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**Essential Skills coming into each Year Group – a progression**

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| **Coming into...** | **Reading** | **Writing** | **Maths** | **Social/Emotional** |
| **Nursery** | -to recognise a book-to be familiar with holding a book and turning pages-to be able to listen to a story | -to have experiences of mark making-to ascribe meaning to marks they have made-to no longer use a whole hand grasp | -to recite numbers to 10-to know a counting song-to begin to represent numbers using fingers-to use number language in play | -to be toilet trained and no longer in nappies-to have a bed-time routine-to put own coat on (with help if needed)-to respond appropriately to simple instructions |
| **Reception** | -to recognise Phase 2 set 1 sounds (satpin)-can hear and say initial sounds-use vocabulary from books | -to write their name-to begin to segment/blend-to use a tripod grip and correct pressure with a dominant hand | -to count forwards/backwards to 10-to count 5 objects with 1:1 correspondence-to recognise numerals 0-10 | -to pour themselves a drink and feed themselves with a knife and fork-to talk about how they are feeling and what their needs are-to play with others and take turns-to get changed for PE |
| **Year 1** | -to be secure in Phase 2, confident in most of Phase 3-blend/segment CVC, CCVC, CVCC words-to read/recognise key words (I, he, she, can, to, it, is etc)-to enjoy/have a positive attitude towards reading | -to write their name in full-to form letters correctly (a & d in particular)-to know that they can use their phonic knowledge to have a go at writing (sounding out)-to hold a pencil correctly-to write on a line | -to read, write , recognise and count numbers to 20-to know double and halves to 10-to know 1 more/1 less up to 20-to count on from 0-20 from any number-to have basic number formation | -to use toilets correctly-to use quiet hands when answering questions-to show 5-to take turns/share-to follow the Behaviour for Learning Rules-to have the confidence to try – building independence |
| **Year 2** | -to pass the Phonics Screening Test-to be secure in reading Orange Book Band-to read on sight first 100 HFW-to retell the events in a book that they have read | -to write sentences with CL, spaces and FS-to form all letters correctly (size and orientation)-to spell correctly al 45 Y1 common exception words)-to join a sentence with “and” and use “because” to explain | -to count forwards/ backwards confidently up to 100-to know number bonds up to 10-to know doubles and halves up to 10-to know the difference between tens and ones-to form numerals correctly | -to listen to the full instruction before doing-to follow 2 step instructions-to know and recognise and range of emotions |
| **Year 3** | -to read with some tone and expression-to identify the differences between fiction/non-fiction-infer using pictures | -to write using the past and present tense (was/were, is/are)-to know singular and plural verb agreements-to use word endings such as: s, ed and ing-to write using CLs, FS, ? and !-to identify sentence types and use in writing | -to know 2, 5, 10 x tables and inverse, off by heart-to have a range of strategies for +/- (near multiples of 10, triple jump etc)-to know number bonds to 10 and 20 (within)-to be secure in partitioning (ready for doubling/halving)-to add multiples of 10 | -to share/turn take-to identify their own emotions-to have coping strategies for when things don’t go to plan |
| **Year 4** | -to be able to answer who, what, where, when, why questions and know to refer back to the text-to recognise when they don’t understand the meaning of words-to have a strategy for working out unfamiliar words other than a dictionary-to identify one main point in an extract/paragraph | -to punctuate sentences with at least CL, FS,? and ! throughout a paragraph-to use was/were, is/are accurately -to be able to read own sentences, know if it makes sense and edit accordingly-to read as a writer | -to be secure in place value up to 3 digits (read, write and partition)-to be secure in column addition and subtraction without decomposition-to know 2, 3, 4, 5, 10 x tables and understand inverse (including “if I know”) | -to be able to get on independently without disturbing an adult-to have a go and not be scared to make a mistake-to have some resilience during the learning process-to understand that the class is a team – value, celebrate and support each other-to have some empathy with others |
| **Year 5** | -too retell a story to summarise-summarise a paragraph-Answer questions about a text using A (answer) and P (prove it) I think...I know this because-to know the key features of genres-to ask relevant questions | -to use paragraphs to organise writing around a theme-to use a range of punctuations co-ordinating and some subordinating-to know and write in different tenses, past, present, future-to know word classes | -to be secure in all times tables facts (and inverse)-to x and / by 10, 100-to be able to use column method for + and – up to 3 digits-to know number bonds up to 100-to be secure in place value | -to identify a range of emotions and relate them to different situations-to have an understanding of main body changes-to be able to communicate effectively |
| **Year 6** | -to know when they have not understood vocab/events-to have strategies for working out the above-to understand the need to find evidence to justify answers including inferences(APE)-to understand the purpose and structure of different genres-access more unfamiliar texts | -to have a good understanding of all basic punctuation (CL, FS, commas, brackets, dashes)-to have a firm grasp of past, present, future tenses and be able to move between them-to be able to use a range f co-ordinating and subordinating conjunctions (including even though, despite) | -to halve and double decimals and 2 digit numbers-to know x and / facts and inverses and to use these to work out related facts-to have a basic understanding of ratio and proportion -to have a firmer understanding of the concept of fractions | -to be able to organise and be responsible for their own things-to know when to ask for help-to know that “pink” in books isn’t negative, but something to build on-to be independent-to have resilience – to persevere and not give up or be put off if work’s difficult |

**General Skills needed across the whole school**

**Children at Belfield should:**

-Know Behaviour for Learning Rules (and why we have them)

-Know the Mission Statement (and its relevance to us around school)

-Know school routines (and why we have them)

-Know Learning Powers (and how they help us learn)

-Know what our common expectations of them are – why we have high expectations, what is the result if we do/don’t do what we’re asked

-Know what passport they are on, which book they are reading

-Have an understanding of “Pink” and “Green” in their books

-Be proud of their books and work completed (have a sensible way of correcting mistakes etc)

-Know why school and education is important and why we come to school

-Make links between areas of learning

-Understand that adults have high expectations of general behaviour (eg standing up straight when spoken to) and the impression that we can give of ourselves through our reactions and body language

-have good manners

-take pride in our environment

-understand that looking after our school is all of our responsibility