secure fluency in addition and subtraction facts within 10. Add and subtract across 10, for example: $8+5=13$. 5. Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
Language and Communication	1. Speak in full sentences using past, present and future tense. 2. Listen carefully and follow instructions involving several ideas/actions. 3. Ask questions and explain ideas using recently introduced vocabulary. 4. Describe events and experiences in detail using conjunctions such as "because". 5. Participate appropriately in conversations and discussions with adults and peers.	1. Speak clearly with appropriate tone, pace and volume. 2. Explain ideas and events in chronological order. 3. Participate independently in group discussions. 4. Build on others' ideas using sentence stems such as "I agree because..." 5. Offer reasons for opinions and disagree politely.	1. Speak clearly and confidently in different contexts. 2. Adapt language according to audience and purpose. 3. Build on and challenge others' ideas respectfully in discussions. 4. Ask questions to deepen understanding and make connections to experiences. 5. Use newly learnt vocabulary accurately and appropriately.

Spelling ng phonics)	1. Hear and identify sounds in words. 2. Use phonics to spell simple CVC and familiar words. 3. Represent sounds with appropriate letters/graphemes. 4. Spell a few common exception words (e.g. the, I, he, said). 5. Begin to use finger spaces, capital letters and full stops with support.	1. Spell words containing taught phonemes and common digraphs/trigraphs. 2. Spell common exception words accurately. 3. Use the spelling rules for adding –s and –es. 4. Name the letters of the alphabet in order. 5. Segment spoken words into phonemes for spelling.	1. Segment words into phonemes and represent them with correct graphemes. 2. Spell common homophones correctly (e.g. there/their/they're). 3. Apply suffixes such as –er, –est and –ly accurately. 4. Spell increasingly complex words using taught spelling patterns. 5. Use apostrophes correctly for contractions.
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