

| Year group    | Areas                                                                                                                                  |                                                                                                                   |                                                                                                                                    |                                                                                                                                |                                                                                                                                   |                                                                                                                        |                                                                                                                                   |
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|               | Speech, Language & Communication                                                                                                       | Early Reading                                                                                                     | Early Maths                                                                                                                        | Early Writing                                                                                                                  | Executive Function                                                                                                                |                                                                                                                        |                                                                                                                                   |
|               |                                                                                                                                        |                                                                                                                   |                                                                                                                                    |                                                                                                                                | Working Memory                                                                                                                    | Inhibitory Control                                                                                                     | Cognitive Flexibility                                                                                                             |
| <b>EYFS</b>   | Listens and responds; follows instructions; develops vocabulary; speaks in sentences; engages in conversations; retells stories/events | Develops phonological awareness; recognises sounds/GPCs; blends; reads familiar words; enjoys and discusses books | Counts; subitises; recognises numerals; compares quantities; understands one more/less; explores shape, space, measure and pattern | Develops fine-motor control; makes meaningful marks; writes name/letters; applies phonics to spelling; writes simple sentences | Holds simple information in mind; remembers instructions; recalls rules/routines; remembers what they need to do next             | Waits and takes turns; stops when asked; controls impulses; follows simple rules; waits for an appropriate time to act | Changes activity with support; tries another way when something doesn't work; accepts changes to routines; considers another idea |
| <b>Year 1</b> | Follows 2–3 step instructions; communicates ideas; develops vocabulary; asks and answers questions                                     | Secure taught GPCs; blends/segments; reads decodable words; common exception words; developing fluency            | Numbers to 100; counting; number bonds within 10; addition/subtraction; place value; shape and measure                             | Correct letter formation; phonics spelling; dictated sentences; capitals, spaces and full stops                                | Remembers multi-step instructions; retains sounds, words and number facts; recalls information while completing a task            | Sustains attention; waits turn; resists distractions; stops and thinks before acting; follows classroom rules          | Switches between activities; adapts when instructions change; tries alternative strategies; accepts different solutions           |
| <b>Year 2</b> | Expresses ideas clearly; uses precise vocabulary; listens/responds; explains thinking; asks relevant questions                         | Automatic word reading; fluency; vocabulary; retrieval; prediction; simple inference                              | Number facts within 20; place value to 100; 2, 5 and 10 multiplication; calculations; reasoning                                    | Spelling patterns; fluent handwriting; grammatical sentences; punctuation; develops ideas                                      | Holds several pieces of information in mind; follows multi-step instructions; recalls prior learning; remembers task expectations | Maintains focus; manages impulses; waits appropriately; checks before acting; manages distractions                     | Changes strategy when stuck; moves between tasks; considers different methods; copes with changes to routines                     |

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| <b>Year 3</b> | Wider vocabulary; sequences ideas; listens/responds; gives reasons and explanations                                 | Accurate and fluent reading; unfamiliar words; increasingly complex texts; vocabulary and comprehension      | Place value; 3, 4 and 8 times tables; mental/written calculation; fractions; reasoning                              | Spelling rules/patterns; fluent handwriting; paragraphs; punctuation; sentence development                  | Retains and applies prior learning; remembers sequences/instructions; holds information while solving problems            | Maintains concentration; resists distractions; pauses before responding; manages impulses during learning               | Adapts strategies; transfers learning to new contexts; copes with changes; considers alternative approaches                           |
| <b>Year 4</b> | Confident discussion; builds on others' ideas; precise language; explains and justifies                             | Fluent reading with expression; fiction/non-fiction/poetry; retrieval, inference, prediction and explanation | Larger numbers; $12 \times 12$ facts; efficient calculation; fractions; reasoning/problem-solving                   | Complex vocabulary; fluent writing; varied sentence structures; accurate punctuation; coherent paragraphs   | Holds increasingly complex information in mind; remembers sequences; applies several pieces of information simultaneously | Sustains attention for longer; manages distractions; controls responses; checks before acting                           | Switches between tasks/approaches; adapts to new information; considers different perspectives; changes strategy                      |
| <b>Year 5</b> | Clear/confident communication; adapts language/register; explains, justifies and evaluates                          | Complex texts; vocabulary; retrieval/inference; comparison/evaluation; independent reading                   | Multiplication/division facts; place value; efficient methods; fractions, decimals and percentages; reasoning       | Independent spelling; fluent/accurate writing; cohesion; vocabulary and sentence structures for effect      | Retains information over longer periods; remembers and applies prior learning; manages several steps independently        | Sustains concentration; manages impulses and distractions; delays responses; self-monitors behaviour                    | Adapts plans; transfers knowledge; responds to unexpected changes; evaluates alternative approaches                                   |
| <b>Year 6</b> | Confident/effective communication; logical structure; adapts to audience/purpose; listens and responds thoughtfully | Fluent, confident and independent; implicit meaning; vocabulary/authorial choices; comparison/evaluation     | Secure number facts; efficient calculation; flexible application; fractions/decimals/percentages; complex reasoning | Fluent, accurate, independent writing; secure spelling/grammar/punctuation; controls style and organisation | Independently retains, manipulates and applies complex information; manages multiple instructions and ideas               | Independently manages distractions and impulses; pauses and evaluates before acting; sustains attention; self-regulates | Flexibly changes strategy; adapts to new demands; transfers learning; considers different perspectives; responds positively to change |