End of Year Expectations for Reception

This guide is for parents to help support us in the journey through Reception towards the Early Learning Goals. This is purely a guide and it’s always important to remember that all of our children are individual and learn at different rates. Our role together is to put them on the right path.

Maths

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| **Counting & ordering**  | Count reliably to 20. Order numbers 1-20.  |
| **Numbers & more/less**  | Say 1 more and 1 less to 20.   |
| **Calculations** **+/-**  | Add & subtract 2 single digit numbers. Count on/back to find the answer.  |
| **Shape, space and Measures**  | Use everyday language to talk about size, shape, weight, capacity, position and distance. Use mathematical language to talk about and describe 2D and 3D shapes.  |

Reading

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| **Decoding/ Phonics**  | Read some common irregular words. Use phonic knowledge to decide regular words & read aloud accurately.   |
| **Patterns and Rhymes**  | Identify rhymes and alliteration. Join in with rhyming patterns.   |
| **Comprehension and** **Understanding**  | Read & understand simple sentences. Demonstrate understanding when talking with others about what they have read.  |
| **Prediction, inference & deduction**  | Make basic predictions.  |
| **Research**  | Identify start and end of a sentence.   |

Writing

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| **Sentence & text structure**  | Write simple sentences which can be read by themselves & others.  |
| **Punctuation**  | Use capital letters and full stops to demarcate sentences.   |
| **Paragraphing**  | Write demarcated sentences.   |
| **Handwriting**  | Use correct pencil grip. Use correct letter formation for familiar words.   |

As learners we will…

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| **Self Managers**  | Ask for help when needed. Choose and use equipment independently. Have a go even when something is difficult. Set a simple target or goal. Tell when someone is feeling sad. Stop and think before acting.  |
| **Effective** **Participators**  | Recognise when they need to talk to someone about their feelings. Listen to the point of view of others. Listen carefully to instructions and follow them.  |
| **Resourceful Thinkers**  | Think of own ideas once given a starting point. Play, observe and experiment to find things out. Have a go at something new. Suggest ways to solve a problem.  |
| **Reflective Learners**  | Know and understand what they do well. Tell others why they enjoy a task. Tell someone what they have learnt. Try something different if previous action has not worked.  |
| **Independent Enquirers**  | Ask questions about learning and tasks. Share opinions and explain their thinking. Show curiosity about new things. Use ‘how’ and ‘why’ when trying to find things out.  |
| **Team Workers**  | Work in a group, share and take turns. Engage in collaborative tasks. Prepared to listen to the ideas of others. Confident to share ideas with others.  |

We look forward to our journey together!