



Progression from Nursery to Reception

Progression of knowledge - St Mary's Curriculum

In order to ensure full coverage of our St. Mary's objectives, many St. Mary's objectives will be covered twice during a pupil's time in the Early Years; once in Nursery and a second time in Reception. This is to allow retrieval opportunities and to ensure the knowledge is embedded and solid foundations are laid ahead of KS1. This also allows children who did not attend our Nursery but join us for their Reception year to have the same knowledge and opportunities as their peers. How these objectives are covered will be decided upon by the class teacher each year for the majority of objectives, following the children's interests and ability.

Progression of skills

At St. Mary's, we use a variety of strategies and approaches to ensure there is progression of skills between our Nursery and Reception children. The main way we differentiate our provision for our cohorts and develop these skills at the appropriate level for each child is through the interactions with practitioners.

The key strategies and approaches used to differentiate our provision are outlined in this document.

Progress Towards the ELGs (Clive Davies)

Progress Towards the ELGs is a publication based on the Early Years Framework (2021) and is supplemented by other information on child development to outline how children progress through Nursery and Reception to achieve the ELGs at the end of their Reception year. Each Area of Learning is broken down into *Progress Through Nursery*, *Progress Through Reception* and *Progress Beyond Reception*. *Progress Through Nursery* is broken down into four stages; Stage 1, Stage 2, Stage 3 and Stage 4. *Progress Through Reception* is also broken down into four stages, which are the expectations for; End of Nursery, End of Autumn Term, End of Spring Term and Early Learning Goal. The *Progress Beyond Reception* is designed to support Reception staff in preparing their children for the Year 1 expectations as best they can. At St. Mary's, we use this document to inform our assessment and it can also be used to inform practitioners of the children's next steps. The ease of steps allows all Early Years Practitioners to understand where our Nursery and Reception pupils should be in their learning and adapt their interactions and necessary to reach this.

Blank's Levels of Questioning (Dr Marion Blank)

Blank's Levels of Questioning are four levels of questioning developed on the basis that children learn through social communication and progress through concrete ideas to more abstract ideas as they get older. At St. Mary's, we use these levels to inform us of the suggested questions we could use for our children within each age bracket, throughout Nursery and Reception.



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The levels are loosely matched to ages of development to provide a guide to Practitioners on what age they can be use with. At St. Mary's, we recognise there are some Nursery aged children who will be ready to be extended to a level higher than their chronological age. Equally, there will be some Reception children who need to further support accessing Levels 1 and 2, before they are ready to move onto the higher levels. We use these ages purely as a guide, and use our knowledge of the children to inform which level is appropriate for each child.

The Levels are:

1. Naming (Matching perception) – 3-years old.

This level of questioning can be used for our youngest Nursery children (those who are in their N1 year, and the Summer born children in their N2 year)

E.g.

- Find one like this
- What can you hear?
- What is this?
- What is X doing?

2. Describing (Selective Analysis of Perception) – 4-years old.

This level of questioning can be used for our oldest Nursery children (those who are Autumn or Spring born, in their N2 year) and our youngest Reception children (late Spring and Summer born children)

E.g.

- What happened?
- How are these different?
- Who/what/where is X? (remembering information)
- Tell me something that is a type of X. (naming an object from a category).

3. Retelling (Reordering perception) – 4.5-years old

This level of questioning can be used for our older Nursery children in the Summer term (those who are Autumn born, in their N2 year) and our Reception children in the Spring term (for Autumn born) and Summer term (for Spring born)

E.g.

- What will happen next?
- What is a X? (Defining)
- Find the things that are not X.
- What could he say? (Assuming the role of another person; inferencing)
- How are these the same? (Identifying similarities)

4. Justifying (Reasoning about Perception) – 5-years old

This level of questioning can be used for our oldest Reception children.

E.g.

- What will happen if...? (Predicting)
- Why did...? (Justifying the cause)



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How can we tell ...? (Explaining observations)

What could X do/use? (Finding solutions)

Why can't we...? (Explaining obstacles to solutions).

Launchpad for Literacy (Kirstie Page)

Launchpad for Literacy is Framework created to support Early Years Practitioners ensure their children are ready for KS1 learning. The Framework is split into 9 overarching skills and split into 3 stages of development; *At First*, *Systematic Preparation* and *Moving On*. The Framework does not attach ages to each stage, but Kirstie explains that loosely *At First* is for children in early infancy and toddlerhood, *Systematic Preparation* is for Nursery aged children and *Moving On* is for Reception children. At St. Mary's, we use this Framework to underpin as approaches to provision and provides us with the knowledge needed to identify those small next steps for each child. This ensures progression as we are able to see the full journey through these skills, from the start of their time with us until they begin in KS1.

ShREC Approach (EEF)

By the nature of its design, the ShREC approach will be attuned to the level of the child you are interacting with, as the "expand" stage is designed to give children the language or skills just above where they are currently working. In partnership with Progress Towards the ELGs, Blanks Levels of Questioning and Launchpad for Literacy, this approach ensures that practitioners are extending children to their individual next step of learning.

