

## Acklam Whin EYFS Prime Areas Progression

### Communication and Language: Listening, Attention and Understanding, Speaking

**Educational Programme from the EYFS framework: The development of children's spoken language underpins all seven areas of learning and development.** Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Characteristics of Effective Teaching and Learning - On going focus on:

<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>Realise that their actions have an effect on the world, so they keep repeating them.</li> <li>Make independent choices.</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Participate in routines.</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play.</li> <li>Sort materials.</li> </ul>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>Respond to new experiences that we bring to their attention.</li> <li>Guide their own understanding by referring to visual aids or by talking to themselves while playing.</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Begin to predict sequences because they know routines.</li> <li>Show goal-directed behaviour.</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>Solve real problems.</li> <li>Know more, so feel confident about coming up with their own ideas.</li> </ul>	<p><b>Play and Exploring</b></p> <ul style="list-style-type: none"> <li>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> <li>Plan and think ahead about how they will explore or play with objects.</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Begin to correct their mistakes themselves.</li> <li>Keep on trying when things are difficult.</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>Use pretend play to think beyond the 'here and now' and to understand another perspective.</li> <li>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> <li>Make more links between those ideas.</li> </ul>
--	---	---

### Nursery Progression

#### Ongoing targets:

- Use a wider range of vocabulary. (LAU)
- Sing a large repertoire of songs. (LAU)

#### Progression steps towards

- Enjoy listening to a story in a small group.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. (Pre3) (LAU)
- Listen to other people's talk with interest but can easily be distracted by other things. (Pre3) (LAU)
- Understand simple questions about 'who', 'what' and 'where'. (Pre3) (LAU)
- Start to develop conversation, often jumping from topic to topic. (Pre3) (S)
- Make themselves understood but may become frustrated when they cannot. (Pre3) (S)
- Develop their communication, but may still make mistakes with irregular tenses and

- Enjoy listening to longer stories and can remember much of what happens. (LAU)
- Pay attention to more than one thing at a time, even when it is difficult. (LAU)
- Understand a question or instruction that has two parts, such as, "Get your coat and wait at the door". (LAU)
- Use longer sentences of four to six words. (S)
- Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (S)
- Start a conversation with an adult or a friend and continue it for many turns. (S)

#### Nursery curriculum end points

- Know many rhymes. Talk about familiar books, and tell a long story. (LAU)
  - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (LAU)
  - Use talk to organise themselves and their play; "Let's go on a bus... you sit there... I'll be the driver." (S)
- Observation checkpoint (Around the age of 4):**
- Is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"
  - Is able to answer simple 'why' questions?
  - Can the child use sentences joined up with words like 'because', 'or', 'and', e.g. "I like ice cream because it makes my tongue shiver."

#### AW Ready for Reception

- It is our aim that children leaving Nursery are developing the skills to become...
- Confident Communicators who:**
- Speak in longer sentences joined up with words like 'because', 'or' 'and'.
  - Understand simple questions – "Why do you think...." And "I wonder why...".
  - Explore and use new vocabulary.
  - Follow two step instructions – "Put on your coat and wait by the door".
  - Ask questions.

## Acklam Whin EYFS Prime Areas Progression

<p>plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. (S)</p> <ul style="list-style-type: none"> <li>Develop their pronunciation, but may still have problems saying: -some sounds; r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. (S)</li> </ul> <p><b>Observation checkpoint (Around the age of 3):</b></p> <ul style="list-style-type: none"> <li>Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</li> <li>Can the child show they understand action words by pointing to the right picture in a book e.g. Who's jumping?</li> </ul>		<ul style="list-style-type: none"> <li>Is the child able to use the future and past tense; "I am going to the park" and "I went to the shop"</li> </ul>	
<b>Reception Progression</b>			
<p><b>Ongoing targets:</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary. (LAU)</li> <li>Use new vocabulary through the day. (LAU)</li> <li>Learn rhymes, poems and songs. (LAU)</li> <li>Develop social phrases. (S)</li> </ul>			
<p><b>Progression steps towards</b> →</p>	<p><b>Reception curriculum end points (ELG's)</b>      <b>AW Ready for Year 1</b>      <b>NC Links</b></p>		
<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important. (LAU)</li> <li>Engage in story times. (LAU)</li> <li>Listen to and talk about stories to build familiarity and understanding. (LAU)</li> <li>Engage in non-fiction books. (LAU)</li> <li>Ask questions to find out more and to check they understand what has been said to them. (LAU)</li> <li>Connect one idea or action to another using a range of connectives. (S)</li> <li>Describe events in some detail. (S)</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound. (LAU)</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (LAU)</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. (LAU)</li> <li>Use new vocabulary in different contexts. (S)</li> <li>Articulate their ideas and thoughts in well-formed sentences. (S)</li> <li>Use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen. (S)</li> </ul>	<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. (LAU)</li> <li>Make comments about what they have heard and ask questions to clarify their understanding. (LAU)</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (LAU)</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (S)</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (S)</li> </ul>	<p>It is our aim that children leaving Reception have developed the skills to be...</p> <p><b>Confident Communicators</b> who:</p> <ul style="list-style-type: none"> <li>Listen attentively in different situations.</li> <li>Speak clearly and confidently in full sentences whilst holding a conversation with friends and known adults.</li> <li>Ask relevant questions and respond appropriately.</li> <li>Demonstrate understanding of stories and instructions build and use new vocabulary to explain ideas and feelings.</li> </ul> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">English: Spoken Language and Comprehension</p>

## Acklam Whin EYFS Prime Areas Progression

		<ul style="list-style-type: none"> <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. (S)</li> </ul>		
<b>How Communication and Language is supported across the EYFS at AWPS:</b>				
<ul style="list-style-type: none"> <li>➤ Exposing children to a range of carefully selected quality stories, texts, songs and rhymes.</li> <li>➤ Reading daily to children.</li> <li>➤ Prioritising high quality interactions with children to develop their communication and language following the 'ShRec' approach. (<i>see below</i>)</li> <li>➤ Sharing key vocabulary with all adults and displaying key vocabulary to prompt adults to model.</li> <li>➤ Providing opportunities and resources to facilitate using and repeating new vocabulary in a range of contexts, including roleplay.</li> <li>➤ Re-reading favourite stories and engaging children in lots of singing – repeating favourite nursery rhymes and songs frequently.</li> <li>➤ Providing a range of general roleplay and small world resources to encourage children to create their own imaginative stories and characters.</li> <li>➤ Explicitly modelling/scaffolding chosen vocabulary linked to themes.</li> <li>➤ Ensuring time for talk within provision or during teaching and circle times.</li> <li>➤ Commenting on what the children are interested in or doing using complete sentences introducing new vocabulary.</li> <li>➤ Modelling using interesting words through talk, e.g. 'That dress is exquisite', 'I know you're exhausted, but try and persevere', encouraging children to respond in full sentences, using some of the words used.</li> <li>➤ Constantly encouraging children to explore and ask the meaning of abstract words and to use them e.g. when sharing stories, explore unusual words: Is the crocodile <i>selfish</i>? What does that mean? When reading non-fiction, discuss any key topic words: Can you remember what nocturnal means? Make links to previous learning.</li> <li>➤ Asking questions that invite children to elaborate when they are engaged in story-telling, role-play and having general conversations.</li> <li>➤ Modelling and engaging children in conversations which encourage 'what?', 'where?' 'how?', 'when?' and 'who?' questions. Responses may need to be modelled/scaffolded; e.g. 'How did you make your playdough into a sausage shape?' ... 'I thought I saw you rolling your playdough with your hands, is that how you made it into that sausage shape?'</li> <li>➤ Subtly recasting children's comments to gently correct errors e.g. 'The rabbit <i>goed</i> away! 'That's right, the rabbit <i>went</i> away. He <i>went</i> into his hole'.</li> <li>➤ Subtly recasting children's comments to echo back what children say with new vocabulary added e.g. 'She's so tired'. 'Yes! She looks exhausted; Why do you think she's exhausted?'</li> <li>➤ Using visual clues and concrete examples to support understanding of new vocabulary.</li> <li>➤ Modelling the use of some abstract concepts such as 'before', 'after' and 'if'.</li> <li>➤ Using sentences with 2 and then 3 information carrying words, e.g. 'put the cup and the plate on the chair, then 4 and 5 information carrying words in Reception.</li> <li>➤ Modelling and encouraging the use of word category names e.g. colours, toys, food, clothes.</li> <li>➤ Modelling defining concrete nouns by use e.g. I need something to contact the doctor with. I could use the phone or I could use the laptop for a video chat.</li> <li>➤ Encouraging children to begin to link ideas linguistically using 'and', 'then' and 'because'.</li> <li>➤ Modelling and encouraging children to use language to compare objects e.g. 'smaller', 'stronger', 'faster'.</li> <li>➤ Modelling and encouraging the correct use of past, present and future tenses.</li> <li>➤ Modelling and encouraging the use of time and sequence concepts such as 'first', 'then' and 'last'.</li> <li>➤ Providing lots of new hands-on experiences with objects and events that they may not get to experience with their family.</li> <li>➤ OxEd &amp; Assessment Language Screen for all children entering Reception.</li> <li>➤ Nuffield Early Language Intervention programme (NELI) in Reception.</li> <li>➤ BLAST (Boosting Language Auditory Skills and Talking) for Nursery, BLAST 2 for Reception.</li> <li>➤ Incorporating best practice from the Launchpad for Literacy Skills Framework.</li> </ul>				

# HIGH QUALITY INTERACTIONS IN THE EARLY YEARS

## The 'ShREC' approach

The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

*“When done well, high quality interactions often look effortless but they are not easy to do well.”*

EEF Guidance Report,  
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.

### Sh



#### Share attention

Be at the child's level. Pay attention to what they are focused on.

### R



#### Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

### E



#### Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

### C



#### Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.

## Acklam Whin EYFS Prime Areas Progression

### Personal, Social and Emotional Development: Self-Regulation, Managing Self, Building Relationships

**Educational Programme from the EYFS framework:** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### Characteristics of Effective Teaching and Learning - On going focus on:

<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>Realise that their actions have an effect on the world, so they keep repeating them.</li> <li>Make independent choices.</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Participate in routines.</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play.</li> <li>Sort materials.</li> </ul>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>Respond to new experiences that we bring to their attention.</li> <li>Guide their own understanding by referring to visual aids or by talking to themselves while playing.</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Begin to predict sequences because they know routines.</li> <li>Show goal-directed behaviour.</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>Solve real problems.</li> <li>Know more, so feel confident about coming up with their own ideas.</li> </ul>	<p><b>Play and Exploring</b></p> <ul style="list-style-type: none"> <li>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> <li>Plan and think ahead about how they will explore or play with objects.</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Begin to correct their mistakes themselves.</li> <li>Keep on trying when things are difficult.</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>Use pretend play to think beyond the 'here and now' and to understand another perspective.</li> <li>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</li> <li>Make more links between those ideas.</li> </ul>
--	---	---

### Nursery Progression

Progression steps towards		Nursery curriculum end points	AW Ready for Reception
<ul style="list-style-type: none"> <li>Find ways of managing transitions, e.g. from their parent to their key person. (SR)</li> <li>Increasingly talk about and manage their emotions. (Pre3) (SR)</li> <li>Talk about their feelings in more elaborated ways; "I'm sad because..." or "I love it when ..." (Pre3) (SR)</li> <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. (SR)</li> <li>Learn to use the toilet with help and developing independence. (Pre3) (MS)</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, disabilities and religion. (Pre3) (BR)</li> <li>Develop friendships with other children. (Pre3) (BR)</li> </ul>	<ul style="list-style-type: none"> <li>Separate from their grown-up without distress. (SR)</li> <li>Develop their sense of responsibility and membership of a community. (SR)</li> <li>Find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (SR)</li> <li>Increasingly follow rules, understanding why they are important. (SR)</li> <li>Remember rules without needing an adult to remind them. (SR)</li> <li>Begin to understand how others might be feeling. (SR)</li> <li>Show more confidence in new social situations. (MS)</li> <li>Increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (MS)</li> </ul>	<ul style="list-style-type: none"> <li>Develop appropriate ways of being assertive. (SR)</li> <li>Talk with others to solve conflicts. (SR)</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (SR)</li> <li>Make healthy choices about food, drink, activity and toothbrushing. (MS)</li> <li>Become more outgoing with unfamiliar people, in the safe context of the setting. (BR)</li> <li>Play with one or more other children, extending and elaborating play ideas. (BR)</li> </ul> <p><b>Observation checkpoint (Around the age of 4):</b></p> <ul style="list-style-type: none"> <li><b>Does the child play alongside others or do they always want to play alone?</b></li> <li><b>Does the child take part in pretend play with different roles - being the Gruffalo, for example?</b></li> <li><b>Can the child generally negotiate solutions to conflicts in their play?</b></li> </ul>	<p>It is our aim that children leaving Nursery are developing the skills to become...</p> <p><b>Independent Individuals who:</b></p> <ul style="list-style-type: none"> <li>Confidently explore the Nursery and access all the provision areas.</li> <li>Select resources.</li> <li>Manage their own feelings and understand that others have feelings.</li> <li>Use the toilet independently.</li> </ul> <p><b>Fantastic Friends who:</b></p> <ul style="list-style-type: none"> <li>Socially engage with friends.</li> <li>Begin to take turns and share.</li> <li>Form positive relationships with adults.</li> <li>Attempts to find solutions to resolve conflicts.</li> </ul>

## Acklam Whin EYFS Prime Areas Progression

<p><b>Observation checkpoint (Around the age of 3):</b></p> <ul style="list-style-type: none"> <li>• Can the child settle to some activities for a while?</li> <li>• Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</li> </ul>			
<b>Reception Progression</b>			
<b>Progression steps towards</b>		<b>Reception curriculum end points (ELG's)</b>	
<ul style="list-style-type: none"> <li>• Express their feelings and considers the feelings of others. (SR)</li> <li>• See themselves as a valuable individual. (SR)</li> <li>• Find coat, peg, tray and water bottle independently. (MS)</li> <li>• Fasten/zip up their coat independently. (MS)</li> <li>• Manage their own needs around personal hygiene. (MS)</li> <li>• Build constructive and respectful relationships. (BR)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally. (SR)</li> <li>• Show resilience and perseverance in the face of challenge. (SR)</li> <li>• Think about the perspectives of others. (SR)</li> <li>• Know and talk about the different factors that support health and wellbeing: (MS) <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ toothbrushing</li> <li>○ sensible amounts of screen time</li> <li>○ having a good sleep routine</li> <li>○ being a safe pedestrian</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (SR)</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (SR)</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (SR)</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (MS)</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly. (MS)</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (MS)</li> <li>• Work and play cooperatively and take turns with others. (BR)</li> <li>• Form positive attachments to adults and friendships with peers. (BR)</li> <li>• Show sensitivity to their own and to others' needs. (BR)</li> </ul>	<p>It is our aim that children leaving Reception have developed the skills to be...</p> <p><b>Independent Individuals</b> who:</p> <ul style="list-style-type: none"> <li>• Understand and regulate own feelings and behaviour.</li> <li>• Are confident to try new things.</li> <li>• Set simple goals and persevere to achieve them.</li> <li>• Manage their own personal needs.</li> <li>• Understand how to stay fit and healthy.</li> </ul> <p><b>Fantastic Friends</b> who:</p> <ul style="list-style-type: none"> <li>• Are kind, caring and helpful.</li> <li>• Show empathy and respect to others.</li> <li>• Work and play co-operatively whilst considering others' ideas and feelings.</li> <li>• Accept differing opinions and manage conflict.</li> </ul> <p style="text-align: center; font-weight: bold;">PSHE</p>
<b>How Personal, Social and Emotional is supported across the EYFS at AWPS...</b>			
<ul style="list-style-type: none"> <li>➤ Providing consistent, warm and responsive care, where key workers establish relationships with their children and scaffold children in new situations to build their self-confidence.</li> <li>➤ Teaching children how to use and care for resources in continuous provision and adult led activities, and once taught trusting them to do so independently.</li> <li>➤ Collaborating with children in creating explicit rules for the learning environment and reminding them regularly about them.</li> <li>➤ Carefully selecting themes which encourage children to have respect for others, living things and the inside/outside environment.</li> <li>➤ Carefully selecting themes which teach children about how to look after their bodies, including teeth.</li> </ul>			

## Acklam Whin EYFS Prime Areas Progression

- Praising/supporting children in the development of independent personal hygiene including dressing, going to the toilet and hand washing.
- Sharing stories with simple messages and stories with strong and powerful characters.
- Offering lots of opportunities for domestic and dramatic role-play and imaginative small world play both alone and as a group.
- Naming and talking about a wide range of feelings and making it clear that all feelings are understandable and acceptable, including feeling angry, but that hurting others is not okay.
- Praising the children when they show that they have inhibited an emotion/curbed a desire.
- Modelling how we label and manage our own feelings e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...'
- Praising when children show an emerging ability to self-regulate – identifying the cause of a behaviour.
- Asking children for their ideas on what might make people feel better when they are sad or cross.
- Modelling/explaining how another person's interpretation of a situation may be different from their own.
- Offering verbal instructions and praise when children comply e.g. tidying up, coming to the carpet.
- Encouraging children to use their voice to make others aware of their wishes.
- Encouraging children to describe what they are good at.
- Encouraging children to think about why other people are doing things e.g. Why do you think George is having a drink? (Because he's thirsty) Why do you think Felicity is crying?... answers may have to be modelled to support this awareness.
- Encouraging/modelling talk about past events through sharing Seesaw uploads and during show and tell opportunities.
- Encouraging talk about social activities/occurrences and begin to add humour e.g. When a child bumps themselves asking if they would like the leg chopping off?
- Using a daily visual time table to develop an appreciation of the meaning of time in relation to daily programme.
- Being a model of good behaviour for children to adopt/copy.
- Modelling talk about why some behaviour is right and wrong and why.
- Provide opportunities for task to be completed with a companion. e.g. When tidying up, giving jobs to children to complete as individuals and small groups.
- Providing a wide variety of materials for large outdoor construction and indoor construction.
- Praising children when cooperative play is seen between friends/peers.
- Modelling and involving children in finding solutions to problems and conflicts when they arise.
- Modelling acknowledging the feelings and wishes of friends and praising it when observed.
- Praising children who show gentleness towards animals/pets and who comfort peers in distress.
- Praising socially appropriate responses to events e.g. concern when somebody hurts themselves rather than laughing.

### **Reception all the above, plus the following:**

- Modelling and providing opportunities for playing games with rules.
- Giving children instructions involving increasing amounts of ideas or actions.
- Modelling setting simple goals at the beginning of activities. Build upon this to the children being part of the goal setting process.
- Encouraging/praising when they attempt to set themselves simple goals during play.
- Praising positive attitudes towards news situations.
- Praising developing independence e.g. when they just go to get a pencil because they know we are writing and that is a tool that will be needed.
- Praising developing resilience and perseverance when things are a challenge.
- Sharing stories that have a theme of independence, resilience and perseverance.
- Supporting/modelling peaceable resolution of conflicts and praising when it is observed.
- Weekly PSHE sessions through Jigsaw. (*see PSHE curriculum*)
- Weekly R.E sessions through agreed curriculum. (*see R.E curriculum*)
- Dedicating one week to explicitly teaching about good oral health and how to keep teeth clean and healthy.

## Acklam Whin EYFS Prime Areas Progression

Physical Development: Gross Motor Skills and Fine Motor Skills			
<p><b>Educational Programme from the EYFS framework:</b> Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>			
Characteristics of Effective Teaching and Learning - On going focus on:			
<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>Realise that their actions have an effect on the world, so they keep repeating them.</li> <li>Make independent choices.</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Participate in routines.</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play.</li> <li>Sort materials.</li> </ul>	<p><b>Playing and Exploring</b></p> <ul style="list-style-type: none"> <li>Respond to new experiences that we bring to their attention.</li> <li>Guide their own understanding by referring to visual aids or by talking to themselves while playing.</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Begin to predict sequences because they know routines.</li> <li>Show goal-directed behaviour.</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>Solve real problems.</li> <li>Know more, so feel confident about coming up with their own ideas.</li> </ul>	<p><b>Play and Exploring</b></p> <ul style="list-style-type: none"> <li>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</li> <li>Plan and think ahead about how they will explore or play with objects.</li> </ul> <p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>Begin to correct their mistakes themselves.</li> <li>Keep on trying when things are difficult.</li> </ul> <p><b>Creating and Thinking Critically</b></p> <ul style="list-style-type: none"> <li>Use pretend play to think beyond the ‘here and now’ and to understand another perspective.</li> <li>Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</li> <li>Make more links between those ideas.</li> </ul>	
Nursery Progression			
Progression steps towards		Nursery curriculum end points	AW Ready for Reception
<ul style="list-style-type: none"> <li>Continue to develop their movement; balancing, riding (scooters, trikes and bikes) and ball skills. (GM)</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet. (GM)</li> <li>Explore different materials and tools. (Pre3) (FM)</li> <li>Use large and small motor skills to do things independently, e.g. manage buttons and zips, and pour drinks. (Pre3) (FM)</li> <li>Develop manipulation and control. (Pre3) (FM)</li> <li>Use one-handed tools and equipment, e.g. making snips in paper with scissors. (FM)</li> <li>Uses a cylindrical or digital grasp with improving control when holding pens and pencils. (FM)</li> <li>Draws marks including pre-writing shapes – dots, vertical lines, horizontal lines and circles. (FM)</li> </ul>	<ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and can hold a pose for a game like musical statues. (GM)</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks. (GM)</li> <li>Start to take part in some group activities which they make up for themselves, or in teams. (GM)</li> <li>Match their developing physical skills to tasks and activities in the setting, e.g. they decide whether to crawl, walk or run across a plank, depending on its length and width. (GM)</li> <li>Take their coat off independently and attempt to put it on by themselves. (FM)</li> <li>Use a modified tripod grasp with developing control when holding pens and pencils. (FM)</li> <li>Show a preference for a dominant hand. (FM)</li> <li>Draws over simplified representations of a person e.g. arms coming out of a head. (FM)</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly use and remember sequences and patterns of movements which are related to music and rhythm. (GM)</li> <li>Choose the right resources to carry out their own plan, e.g. choosing a spade to enlarge a small hole they dug with a trowel. (GM)</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (GM)</li> <li>Increasingly independent as they get dressed and undressed, e.g. putting their coat on and doing up zips. (FM)</li> <li>Uses a spoon or fork to eat independently. (FM)</li> <li>Uses a modified tripod grasp with good control when holding pens and pencils. (FM)</li> <li>Holds scissors in finger and thumb and cut snips and strips along a line. (FM)</li> </ul>	<p>It is our aim that children leaving Nursery are developing the skills to become...</p> <p><b>Amazing Athletes who:</b></p> <ul style="list-style-type: none"> <li>Explore different ways of moving beginning to negotiate space.</li> <li>Climb on and jump off equipment safely.</li> <li>Ride a balance bike.</li> </ul> <p><b>Talented tool users who:</b></p> <ul style="list-style-type: none"> <li>Hold a pen with a comfortable grip and good control.</li> <li>Use scissors to snip.</li> <li>Attempt to do up a zip or fasten buttons.</li> </ul>



## Acklam Whin EYFS Prime Areas Progression

<p><b>Observation checkpoint (Around their 3<sup>rd</sup> birthday)</b></p> <ul style="list-style-type: none"> <li>Can the child climb confidently, catch a large ball and pedal a tricycle?</li> </ul>		<ul style="list-style-type: none"> <li>Draws simple representation of a person with head, body, arms, legs showing a range of emotions e.g. happy, sad, fear. (FM)</li> </ul>		
<p><b>Reception Progression</b></p>				
<p><b>Ongoing targets:</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (GM)</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient. (FM)</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (FM)</li> </ul>				
<p><b>Progression steps towards</b> →</p>		<p><b>Reception Curriculum end points (ELG's)</b></p>	<p><b>AW Ready for Year 1</b></p>	<p><b>NC Links</b></p>
<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully - lining up and queuing, mealtimes. (GM)</li> <li>Further develop and refine a range of ball skills including - throwing, catching, kicking, passing, batting and aiming (hands and feet) (GM)</li> <li>Progress towards a more fluent style of moving, with developing control and grace. (GM)</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (GM)</li> <li>Cut angles, circles and curved lines using scissors. (FM)</li> <li>Draw a simple picture of familiar objects using shapes. (FM)</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (hands and feet) (GM)</li> <li>Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group. (GM)</li> <li>Combine different movements with ease and fluency. (GM)</li> <li>Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming. (GM)</li> <li>Use a knife and fork, attempting to cut most foods. (FM)</li> <li>Use an effective tripod grasp when using pens and pencils. (FM)</li> <li>Begin to cut complex shapes and cut outs using scissors. (FM)</li> <li>Use appropriate patterns when creating observational drawings of simple objects, animals and people. (FM)</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others. (GM)</li> <li>Demonstrate strength, balance and coordination when playing. (GM)</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (GM)</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (FM)</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery. (FM)</li> <li>Begin to show accuracy and care when drawing. (FM)</li> </ul>	<p>It is our aim that children leaving Reception have developed the skills to be...</p> <p><b>Amazing Athletes</b> who:</p> <ul style="list-style-type: none"> <li>Demonstrate strength, balance and coordination.</li> <li>Move confidently and safely in a variety of different ways.</li> <li>Use a range of equipment, including riding a two wheeled bike.</li> </ul> <p><b>Talented Tool Users</b> who:</p> <ul style="list-style-type: none"> <li>Hold a pen or pencil effectively.</li> <li>Use a range of tools safely and with confidence.</li> <li>Use cutlery independently and cut most foods.</li> <li>Cut increasingly complex shapes using scissors.</li> </ul>	<p><b>Physical Education; Design and Technology; Art and Design; English; Handwriting</b></p>
<p><b>How Physical Development is supported across the EYFS at AWPS...</b></p>				
<ul style="list-style-type: none"> <li>➤ Providing lots of opportunities for children to move around in a variety of ways e.g. running on tiptoes, changing direction and avoiding obstacles. Progressing to showing consideration for themselves and others in Reception.</li> <li>➤ Providing lots of opportunities for the children to attempt to walk along narrow lines and benches.</li> <li>➤ Providing lots of opportunities for the children to engage in active climbing, hopping, jumping, dancing, skipping, running and digging.</li> <li>➤ Encouraging children to try to move rhythmically to music.</li> </ul>				

## Acklam Whin EYFS Prime Areas Progression

- Providing lots of opportunities for children to explore throwing and catching balls of different sizes.
- Modelling and encouraging children to attempt further balls skills such as dribbling and striking.
- Providing lots of opportunities for riding tricycles and balance bikes and progressing to bicycles in Reception.
- Encouraging children to ride both in straight lines and around wide corners progressing to sharper turns.
- Encouraging and challenging children to stand on one foot for longer and longer periods of time and to attempt hopping.
- Encouraging children to sit with feet crossed at the ankles, progressing to sitting with their legs fully crossed.
- Providing lots of opportunities for children to work at a table whilst sitting on a chair.
- Providing a wide range of construction resources (smaller resources within indoor provision e.g. wooden blocks, tubes and larger resources within outdoor provision e.g. crates, tyres, pipes, planks).
- Encouraging the lifting of items that are increasingly heavy but still within the safe capabilities of the children.
- Providing opportunities, through resourcing, for children to pick up or manipulate larger to smaller objects.
- Providing opportunities, through resourcing, for children to develop the strength in their hands.
- Modelling and supporting finger manipulation by singing a variety of finger rhymes, number songs and 'show me' games.
- Providing lots of opportunities to use mark making tools (larger to smaller). Supporting children to progress from cylindrical grasp to a modified tripod grasp in Nursery progressing to a tripod grasp in Reception. (see pencil grip progression steps)
- Providing lots of opportunities for drawing, supporting children to add more detail to their pictures. (see drawing progression steps)

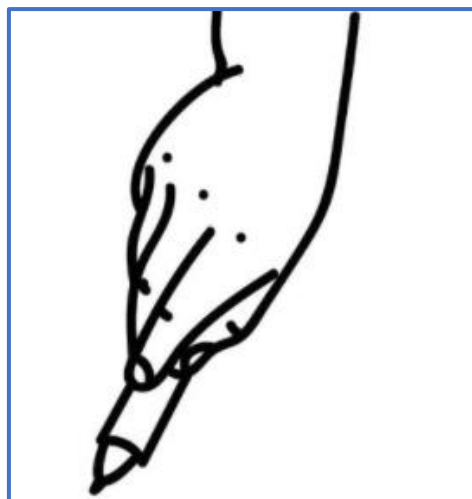
## Progression Steps: Pencil Grip



**Cylindrical Grasp:**

**12 - 18 months**

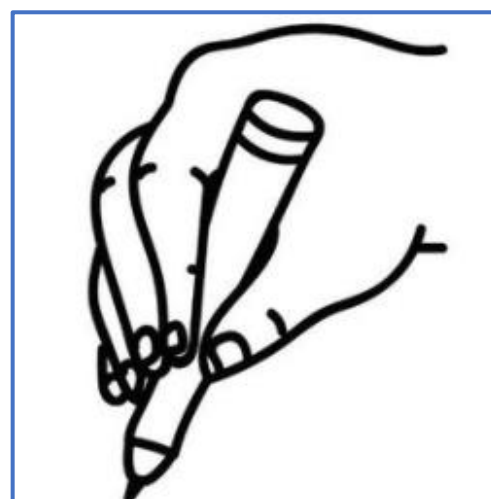
This is where the child's whole hand wraps around the pencil, so it's grasped in the palm of the hand.



**Digital Grasp:**

**2 - 3 years**

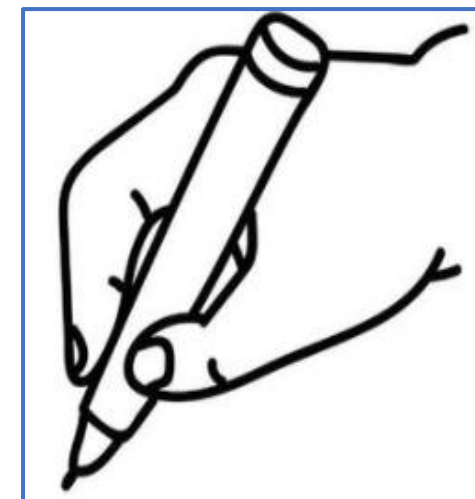
Here, the child begins to grip the pencil with their fingers, with their wrist turned so that their hand is on the top and the palm pointing towards the paper. They start to control their movements from the elbow, rather than the shoulder, and begin to be able to copy simple shapes like lines and circles.



**Modified Tripod Grasp:**

**3.5 - 4 years**

Children start to hold their pencil with a rudimentary three-fingered grasp, using the thumb and index finger to pinch the pencil with the middle finger behind. The ring finger and the little finger stay still, which limits their hand movement, but they are able to exert more control over their pencil, writing over dotted letter patterns and drawing simple people.



**Tripod Grasp:**

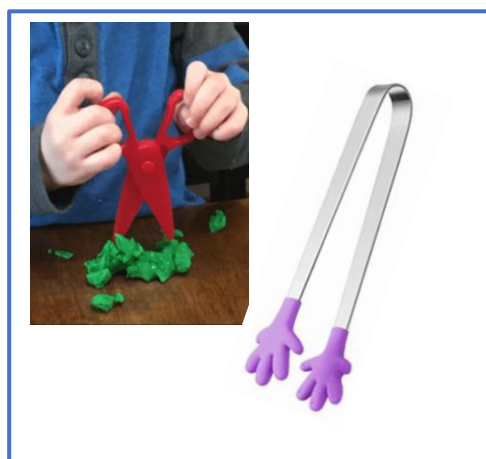
**4.5 - 7 years**

This is the ideal pencil grip for smooth, fluent and effortless handwriting. The thumb and the first two fingers hold the pencil, while the ring and little fingers curl into the palm, creating a circular grasp. The movement of the pencil is controlled by the fingers, rather than the wrist or elbow. Children are now able to practice and perfect their letter formations.

## Progression Steps: Cutting



1. Tear paper, spray bottles, squirt toys, sponges, pipettes



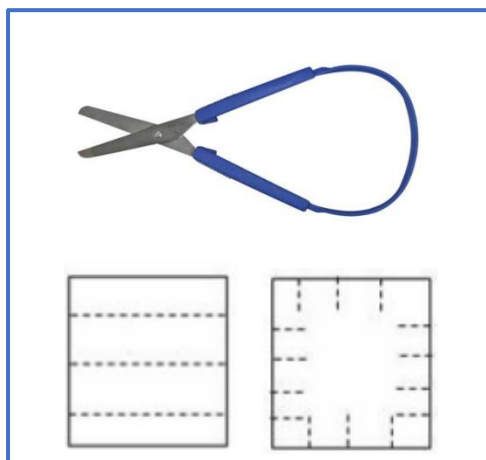
2. Use two hands to transfer objects with tongs, use scissors to snip



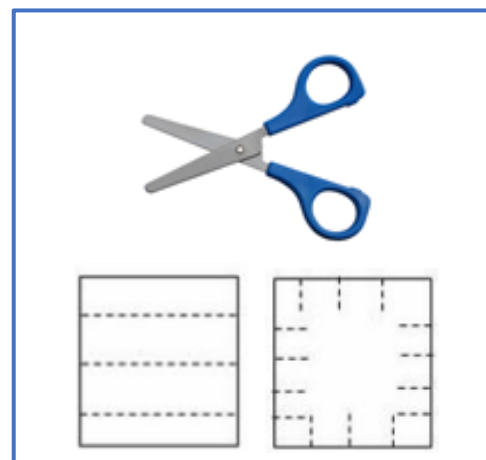
3. Use one hand to transfer objects with tongs



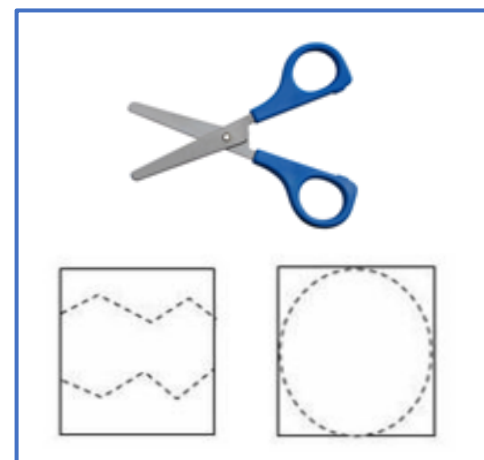
4. Use tweezers with one hand to transfer objects, place clothes



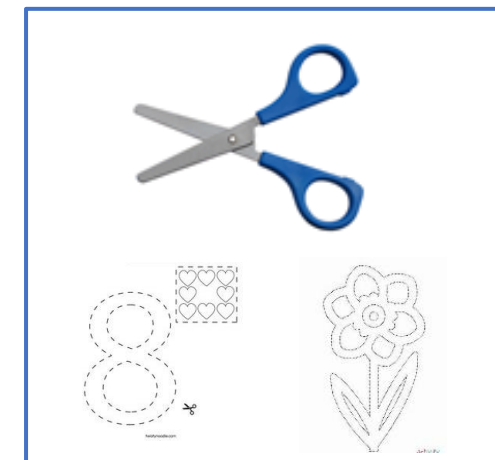
5. Make snips on the edge of paper, cut strips along a line with spring scissors



6. Hold scissors in finger and thumb and cut snips, cut strips along a line



7. Cut angles, circles and curved lines



8. Cut complex shapes and cut outs

## Progression Steps: Mark Making

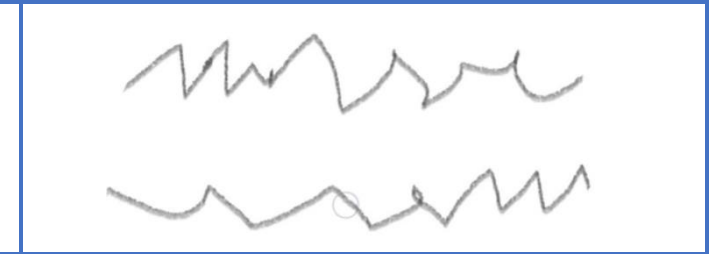
Children move through quite a few phases of writing during the course of their Early Years (Age 0-6 years). Learning to write has a lot involved, as the process is both physically challenging (using the correct grip, fine motor development and strength to make marks) and mentally (such as conveying an idea and making marks on a page that you are thinking of in your mind), as adults we can forget this tricky process and take our writing skills for granted. Here you will find some of the early stages of writing skills.



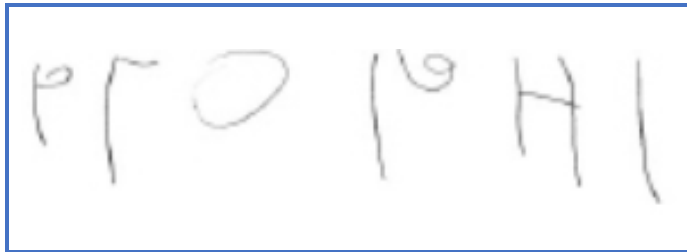
1. **Drawings:** Drawings that represent writing.



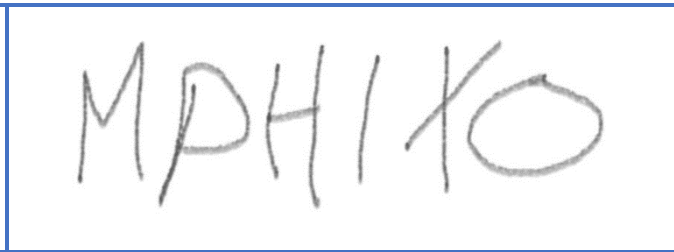
2. **Scribbles:** Marks that aim to be writing.



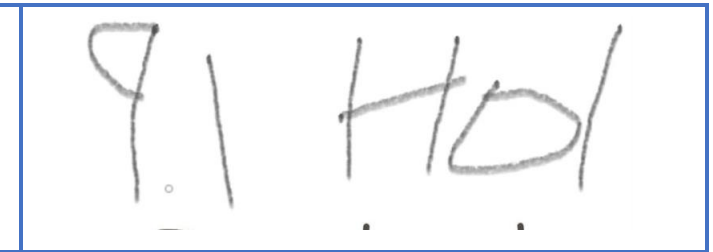
3. **Mock handwriting:** Child pretends to write words in cursive, left to right.



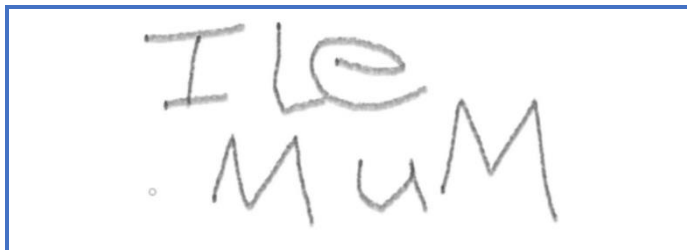
4. **Mock letters:** Marks made look a lot like letter shapes.



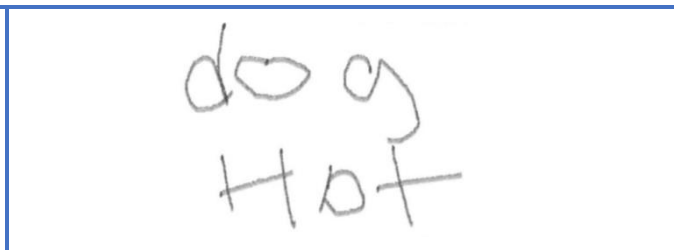
5. **Letter strings:** Strings of letters written down left to right however do not generate words.



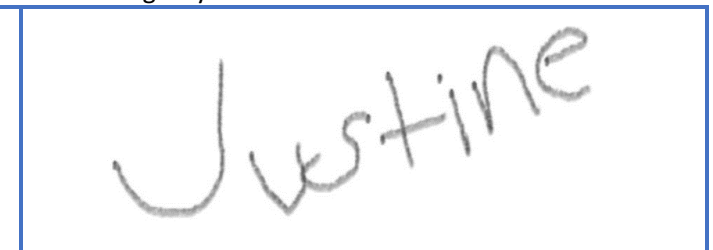
6. **Transitional:** You will notice spaces amongst letters to look a lot like words. Child may copy words from their environment. Letters may be written the wrong way around.



7. **Invented spelling:** The first and last letter/sound signify the whole word.



8. **Beginning word and phrase writing:** Children's words have a start, middle and end letter sound; short phrases are visible.



9. **Standard Spelling:** Child will use the correct spelling of words such as their name, Mum and Dad.

## Progression Steps: Drawing

<p>10. Strengthen upper body - Crawl, climb, wheelbarrow races, wash windows, fly kites, Simon says, action songs</p>	<p>11. Messy play – Strengthen arms with both hands moving and squeezing,</p>	<p>12. Scribbles made with lines, then lines and enclosed spaces</p>	<p>13. Finger isolation activities – finger painting, finger action songs. Pincer grip activities – peg boards, geo boards, threading</p>
<p>14. Marks including pre-writing shapes - dots, vertical lines, horizontal lines and circles</p>	<p>15. Over simplified representation of a person.</p>	<p>16. Simple representation of a person with head, body, arms, legs showing a range of emotions e.g. happy, sad, fear</p>	<p>17. Begin to look closely at objects, animals and people and add key features to their drawing.</p>
<p>18. Marks including more complex pre-writing shapes – crosses zig-zags, rectangles, squares and triangles</p>	<p>19. Simple pictures of familiar objects using shapes, beginning to choose colours for a purpose.</p>	<p>20. More detailed representation of a person.</p>	<p>21. Selects colours for a purpose and use appropriate patterns when creating observational drawings of simple objects, animals and people.</p>
<p>22. More complex representation of multiple objects. Colours chosen for a purpose</p>	<p>23. Create detailed observational drawing with accurate shapes, colours and patterns.</p>		