



## Earl Sterndale C of E Primary School

### Progression EYFS–Y6

Working Towards → Expected → Greater Depth

#### Writing

#### Early composition → Sentence → Clause → Cohesion

##### Reception

- WT: Mark-make and attempt to write words using sounds
- EXS: Write simple sentences using phonic knowledge
- GDS: Write sentences that can be read by others with some independence and basic punctuation

##### Year 1

- WT: Write simple sentences with support
- EXS: Write simple sentences using “and”
- GDS: Vary simple sentences and begin to extend ideas beyond ‘and’

##### Year 2

- WT: Write sentences with some subordination
- EXS: Use subordination (when, if, that, because); expanded noun phrases
- GDS: Vary sentence structures for effect and clarity

##### Year 3

- WT: Use some clauses and basic cohesion
- EXS: Use a range of clauses; begin to link ideas across sentences
- GDS: Control clauses to add detail and develop cohesion within paragraphs

##### Year 4

- WT: Use fronted adverbials and simple cohesion
- EXS: Link ideas using pronouns, conjunctions and adverbials
- GDS: Use varied sentence structures and cohesive devices with increasing control

##### Year 5

- WT: Use clauses and some paragraph organisation
- EXS: Control sentence structure; use parenthesis; link ideas across paragraphs
- GDS: Manipulate sentence structure and cohesion to suit audience and purpose

## Year 6

- WT: Use complex sentences with some cohesion
- EXS: Use complex sentences, passive voice and cohesion across texts
- GDS: Sustain controlled, cohesive writing with deliberate stylistic choices

## Reading

Understanding → Inference → Justification → Evaluation

### Reception

- WT: Listen to and talk about stories
- EXS: Read simple sentences and demonstrate understanding
- GDS: Make simple predictions and discuss meaning

### Year 1

- WT: Talk about what is happening in a text
- EXS: Make simple inferences from what is said and done
- GDS: Explain ideas using simple evidence from the text

### Year 2

- WT: Identify key events and characters
- EXS: Infer meaning and discuss themes and events
- GDS: Justify ideas using evidence and begin to explain vocabulary choices

### Year 3

- WT: Make simple inferences
- EXS: Infer feelings, thoughts and motives
- GDS: Begin to justify inferences with evidence

### Year 4

- WT: Make and explain inferences
- EXS: Justify inferences with evidence from the text
- GDS: Explain how language and structure support meaning

### Year 5

- WT: Make and justify inferences
- EXS: Compare texts and recognise viewpoints and bias
- GDS: Evaluate how authors present ideas across texts

### Year 6

- WT: Explain ideas with some reference to the text
- EXS: Evaluate language, structure and viewpoints; distinguish fact and opinion

- GDS: Critically evaluate texts, offering reasoned and balanced judgements

## **Speaking & Listening**

**Talk → Participation → Discussion → Argument**

### **Reception**

- **Focus:** communication and understanding
- Use simple sentences to express ideas
- Listen and respond to others
- Take turns in conversation
- Speak to a group about familiar experiences

### **Year 1**

- Talk clearly so others can understand
- Listen attentively and respond appropriately
- Take turns without interrupting

### **Year 2**

- Speak in detail using descriptive language
- Ask questions (e.g. to visitors, peers)
- Build on what others have said
- Recognise turn-taking in groups

### **Year 3**

- Develop ideas through sustained talk
- Adapt tone and volume for audience
- Respond thoughtfully to others' contributions
- Suggest ideas and solutions

### **Year 4**

- Express ideas clearly with supporting reasons
- Use appropriate tone and diction
- Listen respectfully and respond
- Begin to justify opinions

### **Year 5** Participate actively in discussions

- Build on and challenge others' ideas respectfully
- Express ideas clearly, adapting vocabulary and tone
- Link ideas to others' viewpoints

### **Year 6**

- Present coherent, structured spoken arguments

- Use evidence and persuasive language
- Adapt speech to audience and purpose
- Engage critically in discussion, challenging ideas respectfully

## **Mathematics**

### **Number awareness → Number → Operations → Reasoning**

#### **Reception**

- WT: Count objects with support
- EXS: Count to 20 and understand quantity
- GDS: Apply number knowledge to solve simple problems

#### **Year 1**

- WT: Count and calculate within 20 with support
- EXS: Count to 100; use addition and subtraction
- GDS: Solve simple problems and explain reasoning

#### **Year 2**

- WT: Use number bonds and simple calculations
- EXS: Use all four operations in simple contexts; understand fractions
- GDS: Solve problems and explain methods using reasoning

#### **Year 3**

- WT: Use written methods with support
- EXS: Use formal methods; understand fractions
- GDS: Apply methods flexibly and explain reasoning

#### **Year 4**

- WT: Use methods and recall facts with growing accuracy
- EXS: Secure number knowledge and times tables; use written methods
- GDS: Solve multi-step problems and justify reasoning

#### **Year 5**

- WT: Apply methods to larger numbers and decimals
- EXS: Use operations with fractions, decimals and percentages
- GDS: Solve complex problems involving reasoning across topics

#### **Year 6**

- WT: Apply methods with some accuracy
- EXS: Apply all operations, ratio, algebra and statistics
- GDS: Solve multi-step problems, justify reasoning and evaluate solutions