



St. John's Church of England Academy: Best-Fit Assessment Milestones
Assessment: On track/not on track using best fit for each Milestone Descriptor



	On-entry	End of Autumn Term	End of Spring Term	End of Summer Term
Nursery ARE	Milestone 0	Milestone 1	Milestone 2	Milestone 3
Reception ARE- Best Fit	Milestone 3	Milestone 4	Milestone 5	Milestone 6 including ELG

Communication & Language

The progression and sequence of learning has been adapted from Universally Speaking 0.5 (The Communication Trust) and Development Matters 2020. Interface with KS1 adapted from Communicating the Curriculum (The Communication Trust)

Speaking

Nursery	Milestone 1	<i>I talk with familiar adults and children. I sometimes start conversations with a trusted adult or child, using some newly learnt vocabulary, including descriptive language. I am beginning to talk about ideas that have already happened. I can talk about simple stories and I try to join in with songs and rhymes. I take part in imaginative play, some of which may be repetitive, and I sometimes use talk to organise my play. I use some social phrases to help me in my play- e.g. Can I play with you?</i>
	Milestone 2	<i>I talk with a range of other people. I can start and take turns in a conversation with an adult or friend, using some new vocabulary that I have learnt. I can ask some of my own questions. I can describe what has already happened. I take part in a range of imaginative play and I use talk to organise my play. I can talk about stories and sing some songs and rhymes.</i>
	Milestone 3	<i>I explain ideas and talk in short sentences about things that have happened, asking questions using words like 'what', 'where' and 'why' and sometimes answering questions about 'why' something happened. I sometimes start conversations and can take turns in talk. I add simple details in talk, drawing on existing and newly acquired vocabulary and use some words to link ideas. I can sing lots of songs. I enjoy imaginative play and I plan and join in with games with my friends. I like to talk to others and explore words and language. My talk is mostly accurate, but I might have some problems with irregular tenses and plurals. I have mostly clear speech and can be easily understood by others, though may have difficulties with a small number of sounds</i>
Reception	Milestone 4	<i>I enjoy talking with others. I am beginning to use talk to help organise my thinking, to work out problems and explain. I can describe events in some detail, and I can answer simple 'why' questions. I use some of the new words and phrases I have learnt in my talk, and I am interested in new vocabulary. I am becoming confident in using the future tense and I can understand complicated language such as 'first' 'maybe'. I can retell deeply familiar stories, I enjoy non-fiction books and taking part in Storytime. I use talk to take on different roles in a range of activities, including imaginative play.</i>
	Milestone 5	<i>I enjoy talking with others in a range of contexts and groups. I use talk to interact and negotiate with others, and to help organise and articulate my thinking, work out problems and explain. I am starting to express a viewpoint and disagree. I can connect ideas using connectives e.g. 'or' 'because'. I have learnt and enjoy experimenting with new words and phrases. I understand how words can describe sequences and I can answer questions about 'when' and 'how'. I can make up some of my own stories and rhymes. I enjoy a wide range of non-fiction books, and can retell familiar stories using recently learnt and new vocabulary, and I explore the meaning of words, including those found in a range of books</i>

	Milestone 6 including ELG	<p><i>I enjoy talking with others in a wide range of contexts and groups, taking turns in extended conversations. I can use talk to help me form friendships with others and I join in with group conversations and games. I can articulate my thinking in well-formed sentences, and I use talk to interact and negotiate, and to help work out problems. I engage in sustained conversations and I can express a point of view, debate and disagree with an adult or friend. I can ask relevant question to find out more and to check understanding and make relevant comments. I can use the future and past tense mostly consistently. I continue to learn and use more words and I ask what new words mean. I can re-tell short stories, in the right order, with some exact repetition and some of my own words, and I talk about the new knowledge and vocabulary I have learnt from books. Though mainly accurate, I might make some mistakes including pronunciation of a few sounds, and some multi-syllabic words e.g. planetarium, hippopotamus</i></p> <p>ELG Speaking: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small groups, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction rhymes and poems when appropriate <p>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</p>
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Listening, Attention and Understanding

Nursery	Milestone 1	<p><i>I am beginning to listen and pay attention to questions. I am interested in other people’s talk but might get distracted. I can follow a simple instruction. I can listen to simple stories and I try to join in with songs and rhymes.</i></p>
	Milestone 2	<p><i>I can take turns in a conversation with an adult or friend, using some new vocabulary that I have learnt. I understand simple questions. I can follow simple two-part instructions. I can usually shift my attention when I hear my name. I can listen to stories. I can follow a simple two part instruction.</i></p>
	Milestone 3	<p><i>I can take turns in talking and listening. I pay attention to more than one thing at a time. I can follow two-part instructions quite well. I listen and respond to simple stories and can sing lots of songs.</i></p>
Reception	Milestone 4	<p><i>I am beginning to use talk to help organise my thinking, to work out problems and explain. I can answer simple ‘why’ questions. I am becoming confident in using the future tense and I can understand complicated language such as ‘first’ ‘maybe’. I can pay attention to more than one thing at a time. I can retell deeply familiar stories, I enjoy non-fiction books and taking part in Storytime.</i></p>
	Milestone 5	<p><i>I use talk to interact and negotiate with others, and to help organise and articulate my thinking, work out problems and explain. I have learnt and enjoy experimenting with new words and phrases. I understand how words can describe sequences and I can answer questions about ‘when’ and ‘how’. I can listen carefully and know why listening is important. I am beginning to follow a longer list of with Sarah and Jo I enjoy listening to stories, songs and rhymes and can make up some of my own. I enjoy a wide range of non-fiction books and I can retell familiar stories using recently learnt and new vocabulary, and I explore the meaning of words, including those found in a range of books.</i></p>
	Milestone 6 including ELG	<p><i>I enjoy talking with others in a wide range of contexts and groups, taking turns in extended conversations. I understand how to interact and negotiate and work out problems. I can express a point of view, debate and disagree with an adult or friend. I can ask relevant question to find out more and to check understanding. I follow a full list of instructions and I can listen out while I am busy. I can re-tell short stories, in the right order, with some exact repetition and some of my own words, and I talk about the new knowledge and vocabulary I have learnt from books.</i></p> <p>ELG: Listening, Attention & Understanding: Children at the expected level of development will: 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</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversations when engaged in back-and-forth exchanges with their teacher and peers

Physical Development

Fine Motor Skills

Nursery	Milestone 1	<i>I explore a range of smaller objects to develop hand/eye coordination showing increasing control .</i>
	Milestone 2	<i>My hand/eye co-ordination and fine motor skills are developing as expected so that I can use implements with increasing control. I can place several items in a specific place and find a space.</i>
	Milestone 3	<i>I use smaller objects and implements in play with increasing control. I can manipulate a range of tools and equipment in one hand eg paintbrushes, scissors.</i>
Reception	Milestone 4	<i>I use implements with increasing control and for an intended purpose. I know how much force to use to achieve fine movements.</i>
	Milestone 5	<i>I can use a range of small tools, including pens, pencils, scissors, paint brushes and cutlery with confidence and increasing accuracy, and I often use a tripod grip.</i>
	Milestone 6 ELG	<p><i>In fine motor movements I can hold a pencil effectively, using the tripod grip in almost all cases. I show a preference for a dominant hand. I can select and use a range of small tools, including scissors, malleable materials, paint brushes and cutlery safely and with increasing control and intention. I can begin to show accuracy and care when drawing.</i></p> <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases• Use a range of small tools, including scissors, paint brushes and cutlery• Begin to show accuracy and care when drawing

Physical Development

Gross Motor Skills

Nursery	Milestone 1	<i>I am physically active and show pleasure in movement. I walk on a full foot and attempt a range of different types of movement, with adult encouragement. My gross motor skills are developing, and I can throw a ball with two hands and sometimes catch a ball from a close distance. I am learning to balance using wheeled toys. I show familiarity with the spaces I use at home and in a setting. I have experienced lots of different types of music and sound and respond to music when it is played. I explore a range of smaller objects to develop hand/eye coordination showing increasing control.</i>
	Milestone 2	<i>I am developing the strength and skill to move in many different ways. I can stop when I need to, stand very still and I experiment with clapping, stamping, hopping, skipping and jumping. My hand/eye co-ordination and gross motor skills are developing as expected so that I can use implements with increasing control. I can throw and catch a ball from a short distance, place several items in a specific place and find a space. I respond to music and join in with ring games.</i>
	Milestone 3	<i>My understanding of space means that I can move safely, I can stop when I need to and put things back where they came from. I experiment with throwing underarm and overarm and can catch with two hands. I move with confidence in a range of different ways, including using stairs, or climbing equipment with alternate feet. My balance continues to improve, and I can stand on one foot at a time and ride a balance bike, lifting my feet to scoot along. I can make large-muscle movements to wave flags and streamers, paint and make marks with a range of implements. When listening to music I can move quickly or slowly depending on the type of music being played and tap in time to simple a rhythm.</i>
Reception	Milestone 4	<i>I can move my body in different ways with competence and safety, changing direction and showing a good sense of space. I use different balancing and climbing equipment with improving agility. I can make movements that cross my mid-line and I can throw, kick and catch with increasing accuracy know how much force to use to achieve large and fine movements. When responding to music I can tap or clap to simple repeated rhythms, move strongly or lightly and attempt to join a range of different movements together.</i>
	Milestone 5	<i>I can throw or kick a ball at a target and catch smaller items from further away. I enjoy being active and I am starting to join different movements together. I have the strength to pull myself up and I can climb going up forwards and down backwards. I can walk along a narrow bench and negotiate obstacles whilst balancing an object on my hand or my head. I enjoy chasing games and can move on and off and in and out of obstacles safely. I experiment with movement, both inside and outside. I can ride a bike with a stabiliser, changing direction and stopping with control. I have a sense of steady beat when moving my body and I can play, clap, pat, and step to the beat in songs and nursery rhymes in fast and slow tempos. When responding to music, I create a short movement phrase which demonstrates my own ideas</i>
	Milestone 6 including ELG	<p><i>I negotiate space and obstacles safely, considering my own and others safety and adapting movements to reduce risk. I can collaborate with others to manage large items, such as moving a long plank safely. I demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing. I can jump and land safely and have good core stability to support balance and posture. I can use balancing and climbing apparatus to move under, over, through and around. I am able to throw, kick and catch with accuracy. I practice, revise and refine expression in movement when responding to music and move with fluency. I can change the style of my movements in response to what I hear, and to express different feelings. I show an understanding of beat when using movement, body percussion and instruments.</i></p> <p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Personal, Social and Emotional Development

Self-Regulation

Nursery	Milestone 1	<i>I express a wide range of emotions and can recognise some feelings in others. I recognise 'uncomfortable' feelings and I am starting to manage these. I am beginning to take part in adult led practical challenges for a few minutes. I am starting to move away from chosen activities, with adult support. I get help from a trusted adult when I need it. I am interested in listening to others but might get distracted. I can follow a simple instruction. I am confident in accessing familiar resources independently and I show some satisfaction in what I have achieved. I am becoming aware of my own unique abilities. I am beginning to understand right and wrong. I know when I am tired or hungry, I enjoy a range of familiar foods and feed myself independently. With adult help I go to the toilet and wash my hands and I am beginning to dress myself. I am interested in others and seek to share experiences. I am beginning to recognise my friends' needs, ideas and perspectives. I am starting to understand I may need to wait my turn for things.</i>
	Milestone 2	<i>I express a wide range of feelings in my interactions with others and I am beginning to understand how my friends might be feeling and what their needs are. I am starting to manage 'uncomfortable' feelings appropriately. I take part in adult led practical challenges for a few minutes. I can sometimes move away from chosen activity, with some adult support. I can say what I like and don't like doing. When I hear my name, I can usually shift my attention. I follow simple two-part instructions. I access favourite resources and I experiment with new ones, sometimes with adult support. I am beginning to work towards a simple goal, and I know when I achieve it. I enjoy a sense of belonging by being involved in daily tasks. I understand any negative behaviour choices I have made. I can usually tell adults when I am tired or hungry. I enjoy a range of familiar foods and will try some new ones. With help, I can go to the toilet, wash my hands and dress myself. I can play alongside a friend, sharing experiences and I seek companionship from others. I ask a trusted adult for help if there is a conflict. I understand I might need to wait my turn for things.</i>
	Milestone 3	<i>I express a wide range of feelings and can sometimes say what has made me feel that way. I sometimes know how others are feeling and can sometimes respond to their needs. I sometimes manage 'uncomfortable' feelings appropriately. I move away from a chosen activity with some adult support. I am starting to take part in adult led practical challenges in a small group. I identify and seek support when I need help. I am starting to pay attention to more than one thing at once. I follow two-part instructions reasonably well. I select and use resources independently. I am out-going towards people, taking risks and trying new things/situations. I can work towards a simple goal and celebrate my success. I often follow rules independently and I usually know what is right and wrong. I can express my need for food or rest. I can go to the toilet and wash my hands, usually independently. I dress myself with help from an adult with tricky fastenings etc. I am starting to know that some foods are especially good for me. I play in a pair/three, developing ideas and sharing experiences. I can sometimes resolve conflicts but will ask an adult if I need support. I know I might need to wait my turn and I am beginning to anticipate when this is. I show some consideration for others, and have increased impulse control</i>
Reception	Milestone 4	<i>I can identify a wide range of emotions and can say why I feel that way. I know when someone makes me feels uncomfortable and I am beginning to be able to communicate this. I take part in adult led practical tasks in a small group. I am beginning to know when and how to respond to a friend, showing sensitivity and adjusting my response as needed. I can explain what I am good at and what I need to improve. I can pay attention to more than one thing at a time. I can follow two-part instructions well.</i>
	Milestone 5	<i>I talk about what helps me feel happy/calm/relaxed when I feel sad/angry/worried. I am more able to manage my feelings and tolerate situations in which my wishes cannot be met. I know when and how to respond to a friend, showing sensitivity to the needs of others and I am increasingly flexible and co-operative. I am beginning to set my own boundaries. I focus attention in adult led groups. I understand how I can improve. I know how to listen carefully and why this is important. I usually respond appropriately even when I am busy. I am starting to follow a longer list of instructions.</i>
	Milestone 6 including ELG	<p><i>I understand my own feelings. I can identify some ways to self-regulate emotions, with some adult support eg holding back, sharing, negotiating and compromising. I think about the perspective and feelings of others and show sensitivity, empathy and comfort, to those within and beyond my friendship group. I have developed constructive, respectful relationships with others, and friendships which help me to understand different points of view and which challenge my thinking. I can set my own boundaries and mostly respect the boundaries of others. I am able to focus my attention in adult led sessions and I can direct my attention as necessary in a range of contexts. I can listen out for instructions while busy and respond appropriately. I can follow a long list of instructions in a range of contexts.</i></p> <p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate <p>Give focussed 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</p>

Personal, Social and Emotional Development

Managing Self

Nursery	Milestone 1	<i>I am confident in accessing familiar resources independently and I show some satisfaction in what I have achieved. I am becoming aware of my own unique abilities. I am beginning to understand right and wrong. I know when I am tired or hungry, I enjoy a range of familiar foods and feed myself independently. With adult help I go to the toilet and wash my hands and I am beginning to dress myself.</i>
	Milestone 2	<i>I access favourite resources and I experiment with new ones, sometimes with adult support. I am beginning to work towards a simple goal, and I know when I achieve it. I enjoy a sense of belonging by being involved in daily tasks. I understand any negative behaviour choices I have made. I can usually tell adults when I am tired or hungry. I enjoy a range of familiar foods and will try some new ones. With help, I can go to the toilet, wash my hands and dress myself.</i>
	Milestone 3	<i>I select and use resources independently. I am out-going towards people, taking risks and trying new things/situations. I can work towards a simple goal and celebrate my success. I often follow rules independently and I usually know what is right and wrong. I can express my need for food or rest. I can go to the toilet and wash my hands, usually independently. I dress myself with help from an adult with tricky fastenings etc. I am starting to know that some foods are especially good for me.</i>
Reception	Milestone 4	<i>I can select from a wide range of activities and resources, and I try new challenges. I am developing resilience. I am aware of, understand and follow rules. I talk about personal needs and wants with an adult. I use the toilet and wash my hands independently, and dress myself. I express my food likes/dislikes and I am beginning to understand that some foods are less healthy than others.</i>
	Milestone 5	<i>I try new things; I have a clear idea about what I want to do and how I want to go about it. I have growing confidence in my abilities. I persist and persevere to reach my goals. I can usually wait for what I want or need. I know what is right and wrong and I usually behave accordingly. I have some understanding of dressing for the weather. I understand the need for variety in my diet and that some foods are less healthy than others but can be eaten in moderation.</i>
	Milestone 6 including ELG	<p><i>I know what I need to carry out my activities. I can describe my competencies, and what I am getting better at' and I talk about myself in positive but realistic terms. I show persistence, perseverance and resilience in the face of challenge. I can wait for what I want or need. I am aware of behavioural expectations and sensitive to ideas of justice and fairness. I dress independently and support my friends to dress if they need help. I understand the importance of making healthy food choice in my diet.</i></p> <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Personal, Social and Emotional Development

Building Relationships

Nursery	Milestone 1	<i>I am interested in others and seek to share experiences. I am beginning to recognise my friends' needs, ideas and perspectives. I am starting to understand I may need to wait my turn for things.</i>
	Milestone 2	<i>I can play alongside a friend, sharing experiences and I seek companionship from others. I ask a trusted adult for help if there is a conflict. I understand I might need to wait my turn for things.</i>
	Milestone 3	<i>I play in a pair/three, developing ideas and sharing experiences. I can sometimes resolve conflicts but will ask an adult if I need support. I know I might need to wait my turn and I am beginning to anticipate when this is. I show some consideration for others, and have increased impulse control</i>

Reception	Milestone 4	<i>I can work in a pair/ three to solve a problem with some adult support. I can usually resolve conflicts by myself, returning to the secure base of a familiar adult if needed. I understand I may need to wait my turn and can anticipate this, including in group time. I am beginning to know when and how to respond to a friend, showing sensitivity and adjusting my response as needed.</i>
	Milestone 5	<i>I solve problems co-operatively, resolving most conflicts myself. I have developed some appropriate ways of being assertive and I am developing skills of negotiation and compromise with some support. In a conversation, I watch the person speaking and know when it is my turn to speak. I can show sensitivity to the needs of others and I am increasingly flexible and co-operative</i>
	Milestone 6 including ELG	<p><i>I can show sensitivity to the needs of others, beyond own friendship group. I have developed friendships with other children. I can understand different points of view, challenging my own and other's thinking. I am independent and can determine when I need adult intervention. I take turns with others in conversation in a range of contexts.</i></p> <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and others' needs

Literacy

Comprehension

Nursery	Milestone 1	<i>I take part in short conversations about stories, songs, rhymes and non-fiction books, using the pictures to help me understand and talk about what is happening. I join in with stories and poems; and I fill in the missing word/phrases in a known rhyme or story. I am starting to explore some simple vocabulary from books in my play. I enjoy listening to stories and knows how to hold a book, turn pages and that reading is left to right.</i>
	Milestone 2	<i>I regularly share stories, rhymes, songs and non-fiction books, including longer stories, exploring new vocabulary and remembering much of what happens, and I explore some simple vocabulary from books in my play. I join in with repeated refrains and anticipate key events and phrases in rhymes and stories. I enjoy choosing my own books to read and can identify front cover, back cover and title.</i>
	Milestone 3	<i>I enjoy sharing books with adults and peers and I have extended conversations about stories, rhymes, songs and non fiction texts, answering simple questions and learning new vocabulary, suggesting how a story might end and key events/characters. . I use some vocabulary from books in my play. I have an awareness of pages and words. I understand why we have books.</i>
Reception	Milestone 4	<i>I enjoy an increasing range of print and digital books, both fiction and non-fiction. I share books, rhymes and songs with others, answering simple 'why' questions. I talk about events and characters in stories and I can suggest how a story might end. I use some new vocabulary I have met in books to retell deeply familiar stories and in some other contexts such as my role play. I can talk about the job of an author and illustrator. I re-read books, building fluency and deepening understanding.</i>
	Milestone 5	<i>I share books, rhymes and songs with others, answering questions about 'when' and 'how'. I can describe main story settings, events and principal characters in increasing detail. I can explain the difference between fiction and non-fiction books. I can retell familiar stories using recently learnt vocabulary, and I can use vocabulary found in a range of texts, exploring meaning, in a range of contexts, including role play.</i>
	Milestone 6 ELG	<p><i>I know that information can be retrieved from books, computers and mobile digital devices. I ask questions to find out more and to check my understanding about what I have read. I can find the blurb and explain what its purpose is. I can re-tell short stories I have heard in the right order, with some exact repetition and some of my own words, and recently learnt vocabulary. I talk about some of the new knowledge and vocabulary learnt from books and use it in a range of contexts, including role play.</i></p> <p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate, key events in stories <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>

Literacy

Word Reading

Nursery	Milestone 1	<i>I enjoy listening to stories and I know how to hold a book, turn pages and that reading is left to right. I am beginning to experiment with sounds and words. I listen attentively, show a growing awareness and appreciation of rhyme, rhythm and alliteration, speak clearly and audibly with confidence and control, distinguish between different sounds in words and develop awareness of the differences between phonemes. I am beginning to develop phonological awareness through phase 1 letters and sound.</i>
	Milestone 2	<i>I enjoy choosing books to read and I can identify the front cover, back cover and title. I am developing experimenting with sounds and words, listening attentively, a growing awareness and appreciation of rhyme, rhythm and alliteration, speaking clearly and audibly with confidence and control and distinguishing between different sounds in words and an awareness of the differences between phonemes. I can spot rhymes and clap the syllables in a word. I am beginning to orally blend and segment. I can spot rhymes and clap syllables in a word. I am continuing to develop my phonological awareness through Phase1 Letters & Sounds.</i>
	Milestone 3	I am secure at Phase 1 (Letters & Sounds): I can distinguish between different sounds in words and I am developing an awareness of the differences between phonemes. I am beginning to recognise some letters and sounds of significance e.g. letters/ sounds in their name. I am beginning to recognise beginning to recognise their first name in print. I am secure in recognising words with the same initial sound e.g. mouth, money. I can orally blend and segment with significant adult support.
Reception	Milestone 4	I am secure at Phase 2 (Letters & Sounds): I knows that words are constructed from phonemes and that phonemes are represented by graphemes. I have knowledge of 19 of the common consonants and vowels and can blend them together in reading simple CVC words. I am beginning to read ccvc and cvcc words- e.g. clip and jump. I am able to read Phase 2 common exception words. I can read aloud from graded books applying my knowledge of phonics and common exception words. I can read with emerging fluency.
	Milestone 5	I am secure at Phase 3 (Letters & Sounds): I can link sounds to letters, naming and sounding the letters of the alphabet. I can recognise letter shapes and I can say a sound for each. I can hear and say sounds in the order in which they occur in the word, and read simple words by sounding out and blending the phonemes all through the word from left to right. I can blend together digraphs in cvc ccvc and cvcc words for reading words- e.g. cvc= <u>sh</u> ip, moth <u>ch</u> cvcc= <u>ch</u> imp. I can recognise common consonant digraphs and reads Phase 3 common exception words. I can read aloud from graded books applying my knowledge of phonics and common exception words. I can read with developing fluency.
	Milestone 6 ELG	<p>I am secure at Phase 3ii (Letters & Sounds): I can blend and segment adjacent consonants in words and applies this skill when reading unfamiliar texts . I am able to read Phase 4 common exception words .</p> <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Literacy

Writing

Nursery	Milestone 1	<i>I distinguish between the different marks I have made and I can write one or more letters to signify my name. I use scribbles and symbols that represent letters when exploring writing</i>
	Milestone 2	<i>I sometimes gives meaning to my drawings and paintings. I can write some of my name. I use symbols or random letters when exploring writing, sometimes in 'letter strings' or 'letter groups'</i>
	Milestone 3	<i>I ascribe meanings to signs, symbols and words that I see in different places. I am beginning to talk about ideas I want to write about I write 'letter groups' which have spaces in between, to resemble words. I can use some of my print and letter knowledge in my early writing. I can write some or all of my name. I can write some letters accurately.</i>
Reception	Milestone 4	<i>I know that phonemes are represented by graphemes. I use my knowledge to segment the common consonants and vowels I know to support my spelling. With adult support, I articulate ideas structuring them in speech, before writing. I am beginning to write phrases and simple sentences using phonic knowledge and some common exception words, forming some lower and upper case letters correctly and, with adult support, I can re-read what I have written, to check it makes sense.</i>
	Milestone 5	<i>I can write my full name, mainly correctly. With adult support, I articulate ideas- structuring them in speech, before writing simple phrases and sentences using phonic knowledge and some common exception words. I form lower case and capital letters, mostly correctly. I can re-read what I have written, with some adult support.</i>
	Milestone 6 including ELG	<i>I can write my full name correctly. I enjoy creating texts to communicate meaning for an increasingly wide range of purposes. I can articulate ideas, structuring them in speech, before writing simple phrase and sentences using my phonic knowledge and learnt common exception words and using capital letters and full stops in the right places. I can re-read what I have written to check it makes sense.</i> ELG: Writing Children at the expected level of development will: <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed• Spell words by identifying sounds in them and representing the sounds with a letter or letters• Write simple phrases and sentences that can be read by others

Mathematics

Number and Numerical Patterns

Nursery	Milestone 1	<i>I can recite some numbers, not always in order and I am beginning to use number names for each item, not always correctly. I try to count in play but may not understand the significance of the last number in the count. I can recognise groups of 1 objects without counting them individually. I compare quantities using 'more than' in play. I experiment with symbols and marks, which might include numerals. I talk about patterns in the environment with adult support and arrange items in my own patterns. I explore 2D and 3D shapes using some shape names and related mathematical language, I select shapes appropriately to use in my learning and I combine shapes to make pictures and simple constructions. I use ordinal vocabulary 'first' and 'last' in play. I talk about familiar places and I am beginning to remember my way round familiar environments eg to find my favourite activity. I use 'big' and 'small' to compare size. I explore 'heavy' and 'light' and 'full' and 'empty' in play. I can anticipate times of the day, such as mealtimes or home time. With support, I can explain how two objects are the same.</i>
	Milestone 2	<i>I recite numbers to 3 usually in the correct order and I can say number names for each item in order 1,2,3. I count in play and I am beginning to understand the significant of the last number in the count. I can recognise up to 2 objects without counting them individually. I compare quantities using 'more than' 'fewer than' in play. I experiment with recording quantities. I identify patterns around me and I explore 2D and 3D shapes using a range of shape names and related mathematical language. I combine shapes to make other shapes and I select shapes appropriately. I understand and use some positional language and I can recall some parts of a familiar route. I use 'long' and 'short' to compare length, 'tall' and 'short' to compare height, 'heavy' and 'light' to compare mass and 'full' and 'empty' to describe capacity. I can sequence a small number of familiar events. I understand the meaning of the word 'matching' and can explain how 2 objects are the same.</i>
	Milestone 3	<i>I recite numbers to 5 mostly in the right order and I can 'tag' using the stable order to 5. I count things that can't be seen. I can say how many there are after counting and know the last number I count is the total in the group. I am beginning to recognise up to 3 objects without counting them individually. I am beginning to compare quantities (up to 5 objects) using words such as 'more than, 'less than' and fewer. I am beginning to understand that addition is the combining of sets of objects. I can write some numbers from 0-5. I am beginning to create and extend ABAB patterns with shapes and numbers. I am beginning to recognise and describe some 2D (circle, rectangle, square, triangle) and some 3D (cube, cuboid, cylinder, cone and sphere) shapes. I am starting to use more positional vocabulary. I describe a familiar route using directional language. I am beginning to order items by length and weight using non-standard measures using the correct vocabulary. I can select objects and pictures which are the same from a small group and think of a way to sort objects into 2 groups.</i>
Reception	Milestone 4	<i>I recite numbers to 5 from different starting points. I understand when counting that numbers are said in a certain order. I can say one number for each item in order to 5. I can count out a smaller number from a larger group knowing when to stop. I can link the number symbol with its cardinal value to 5. I can sometimes recognise amounts that have been rearranged and is beginning to generalise that, if nothing has been added or taken away, then the amount is the same. I can quickly recognise up to 3 objects without having to count them individually and I am beginning to recognise up to 5 objects without having to count them individually with some accuracy. I can compare quantities of objects of different sizes - 'more than'. 'less than' 'fewer' and 'the same as' 'equal (up to 5 objects). I can find 1 more and 1 less from a given number (within 5) and is beginning to understand the '1 more than/1 less than' relationship between sequential numbers. I understand the composition of numbers 2,3 and I can partitions sets of up to 3 objects using a part-part whole model. I can write numbers 0-5 mostly accurately. I can copy, continue and re-create repeated patterns using shapes and numbers (ABAB) and attempt more challenging patterns (ABBC). I can spot patterns in the environment and I am beginning to be able to describe the pattern rule. I can recognise and describe some 2D shapes and explore and describe how many corners and sides 2D shapes have. I can plan to make models, selecting blocks needed and visualising what I will build. I use positional vocabulary such as 'in between', 'over', 'above', 'beneath' and 'besides' and ordinal numbers to describe position in a line. I can order two/three items by height and capacity using non-standard measures, using words like 'tallest, shortest' and 'full, empty, half full/empty'. I can order and sequence events using everyday language related to time. I can select objects and pictures from a group that are the same and thinks of different ways to sort groups of objects and pictures based on their similar properties. I can explain the 'rule' I have created to sort objects.</i>
	Milestone 5	<i>I am mostly accurate reciting numbers to 10, from different starting points. I am more confident counting, including crossing boundaries 9/10. I can count things that cannot be moved, such as birds at the bird table and say how many there might be, before counting and count to check (sets up to 10). I can link the number symbol (numeral) with its cardinal number value – to 10 and I can recognise amounts that have been rearranged still have the same amount. I understand that zero (the number name and number symbol) represents nothing. I can recognise up to 5 objects without having to count them individually with some accuracy. I mostly understand the composition of numbers 2,3,4 and 5 and I can partition sets of up to 5 objects using a part-part whole model- with</i>

		<p><i>support. I can compare quantities of objects arranged in different ways - 'more than' 'less than' 'fewer' 'the same as' 'equal to', (up to 10 objects). I understand that addition is the combining of sets of objects. I am beginning to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" "-". I can write numbers 0-10 with some accurately and I can recall number bonds to 5 and some number bonds to 10.</i></p> <p><i>With increasing independence, I can continue and copy repeating patterns, spotting errors and I am starting to talk about patterns of numbers within 10. I can recognise and describe some 3D shapes: cube, cuboid, cylinder, cone, sphere. I am beginning to use language such as faces, vertices, edges to describe 3D shapes. I am starting to use a range of non-standard units for measuring making sensible choices depending on what is being measured. This is with support of an adult. I can solve some problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. I can make pairs and understands that pairs are two.</i></p>
	Milestone 6 including ELG	<p><i>I can confidently recite numbers to 10, from different starting points, in the right order and recognise the pattern when I am counting. I can count, including crossing boundaries 9/10. I can count things that cannot be moved, such as birds at the bird table and say how many there might be, before counting and count to check (sets up to 10). I can link the number symbol (numeral) with its cardinal number value – to 10 and I can recognise amounts that have been rearranged still have the same amount, almost all accurately. I understand that zero (the number name and number symbol) represents nothing. I can recognise up to 5 objects accurately without having to count them individually. I understand the composition of numbers 2,3,4 and 5 and I can partition sets of up to 5 objects using a part-part whole model. I can compare quantities of objects arranged in different ways - 'more than' 'less than' 'fewer' 'the same as' 'equal to', (up to 10 objects). I understand that addition is the combining of sets of objects. I am becoming more confident exploring and working out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" "-". I can write numbers 0-10 mostly accurately and I can recall number bonds to 5 and most number bonds to 10.</i></p> <p><i>I can continue, copy and create repeating patterns, spotting errors and I can talk about patterns of numbers within 10. I can recognise and describe 3D shapes: cube, cuboid, cylinder, cone, sphere and explore which shapes will roll and which will slide and is beginning to explain why using the vocabulary 'curved' and 'flat'. I am beginning to use language such as faces, vertices, edges to describe 3D shapes. I can use a range of non-standard units for measuring making sensible choices depending on what is being measured e.g. cubes, wooden planks, small/large balances, spoons, buckets. I am beginning to experience measuring time with timers and calendars. I solve problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. I can make pairs and understands that pairs are two. I can arrange small quantities into pairs and recognises when quantities have an odd one left over with no partner.</i></p> <p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding the World

Past and Present

Nursery	Milestone 1	<i>I understand 'today' and 'yesterday'. I use past tense verbs, mainly accurately, in talk. I know my name, where I live and who I live with. I am interested in the jobs of some people I know. I am interested in characters in stories and rhymes.</i>
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	Milestone 2	<i>I know the days of the week and I understand 'tomorrow'. I use the past tense to talk about what has happened. I talk about who/what is special to me. I show interest in different jobs. I like to find out about people in non-fiction texts.</i>
	Milestone 3	<i>I know the seasons of the year. I understand 'before' and 'after'. I talk about some members of my family. I know about a wide range of jobs. I comment on people and events in books.</i>
Reception	Milestone 4	<i>I know the order of the days of the week and that they repeat. I know 'then' and 'now'. I am starting to use my own experiences to compare with what I find out about the past, including from books. I can sequence family members, explaining who they are. I know the role of the emergency services and how to call for help. I am starting to compare and contrast settings, events or characters from the past, including those I have met in books.</i>
	Milestone 5	<i>I know the order of the seasons and that they repeat. I use ordering language. I use my own experiences to compare with what I find out about the past. I explain key differences in what family members can/can't do. I can describe some family memories. I identify similarities/differences in jobs and I understand wider roles in society. I compare and contrast settings, events or characters from the past, that I have met in book.</i>
	Milestone 6 including ELG	<p><i>I can talk about a sequence of events relevant to me. I am able to sequence stories. I can identify similarities and differences between things in the past and now, drawing on my experiences and books read in class. I notice and celebrate things I can do now that I could not do before. I talk about my aspirations.</i></p> <p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling

Understanding the World

People, Culture and Communities

Nursery	Milestone 1	<i>I am beginning to explore simple maps in my play. I talk about what I see at school or home. In play, I imitate actions and events from my own family/cultural background. I enjoy joining in with family customs and routines. I know about special events, festivals, places of worship relevant in my own life.</i>
	Milestone 2	<i>I know what a map is used for. I know I live in Coventry, England. I talk about what I see in my environment. I am beginning to know that I have similarities/differences compared to others. I am beginning to understand there are differences in what people believe, I know about some places of worship, and some festivals.</i>
	Milestone 3	<i>I can identify some features on a map. I can understand simple differences between where I live and another place, using observation, discussion and books. I talk about significant events in my own experience. I am developing positive attitudes about differences between people. I know there are differences in where people worship and that people celebrate special days.</i>
Reception	Milestone 4	<i>I can identify a range of features on a map. I understand differences between where I live and another UK area. I can explain how life may be different for children living elsewhere. I know some of the things that make me unique. I can talk about some similarities and differences in relation to friends and family. I can say what might happen on some special days. I can name some places of worship.</i>
	Milestone 5	<i>I use a map to find features in 'real life'. I identify similarities/differences between where I live and homes/schools in other countries and I can compare life for children in different countries. I can talk about past and present events in my life and in those of family members. I show positive attitudes about differences between people. I join in with celebrations and can recall what happened last year at that time.</i>

	Milestone 6 including ELG	<p><i>I can explain, in simple terms, the difference between human and physical features on maps. I can use a range of ways to find out about life in the UK compared with other countries and articulate these. I know that other children do not always enjoy the same things as me, and I know about similarities and differences between myself and others. I can talk about what others celebrate and understand that some special days repeat annually. I know why religious venues are special and who goes there.</i></p> <p>ELG: People, Cultures and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between religious and cultural communities, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps
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Understanding the World

The Natural World

Nursery	Milestone 1	<i>I use my senses to explore the natural environment and a range of materials around me. I know the names of some plants and animals. I am beginning to explore and talk about different forces I can feel</i>
	Milestone 2	<i>I explore the natural environment and I am beginning to identify some similarities/differences within it. I identify that things in nature change eg growing a seed. I explore and describe forces. I am beginning to understand changing states of matter eg freezing, melting</i>
	Milestone 3	<i>I explore the natural environment and can identify some similarities and differences within it. I can explain a life cycle. I know the key changes to nature in each season. I talk about the differences between materials and the changes I notice. I have explored floating and sinking</i>
Reception	Milestone 4	<i>I observe some features in the natural world and make drawings of them. I know what plants and animals need to survive and that organic things decay. I am beginning to understand my behaviour can impact on the environment. I know about natural processes, eg sound causing a vibration, a magnet attracting an object</i>
	Milestone 5	<i>I can talk about the features of my immediate environment and I recognise some environments are different to the one I live in. I observe features in the natural world in a contrasting environment, drawing what I see. I can talk about some different life cycles. I know about light casting a shadow</i>
	Milestone 6 including ELG	<p><i>I explore the natural world around me, making observations and drawing pictures of animals and plants. I know some similarities and differences between the natural world around me and contrasting environments. I understand the effect of changing seasons on the natural world</i></p> <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • 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 • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts and Design

Creating with Materials

Nursery	Milestone 1	<i>I can use tools and different media to make my own pieces of art. I can draw circles and lines and, sometimes, I give meaning to these marks. I am building the hand eye coordination to use malleable materials, stack and build with objects.</i>
	Milestone 2	<i>I can explore a range of media in some depth, including printing and respond with my own ideas to the work of other artists. My drawings include some detail e.g. I can draw a face with features. I communicate the meaning of marks when using a variety of resources.</i>
	Milestone 3	<i>My drawings are becoming more sophisticated and I can draw from memory. I can mix primary colours, print with a range of small shapes and manipulate malleable materials, to create my own patterns and designs. I notice when my work is similar/different to the art of others.</i>
Reception	Milestone 4	<i>I can mix primary colours to make secondary colours and show increasing detail in my work, self-correcting any mistakes. I can draw from my imagination, sometimes sharing ideas with peers and developing skills with them on a larger scale. I can construct a piece, using inspiration from other artists/designers, using my own choice of media and loose parts.</i>
	Milestone 5	<i>I can produce my own artwork using a range of media and materials. I can add light and shade to my work. I usually use a tripod grip. I can draw simple people, houses and landscapes, self-correcting mistakes. I can work collaboratively with others to design something I can give meaning to.</i>
	Milestone 6 including ELG	<p><i>I can colour match and select tools and materials to use in my painting. I can engage in collaborative art, inspired by the work of other artists. I sometimes edit and improve my work. I can draw a self-portrait, buildings, landscapes and animals, and include some detail. I can construct a collaborative piece with others, planning, discussing and reflecting on our work.</i></p> <p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories

Expressive Arts and Design

Being Imaginative and Expressive

Nursery	Milestone 1	<i>I like listening to, and moving to, music. I have increasing attention when watching performances. I am beginning to know some words when singing and I explore instruments. I can play independently with a range of small world resources</i>
	Milestone 2	<i>I regularly engage in small world play to develop stories as part of pretend play and role play. I notice what other children and adults do, mirroring what I have observed, adding variations and doing it spontaneously. I have explored instruments and can name some. I sing familiar songs and respond to music. I can sing in a small group and I can copy the actions when watching others perform. I am starting to learn about beating in time</i>
	Milestone 3	<i>With adult support, I can work with others to make more complex 'small worlds' and role play scenarios. I can use instruments to experiment to express my feelings and ideas. I can play a simple beat and sing in a group, trying to keep in time. I can share likes and dislikes about performances. I can use objects to represent something else in pretend play. With support, I am beginning to negotiate roles in play. I play alongside other children who are engaged in the same activity.</i>

Reception	Milestone 4	<i>I can name and explore a wide range of instruments and play in time to music. I represent some emotions in drawings of people e.g. happy, sad and I am starting to understand different emotions through music. I can sing in a group, matching pitch and following the melody. I am beginning to replicate short routines I have seen in dances and performances. I use first-hand experiences, props and learnt stories to develop storylines in my role play and small world play.</i>
	Milestone 5	<i>I can create simple music pieces with others, sometimes changing the tempo and dynamics. I can move differently to different sounds and I can talk about dance performances I have seen and respond through my own creative dance moves. I can sing calls and echo phrases sung to me. I use my own experiences and learnt stories, to develop storylines, sometimes working with others. I use my imagination to work with a range of props which are used flexibly, in my creative play</i>
	Milestone 6 including ELG	<p><i>I can write simple compositions using symbols, pictures, or patterns and I can express what I like and dislike about music I have heard. I can sing making pitch and following melody. Inspired by other dance artists, I can choreograph my own dance moves, sometimes working with others, and sometimes editing and improving my work. I engage with others in creative role play and small world play, which sometimes develops over time</i></p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt, and recount narratives and stories with peers and their teachers • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music