



## Progression

Whilst we pride ourselves on the flexibility of our curriculum, it is important to stress that it is underpinned by a rigorous and planned approach that lays out clear developmental markers, evident in our three progression documents:

### Progression of Vocabulary

In response to discussions with our staff, we have laid out how subject specific vocabulary develops as children move through the school. This has several impacts: it helps to further ensure that expectations for each stage of a child's progress through school is clear, as well as assisting subject leaders in evaluating subject areas with greater ease and accuracy. In addition, this also helps ensure that learning is pitched appropriately and that expectations remain consistent and high throughout the school.

### Progression of content

This sets out the development of skills and knowledge in each curriculum area—illustrating how these create a cumulative curriculum which builds on prior learning. Our curriculum is neither solely skills nor knowledge based, but a combination of the two and our content progression provides a comprehensive picture of content progression.

### Progression of Assessment

We mapped out the progression of assessment to clarify the development of learning milestones within our curriculum. As you will see in later sections of this book, the assessment process doesn't stand in isolation but is an integrated part of our curriculum as a key element of our curriculum design.





# Assessment Progression





## KEY ASSESSMENT PROGRESSION

**EYFS**

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

**YEAR 1**

I can show how people feel in paintings and drawings.  
I can use pencils to create lines of different thickness in drawings.

**YEAR 2**

I can suggest how artists have used colour, pattern and shape.  
I can mix paint to create all the secondary colours.

**YEAR 3**

I can use sketches to produce a final piece of art.  
I can use different grades of pencil to shade and to show different tones and textures.

**YEAR 4**

I can experiment with the styles used by other artists.  
I can use line, tone, shape and colour to represent figure and forms in movement.

**YEAR 5**

I can successfully use shading to create mood and feeling.  
I can research the work of an artist and use their work to replicate a style.

**YEAR 6**

I can use feedback to make amendments and improvement to my art.  
I can develop and use a sketchbook to develop technique and ideas.



# DANCE

## KEY ASSESSMENT PROGRESSION

**EYFS**

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

**YEAR 1**

I can perform my own dance moves.

**YEAR 2**

I can change rhythm, speed, level and direction in my dance.

**YEAR 3**

I can repeat, remember and perform phrases.

**YEAR 4**

I can use dance to communicate an idea.

**YEAR 5**

I can perform a dance to an accompaniment.

**YEAR 6**

I can develop sequences in a specific style.



# DRAMA

## KEY ASSESSMENT PROGRESSION

EYFS

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

YEAR 1

I can tell a story through drama or role-play.

YEAR 2

I can read a simple script.

YEAR 3

I can learn and follow a script.

YEAR 4

I can work with others to develop dramatic performances.

YEAR 5

I can write, understand and respond to stage direction.

YEAR 6

I can respond to others to improvise around a scrip and/or idea.



# MUSIC

## KEY ASSESSMENT PROGRESSION

EYFS

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

YEAR 1

I can use my voice to speak, sing and chant.  
I can repeat short rhythmic and melodic patterns.

YEAR 2

I can choose sounds which create an effect.  
I can make connections between notations and musical sounds.

YEAR 3

I can perform a simple part rhythmically.  
I can use notation to record and interpret sequences of pitches.

YEAR 4

I can sing a tune with expression.  
I can play clear notes on instruments.

YEAR 5

I can maintain my part whilst others are performing their part.  
I can compose music which meets specific criteria.

YEAR 6

I can sing in harmony confidently and accurately.  
I can record my compositions for later performance.



**EYFS**

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

**YEAR 1**

I speak clearly and confidently in front of people in my class.  
I listen carefully to the things other people have to say in a group.

**YEAR 2**

I can ask question to get more information and clarify meaning.  
I can retell a story using narrative language and linking words and phrases.

**YEAR 3**

I can sequence and communicate ideas in an organised and logical way, always using complete sentences.  
I can show that I have listened carefully because I make relevant comments.

**YEAR 4**

I ask questions to clarify or develop my understanding .  
I can present to an audience using appropriate intonation and volume so that the meaning is clear.

**YEAR 5**

I show that I understand the main points, including implied meanings in a discussion.  
I make contributions and ask questions that are responsive to others' ideas and views.

**YEAR 6**

I ask questions to develop ideas and take account of others' views.  
I engage listeners through choosing appropriate vocabulary and register that is matched to the context.





## Writing Key Skills

Common Exception Words	I, no, go, to, the, into, he, she, we, me, be, they, all, are, was, her, my, you, some, one, said, come, do, so, were, when, have, there, out, like, little, what
Conjunctions	and
Punctuation	capital letters, full stops, finger spaces
Grammatical Terms	Letter, capital letter, word, sentence, full stop



Writing Key Skills

Common Exception Words	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, three, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our
Conjunctions	and
Punctuation	capital letters, full stops, question marks, exclamation marks, finger spaces
Grammatical Terms	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark



# YEAR 2

## KEY ASSESSMENT PROGRESSION

### Writing Key Skills

Word List	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents
Homophones	there/their/they're here/hear, quite/quiet, see/sea bare/bear, one/won, sun/son to/too/two, be/bee, blue/blew, night/knight
Conjunctions	when, if, that, because, or, and, but, so
Suffixes	-ment, -ness, -ful, -less, -ly, -er, -est, -ed, -ing
Prefixes	Un-
Punctuation	capital letters, full stops, question marks, exclamation marks, commas, apostrophes
Grammatical Terminology	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma, contraction



# YEAR 3 KEY ASSESSMENT PROGRESSION

## Writing Key Skills

<p><b>Word List</b></p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>
<p><b>Homophones</b></p>	<p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>
<p><b>Conjunctions</b></p>	<p>when, before, after, while, so</p>
<p><b>Suffixes</b></p>	<p>-ing, -ed, -er, -ion, -ly</p>
<p><b>Prefixes</b></p>	<p>Un-, dis-, mis-, in-, il-, ir-</p>
<p><b>Punctuation</b></p>	<p>full stop, question mark, exclamation mark, comma, inverted commas, apostrophe</p>
<p><b>Grammatical Terminology</b></p>	<p>preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')</p>



# YEAR 4

## KEY ASSESSMENT PROGRESSION

### Writing Key Skills

Word List	accident(ally), actual(ly), address ,answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women
Homophones	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
Conjunctions	when, before, after, while, so, because
Suffixes	-ing, -er, -ed, -ous, -tion, -cian, -sion, -ssion
Prefixes	Super-, sub-, inter-, anti-, non-, auto-, pre-, de-, re-, in-, imp-, imm-
Punctuation	full stop, question mark, exclamation mark, comma, inverted commas, apostrophe, apostrophes to mark plural possession, Use of commas after fronted adverbials
Grammatical Terminology	determiner pronoun, possessive pronoun adverbial



# YEAR 5

## KEY ASSESSMENT PROGRESSION

### Writing Key Skills

<p><b>Word List</b></p>	<p>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</p>
<p><b>Homophones</b></p>	
<p><b>Modal Verbs</b></p>	<p>might, should, will, must</p>
<p><b>Suffixes</b></p>	<p>-fer, -ate, -ise, -ify, -ation, -ly, -ous</p>
<p><b>Prefixes</b></p>	<p>dis-, de-, mis-, over-, re-, in-, il-, im-, ir-, sub-, inter-, super-, anti-, auto</p>
<p><b>Punctuation</b></p>	<p>Brackets, commas, dashes</p>
<p><b>Grammatical Terminology</b></p>	<p>adjectives, adverb, ambiguity, bracket, cohesion, dash, modal verb, nouns, relative pronoun, relative clause, parenthesis, suffix, verbs</p>



### Writing Key Skills

<p><b>Word List</b></p>	<p>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</p>
<p><b>Homophones</b></p>	<p>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, draft/draught, desert/dessert, farther/further, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose, aisle/isle, aloud/allowed, affect/effect, altar/alter, ascent/assent,</p>
<p><b>Adverbials</b></p>	<p>On the other hand, in contrast, as a consequence</p>
<p><b>Suffixes</b></p>	<p>-en, -ify, -ate, -ness, -ity, -ility, -ial</p>
<p><b>Prefixes</b></p>	<p>Uni-, bi-, tri-, circ-, tele-, trans-, min-, mag-, multi-, tract-</p>
<p><b>Punctuation</b></p>	<p>semi-colon, colon and dash to mark the boundary between independent clauses colon to introduce a list and use of semi-colons within lists bullet points &amp; hyphens</p>
<p><b>Grammatical Terminology</b></p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>



## EYFS

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

## YEAR 1

I can use a map to understand and compare places.  
I can name some places that have meaning for me.  
I can explain the clothes that I would wear in hot and cold places.

## YEAR 2

I can describe the key features of a place.  
I can explain how an area has been spoilt or improved and give my reasons.  
I can compare types of map to help me look at different countries and continents.

## YEAR 3

I can use the correct geographical words to describe a place.  
I can use an atlas by using the index to find places.  
I can use grid references on a map.

## YEAR 4

I can carry out research to discover features of villages, towns or cities.  
I can locate key features of our global climate.  
I can collect and accurately measure information.

## YEAR 5

I can plan a journey to a place in another part of the world, taking account of distance and time.  
I can explain how a location fits its wider geography with reference features.  
I can use maps to help me answer questions.

## YEAR 6

I can use Ordnance Survey symbols and 6 figure grid references.  
I can use maps, aerial photographs, plans and e-resources to describe a locality  
I can describe how some places are similar and dissimilar in relation to their features.



### EYFS

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

### YEAR 1

I can use words and phrases like: old, new and a long time ago.  
I can explain how I have changed since I was born.  
I can ask and answer questions about old and new objects.

### YEAR 2

I can use words and phrases like: before, after, past, present, then and now.  
I can research the life of someone from the past using different sources of evidence.  
I can give examples of things that were different when my grandparents were children.

### YEAR 3

I can use research skills to find answers to specific historical questions.  
I can describe events from the past using dates when things happened.  
I can use a timeline within a specific period of history to set out the order of events.

### YEAR 4

I can explain how historic artefacts can be used to help build a picture of life in the past.  
I can plot events on a timeline using centuries.  
I can research two versions of an event and explain how they differ.

### YEAR 5

I can draw a timeline with different historical periods showing key events or lives.  
I can compare two or more historical periods; explaining change and constants.  
I can explain how a democracy works and its origins.

### YEAR 6

I can describe a key event from the past using a range of evidence from different sources.  
I can summarise events from a period of history, explaining their order of and what happened.  
I can identify and explain differences, similarities and changes between periods of history.



**EYFS**

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

**YEAR 1**

I can join in with songs and rhymes in other languages.

**YEAR 2**

I can join in with songs and rhymes.  
I can use set phrases.

**YEAR 3**

I can give a response using a short phrase.  
I can say what I like/dislike about a familiar topic.  
I can write a sentence on a familiar topic.

**YEAR 4**

I am starting to speak in sentences.  
I can explain the main points in a short passage.  
I can write 2-3 short sentences on a familiar topic.

**YEAR 5**

I can hold a simple conversation.  
I can write linked sentences.  
I can start to understand a short story.

**YEAR 6**

I can write a paragraph of 4-5 sentences.  
I can hold a simple conversation with at least 4 exchanges.  
I can use the context to work out unfamiliar words.



EYFS

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

YEAR 1

I can remember a religious story and talk about it.

YEAR 2

I can re-tell a religious story and say some things that people believe.

YEAR 3

I can describe what a believer might learn from a religious story

YEAR 4

I can make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives.

YEAR 5

I can suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions.

YEAR 6

I can say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity.



EYFS

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

YEAR 1

I am starting to express my feelings and am developing the ability to talk about them.

YEAR 2

I am starting to express my feelings and am developing the ability to talk about them.

YEAR 3

I am developing skills to express my feelings and the ability to talk about them.

YEAR 4

I am learning skills and strategies which will support me in challenging times.

YEAR 5

I know that friendship, caring, sharing, fairness, equality & love are important in building relationships.

YEAR 6

I am further developing skills and strategies which will support me in challenging times



EYFS

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

YEAR 1

I know that being active is a healthy way to be.

YEAR 2

I am aware of the role physical activity plays in keeping me healthy.

YEAR 3

I am learning to assess and manage risk, to protect myself and others...

YEAR 4

I know and demonstrate how to keep myself and others safe and how to respond in an emergency situation.

YEAR 5

I can assess and manage risk, to protect myself and others, and reduce the potential for harm...

YEAR 6

I know and can demonstrate how to travel safely.



EYFS

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

YEAR 1

I show respect for the rights of others.

YEAR 2

I show respect for the rights of others.

YEAR 3

I can improve and manage my learning and can help to encourage learning and confidence in others.

YEAR 4

I show respect for the rights of others.

YEAR 5

I contribute to making my school community one which is a welcoming place for all.

YEAR 6

I contribute to making my school community one which is a welcoming place for all.



## EYFS

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

## YEAR 1

I can throw and catch with both hands.  
I can throw and kick in different ways.  
I can roll, curl, travel and balance in different ways.

## YEAR 2

I can use hitting, kicking and/or rolling in a game.  
I can follow rules.  
I can plan and perform a sequence of movements.

## YEAR 3

I can throw and catch with control.  
I can adapt sequences to suit different types of apparatus and criteria.  
I can run at fast, medium and slow speeds; changing speed and direction.

## YEAR 4

I can work in a controlled way.  
I can throw and catch accurately.  
I can jump in different ways.

## YEAR 5

I can combine action, balance and shape.  
I can choose a tactic for defending and attacking.  
I can combine running and jumping.

## YEAR 6

I can play to agreed rules.  
I can link sequences to specific timings.  
I can demonstrate stamina.



# COMPUTING KEY ASSESSMENT PROGRESSION

EYFS

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

YEAR 1

I can create a series of instructions.  
I can use technology safely.  
I can create, store and retrieve digital content.

YEAR 2

I can test and amend a set of instructions.  
I can predict what the outcome of a simple program will be (logical reasoning).  
I can organise digital content.

YEAR 3

I can write programs that accomplish specific goals  
I can design and create content.  
I can present information digitally.

YEAR 4

I can experiment with variables to control models.  
I can make an accurate prediction and explain why I believe something will happen...  
I can collect and present data.

YEAR 5

I can use technology to control an external device.  
I can design algorithms that use repetition & 2-way selection.  
I can edit a film.

YEAR 6

I can use logical reasoning to detect errors in algorithms.  
I can explore 'what if' questions by planning different scenarios for controlled devices.  
I can use a range of technology for a specific project.



EYFS

Assessment areas for the Early Years Foundation Stage can be found within their curriculum overview documents and the relevant sections of Development Matters.

YEAR 1

I can cut safely.  
I can choose appropriate resources and tools.  
I can make a simple plan before making.

YEAR 2

I can think of an idea and plan what to do next.  
I can choose tools and materials and explain why I have chosen them.  
I can measure materials to use in a model or structure.

YEAR 3

I can prove that my design meets some set criteria.  
I can follow a step-by-step plan, choosing the right equipment and materials.  
I can work accurately to measure, make cuts and make holes.

YEAR 4

I can produce a plan and explain it.  
I can evaluate and suggest improvements for my designs.  
I can persevere and adapt my work when my original ideas do not work.

YEAR 5

I can produce a detailed, step-by-step plan.  
I can evaluate appearance and function against original criteria.  
I can use a range of tools and equipment competently.

YEAR 6

I can use market research to inform my plans and ideas.  
I show that I can test and evaluate my products.  
I can work within a budget.

