Caldecote Primary School
Happy, Healthy, High-Achieving

Reception Foundational Knowledge

Mathematics • Reading & Phonics • Writing • Communication & Language

This progression map identifies the foundational knowledge and skills to be explicitly taught across Reception. Learning is carefully sequenced, cumulative and regularly revisited so that children build securely on what they already know. The map may be adapted in response to the starting points and needs of individuals and groups.

Mathematics

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose	• **Match, Sort & Compare** • **Talk About Measure & Patterns**	• **It's Me 1, 2, 3** • **Circles & Triangles** • **1, 2, 3, 4, 5** • **Shapes with 4 Sides**	• **Alive in 5** • **Mass & Capacity** • **Growing 6, 7, 8** • **Length, Height & Time**	• **Building 9 & 10** • **Exploring 3D Shapes**	• **To 20 & Beyond** • **How Many Now?** • **Manipulate, Compose & Decompose**	• **Sharing & Grouping** • **Visualise, Build & Map** • **Make Connections**
Number	• Count objects, actions and sounds. • Develop subitising. • Match and sort objects. • Compare amounts.	• Represent, compare and compose 1–5. • Form numerals 1–5. • Find one more and one less. • Develop subitising.	• Understand zero. • Compare numbers to 5. • Compose 5. • Represent 6, 7 and 8. • Make pairs; explore doubles and combining groups.	• Represent and compose 7–10. • Combine groups. • Explore number bonds. • Develop recall of bonds to 5 and some to 10.	• Explore numbers beyond 10. • Count, subitise, match, compare and order. • Explore composition to 10 and beyond. • Recognise counting patterns.	• Add more and take away. • Develop recall of number bonds. • Explore doubling, sharing and grouping. • Recognise odd/even numbers and numerical patterns.
Shape, Space & Measure	• Compare size, mass and capacity. • Copy, continue and create simple patterns.	• Recognise circles and triangles. • Use positional language. • Explore four-sided shapes. • Develop understanding of time through routines.	• Compare mass and capacity. • Compare length and height. • Develop understanding of time.	• Recognise, describe and explore 3D shapes. • Continue and create patterns.	• Develop spatial reasoning. • Explore 3D shape. • Match, rotate, compose and manipulate shapes. • Explore more complex patterns.	• Develop spatial reasoning through visualising, building and mapping. • Explore patterns and relationships.

Communication & Language

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking & Listening	• Listen carefully and know why careful listening is important, including for safety and following instructions. • Understand and respond to why questions. • Learn new vocabulary through stories and experiences.	• Listen to stories with interest. • Understand and respond to simple questions about what has been heard. • Start and continue a conversation. • Describe some events with detail. • Use new vocabulary in different contexts.	• Listen carefully to rhymes, poems and songs. • Understand and respond to who, what, where, when and why questions. • Use talk to help resolve problems. • Understand and use a widening range of vocabulary.	• Listen to non-fiction books. • Talk about a range of stories and books. • Ask simple questions about what has been heard. • Listen to others and respond appropriately in conversation. • Use new vocabulary linked to non-fiction.	• Develop new knowledge through listening to books. • Ask questions about stories read aloud and texts read independently. • Hold back-and-forth conversations with peers and adults. • Use recently introduced vocabulary in discussion.	• Listen attentively in whole-class, small-group, peer and one-to-one discussions. • Ask a range of relevant questions in different discussion contexts. • Explain why things happen and use new vocabulary when doing so. • Speak in full sentences.

	• Express a point of view using words and actions. • Use longer sentences of around 4–6 words.	• Use simple sentences to share ideas.	• Link ideas using simple conjunctions such as and and because.	• Articulate ideas and thoughts in clear sentences.	• Use conjunctions to connect ideas in speech.	• Use conjunctions and past, present and future tenses when speaking.

Writing

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics & Spelling **Little Wandle**	• Use familiar letters to represent words and ideas.	• Hear sounds in words. • Use known graphemes. • Write words and short captions.	• Use known graphemes. • Use plausible phonetic spellings.	• Apply taught phonics increasingly independently. • Use plausible spellings for unfamiliar words.	• Apply phonics in sentences. • Use taught tricky words with increasing accuracy.	• Apply phonics independently in words/sentences. • Secure taught tricky words.
Oral Composition	• Talk about what marks and early writing mean.	• Talk about an idea. • Compose and rehearse a simple sentence orally.	• Say, hold and rehearse a sentence before writing.	• Compose, hold and rehearse sentences. • Check sentences make sense. • Begin to link ideas.	• Rehearse, check and orally improve sentences.	• Compose and rehearse sentences. • Organise ideas logically. • Improve before recording.
Composition & Purpose	• Know writing communicates meaning. • Write names, labels/simple messages. • Make purposeful marks.	• Write words and short captions for a purpose.	• Write for a simple purpose. • Begin longer pieces.	• Maintain meaning across a short piece.	• Write more than one sentence. • Write labels, lists, captions, simple stories/recounts.	• Write sentences, recounts, stories, messages and descriptions for different purposes.
Spacing & Punctuation	• Develop control of marks and letter forms.	• Continue developing correct letter formation.	• Form recognisable letters. • Know spaces separate words. • Begin finger spaces.	• Use spacing increasingly consistently. • Form letters clearly.	• Know sentences start with capitals and end with full stops. • Use capitals, full stops and spaces increasingly independently.	• Consolidate capitals, full stops and spaces between words.
Independence & Editing	• Attempt short pieces independently. • Develop confidence recording ideas.	• Write beyond individual words with increasing confidence.	• Sustain writing for increasing periods. • Apply phonics increasingly independently.	• Record ideas independently. • Sustain longer pieces.	• Re-read to check meaning. • Make simple corrections/improvements.	• Re-read and improve writing independently. • Sustain writing for longer periods.

Handwriting

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Wandle Handwriting	• Practise patterns and pre-writing movements.	• Curly: c a d g o q e s f • Long: l i t j u y • Bouncy: m n r b p h • Zig-zag: v w x z k	• Begin capital letter formation.	• Capital letters: Cc Aa Dd Gg Oo Qq Ee Ss Ff Ll Ii Tt Jj Uu Yy Mm Nn Rr Bb Pp Hh Vv Ww Xx Zz Kk	• Digraphs/trigraphs: ff ll ss zz ck qu ch sh th ng nk ai	• Continue: ee igh oa oo ar or ur ow oi ear air er. • Consolidate accurate letter formation.

Reading & Phonics

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics & Word Reading **Little Wandle**	• Hear sounds and rhymes. • Hear initial sounds. • Orally blend. • Recognise taught Phase 2 GPCs. • Blend simple words using taught phonemes.	• Recall Phase 2 GPCs. • Blend phonemes to read words. • Read newly taught Phase 2 digraphs. • Read -s representing /s/ and /z/.	• Recall Phase 2. • Recognise Phase 3 GPCs. • Blend words, phrases and simple sentences. • Generate rhyming words. • Read double-letter and longer words.	• Secure Phase 2/3 GPCs. • Read words with 2+ digraphs. • Read longer/compound words. • Develop fluency. • Read 2+ digraphs, -ing, -s and -es.	• Recall Phase 2/3 GPCs. • Read Phase 4 adjacent-consonant words. • Read longer/compound words. • Read CVCC, CCVC, CCVCC, CCCVC, CCCVCC. • Read -ing, -ed, -est.	• Secure Phase 2/3/4 knowledge. • Read Phase 3 long-vowel GPCs with adjacent consonants. • Develop accuracy and fluency. • Read longer words. • Read -ing, -ed, -er and -est.
Tricky Words	• is, I, the	• put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	• was, you, they, my, by, all, are, sure, pure	• Recall and read taught Phase 2/3 tricky words.	• said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	• Secure all taught tricky words within phrases and sentences.
Print & Book Knowledge	• Know print carries meaning. • Handle books correctly. • Recognise own name. • Notice environmental print.	• Know English print is read left to right and top to bottom.	• Recognise signs, labels and logos. • Look back in text for information with support.	• Apply established print conventions when reading.	• Track print accurately left to right.	• Know front cover, back cover, title and pages.
Comprehension	• Use pictures to understand. • Ask/answer simple questions. • Talk about key events. • Predict and sequence with support.	• Talk about familiar stories. • Answer questions. • Use illustrations. • Learn/use new vocabulary.	• Ask relevant questions. • Find information with support. • Discuss likes/dislikes. • Notice unfamiliar words. • Retell and sequence.	• Infer characters' feelings from clues. • Predict using story/personal experience. • Retell in own words.	• Identify characters, events and key information. • Explain in own words. • Infer and justify predictions. • Sequence and retell.	• Answer questions across texts. • Discuss and justify ideas. • Infer from clues. • Predict with evidence. • Distinguish fiction/non-fiction.

End-of-Reception Outcomes

The progression above builds towards the statutory Early Learning Goals at the end of Reception.

Area	End-of-Reception outcome
Mathematics: Number	• Have a deep understanding of number to 10, including the composition of each number. • Subitise quantities up to 5. • Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.
Mathematics: Numerical Patterns	• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and equal distribution.
Literacy: Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with phonic knowledge by sound-blending. • Read aloud simple sentences and books consistent with phonic knowledge, including some common exception words.
Literacy: Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds and representing them with a letter or letters. • Write simple phrases and sentences that can be read by others.
Communication & Language: Listening, Attention and Understanding	• Listen attentively and respond with relevant questions, comments and actions. • Make comments and ask questions to clarify understanding. • Hold conversation in back-and-forth exchanges with teachers and peers.
Communication & Language: Speaking	• Participate in small-group, class and one-to-one discussions, offering ideas and using recently introduced vocabulary. • Offer explanations for why things might happen, using recently introduced vocabulary where appropriate. • Express ideas and feelings using full sentences, including past, present and future tenses and conjunctions, with modelling and support.