



The Sultan's School  
KG English Subjects Progression of Skills 2022-23



	KG 1	KG 2
Literacy	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>• Shows awareness of rhyme and alliteration.</li><li>• Listens to and joins in with stories and poems.</li><li>• Suggests how the story might end.</li><li>• Listens to stories with increasing attention and recall.</li><li>• Describes main story settings, events, and principal characters.</li><li>• Shows interest in illustrations and print in books and print in the environment.</li><li>• Recognises familiar words.</li><li>• Looks at books independently.</li><li>• Handles books carefully.</li><li>• Holds books the correct way up and turns pages.</li><li>• Knows English is read from left to right and top to bottom.</li><li>• Continues a rhyming string.</li><li>• Hears and says the initial sounds in words.</li><li>• Can segment the sounds in simple words and blend them together and knows which letter represents some of them.</li><li>• Begins to read words and simple sentences.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Sometimes gives meaning to marks as they draw and paint.</li><li>• Give meaning to marks they make as they draw, write and paint</li><li>• Writes name and other things.</li><li>• Hears and says initial sounds in words.</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li></ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>• Suggest how the story might end.</li><li>• Listens to stories with increasing attention and recall.</li><li>• Describes main story settings, events, and principal characters.</li><li>• Recognises familiar words.</li><li>• Holds books the correct way up and turns pages.</li><li>• Continues a rhyming string.</li><li>• Hears and says the initial sounds in words.</li><li>• Can segment the sounds in simple words and blend them together and knows which letter represents some of them.</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>• Begins to read words and simple sentences.</li><li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li><li>• Children read and understand simple sentences.</li><li>• They use phonic knowledge to decode regular words and read them aloud accurately.</li><li>• They also read some common irregular words.</li><li>• They demonstrate understanding when talking with others about what they have read.</li><li>• They can describe the main events in the simple stories they have read.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Give meaning to marks they make as they draw, write and paint.</li><li>• Hears and says initial sounds in words.</li><li>• Can segment the sounds in simple words and blend them together.</li><li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>• Writes on name and other things, such as labels/ captions.</li><li>• Attempts to write short sentences in meaningful context.</li><li>• Children can use their phonic to write words in ways which match their spoken sounds.</li><li>• They write simple sentences which they can read by themselves.</li><li>• They also write some irregular common words.</li></ul>



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Maths

**Number**

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Compares two groups of objects, saying when they have the same number.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Realises not only objects, but anything can be counted, including steps, claps, or jumps.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.

**Shape, Space & Measure**

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

**Number**

- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- Children estimate a number of objects and check quantities by counting up to 20.
- They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

**Shape, Space & Measure**

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and to describe shapes.
- Selects a particular named shape.
- Can describe their relative position, such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Measures short periods of time in simple ways.
- Orders and sequences familiar events.



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	<ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'flat' 2D shapes, and to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Orders two items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to recreate patterns</li> <li>• Measures short periods of time in simple ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• To recognise, create and describe patterns.</li> <li>• They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> <li>• Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</li> </ul>
<b>Understanding of the World</b>	<p><b>People &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>	<p><b>People &amp; Communities</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> <li>• Children talk about past and present events in their own lives and in the lives of family members.</li> <li>• They know about similarities and differences between themselves and others, and among families, communities, and traditions.</li> <li>• Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</li> <li>• They know that other children have different likes and dislikes and that they may be good at different things.</li> <li>• They understand that different people have different beliefs, attitudes, customs, and traditions and why it is important to treat them with respect.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• They make observations of animals and plants and explain why some things occur and talk about changes.</li> <li>• Children know that the environment and living things are influenced by human activity.</li> <li>• They can describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>• They know the properties of some materials and can suggest some of the purposes they are used for.</li> <li>• They are familiar with basic scientific concepts, such as floating, sinking, experimentation.</li> </ul>



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Communication & Language

**Listening and Attention**

- Recognises and responds to many familiar sounds.
- Listen to others one-to-one or in small groups.
- Listen to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention- Still listens or dos.
- Can follow directions.
- Maintains attention, concentrates, and sits quietly during appropriate activity.

**Understanding**

- Understands more complex sentences.
- Understands 'who', 'what', 'where' in simple questions.
- Developing understanding of simple concepts.
- Understands use of objects.
- Responds to simple instructions.
- Begin to understand 'why' and 'how' questions.
- Responds to instructions involving a two-part sequence.

**Speaking**

- Uses simple sentences.
- Can retell a simple past event in correct order.
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences.
- Questions why things happen and give explanations.
- Uses talk in pretending that objects stand for something else in play.
- Uses language to imagine and recreate roles and experiences in play situations.

**Listening and Attention**

- Listen to others one-to-one or in small groups.
- Focusing attention- Still listens or dos.
- Can follow directions.
- Maintains attention, concentrates and sits quietly during appropriate activities.
- Children listen attentively in a range of situations.
- Children listen to instructions and follow them accurately.

**Understanding**

- Responds to simple instructions.
- Begin to understand 'why' and 'how' questions.
- Responds to instructions (2-part sequence).
- Listens and responds to ideas expressed by others.
- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking**

- Can retell a simple past event in correct order.
- Uses talk in pretending that objects stand for something else in play.
- Uses language to imagine and recreate roles and experiences in play situations
- Uses language to organise, sequence and clarify thinking, ideas, feelings, and events.
- Children express themselves effectively, showing awareness of listeners needs.



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Expressive Arts & Design	<b>Exploring &amp; using Media &amp; Materials</b> <ul style="list-style-type: none"><li>• Joins in singing favourite songs.</li><li>• Creates sounds by banging, shaking, tapping, or blowing.</li><li>• Shows an interest in the way musical instruments sound.</li><li>• Experiments with blocks, colours, and mark.</li><li>• Sings a few familiar songs.</li><li>• Taps out simple repeated rhythms.</li><li>• Explores and learns how sounds can be changed.</li><li>• Uses various construction materials.</li><li>• Uses simple tools and techniques competently and appropriately.</li></ul> <b>Being Imaginative</b> <ul style="list-style-type: none"><li>• Beginning to make-believe by pretending.</li><li>• Engages in imaginative role play based on own first-hand experiences.</li><li>• Builds stories around toys.</li><li>• Plays alongside other children who are engaged in the same theme.</li></ul>	<b>Exploring &amp; using Media &amp; Materials</b> <ul style="list-style-type: none"><li>• Begins to build a repertoire of songs and dances.</li><li>• Uses simple tools and techniques competently and appropriately.</li><li>• They safely use and explore a variety of materials, tools and techniques.</li></ul> <b>Being Imaginative</b> <ul style="list-style-type: none"><li>• Plays alongside other children who are engaged in the same theme.</li><li>• Plays cooperatively as part of a group.</li><li>• They represent their own ideas, thoughts and feeling through design and technology, art, music, dance, role play, and stories.</li></ul>
Physical Development	<b>Moving and Handling</b> <ul style="list-style-type: none"><li>• Uses one-handed tools and equipment.</li><li>• Holds pencil between thumb and two fingers, no longer using whole hand grasp.</li><li>• Can copy some letters.</li><li>• Shows a preference for a dominant hand.</li><li>• Begins to form recognisable letters.</li><li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li></ul> <b>Health &amp; Self-Care</b> <ul style="list-style-type: none"><li>• Usually dry and clean during the day</li><li>• Shows understanding of how to transport and store equipment safely.</li></ul>	<b>Moving and Handling</b> <ul style="list-style-type: none"><li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li><li>• Shows a preference for a dominant hand.</li><li>• Begins to form recognisable letters.</li><li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li><li>• They handle equipment and tools effectively, including pencils for writing.</li><li>• They hold paper in position and use their preferred hand for writing, using a correct pencil grip.</li><li>• They are beginning to be able to write on lines and control letter size.</li></ul> <b>Health &amp; Self-Care</b> <ul style="list-style-type: none"><li>• Shows understanding of how to transport and store equipment safely.</li></ul>



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Personal, Social & Emotional Development.

- **Self-confidence & Self-Awareness**
- Expresses own preferences and interests.
- Can select and use activities and resources with help.
- Confident to talk to other children when playing and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Confident to speak to others about own needs, wants, interests and opinions.
- **Managing Feelings & Behaviour**
- Can express their own feelings, such as sad, happy, cross, scared, worried.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Responds to the feelings and wishes of others.
- Aware of boundaries set and of behavioural expectations in the setting.
- **Making relationships**
- Interested in others' play and starting to join in.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiates conversations and forms good relations with peers and familiar adults
- Initiates conversation attends to and takes account of what others say.

- **Self-confidence & Self-Awareness**
- Can select and use activities and resources with help.
- Shows confidence in asking adults for help.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their own activities.
- **Managing Feelings & Behaviour**
- Aware of boundaries set and of behavioural expectations in the setting.
- Begin to be able to negotiate and solve problems without aggression.
- They work as part of a group or class and understand and follow the rules.
- **Making relationships**
- Demonstrates friendly behaviour, initiates conversations and forms good relations with peers and familiar adults.
- Initiates conversation attends to and takes account of what others say.
- Children play cooperatively, taking turns with others.
- They take account of one another's ideas and how to organise their activity.
- They resolve minor disagreements through listening to each other to come up with a fair solution.