

A Reception Reader

- I can say a sound for each letter in the alphabet and at least 10 digraphs.
- I can read words consistent with my phonic knowledge by sound-blending.
- I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
- I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.
- I can anticipate key events in stories.
- I can understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

What can I do to help my child?

- Read books with your child and talk about the story, the poems or the information in them.
What parts of the book have they enjoyed the most and why?
- Allow your child to read at their own pace and encourage them to re-read their favourite stories. This will help to begin recognising familiar letters and words.
- Remember that reading isn't just about books—make the most of shop and street signs when you are out and about. Why not ask your child to find out what a DVD is about by reading the back of the box.



A Reception Writer

- I can use my phonic knowledge to write simple sentences which can be read by myself and others.
- I can write my name with the correct capital and lower case letters.
- I can use a correct pencil grip.
- I can use the correct letter formation for all letters.

What can I do to help my child?

- Encourage your child to want to write. Let them use crayons, pencils, felt-tips and paints to make patterns and pictures.
- Write down a story your child tells you—they will learn through what they see. Get them to suggest words and phrases.
- Find lots of opportunities to write together—make lists before you go shopping, and write letters to friends and family. Help them to make their own books, posters or labels for things in their room.



A Reception Speaker

- I know not to interrupt when someone else is saying something.
- I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.
- I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- I can express my ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult.

A Reception Mathematician

- I can develop a deeper understanding of number to 10, including the composition of each number;
- I can subitise (recognise quantities without counting) up to 5.
- I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)
- I can recall some number bonds to 10, including double facts.
- I can verbally count beyond 20, recognising the pattern of the counting system;
- I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

What can I do to help my child?

- Find lots of opportunities to count objects and spot numbers when you are out and about.
- Spot and discuss number quantities/patterns on dominos or dice.
- Draw attention to mathematical features such as shapes; ideas such as underneath, inside, behind.
- Encourage children to compare groups of items, using language more or less.
- Talk about numbers and their sequence.



End of Year Expectations For Reception

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the **minimum requirements your child must meet in order to ensure continued progress throughout the following year.** All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

Thank you for your continued support.