



# End of Year Expectations for Reception

## Reading

### Reading Words

1. Can segment the sounds in simple words and blend them together
2. Link sounds to letters, naming and sounding the letters of the alphabet.
3. Read words that can be decoded and simple sentences.
4. Use phonic knowledge to decode regular words and read them aloud accurately.
5. Read some common irregular words (tricky words).
6. Demonstrate understanding when talking with others about what they have read.

### Finding and understanding facts

1. Knows that information can be retrieved from books and computers.

### Writer's choice of language

1. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

### Readers' opinions

1. Enjoys an increasing range of books.

### Oral retelling and performance

1. Are aware of the way stories are structured.
2. Suggests how the story might end.
3. Listens to stories with increasing attention and recall
4. Describes main story settings, events and principal characters.

# Writing

By the end of the Reception Year, children should be able to:

- Write three or more simple statements on a given subject that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate. There may be no full stops (or there may be one or more in the wrong places) and use of capitals and lower case letters may not be fully established.

## Transcription and handwriting

1. Can write their own name.
2. Can hold and use a pencil effectively.
3. Can spell some of the words from the Year R High Frequency Word List.
4. Can spell CVC (consonant, vowel, consonant) words (e.g. sit, bag, cat) usually correctly.
5. Speaking in clearly defined statements or sentences.
6. Can say what they want to write, holding the sentence in their head whilst writing.
7. Can spell many common, single syllable words correctly in writing, including most of the Year r High Frequency Word list and the Early Years Outcomes.
8. Can write three or more simple statements on a given subject that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate.

## Vocabulary, grammar and punctuation

1. Begins to use simple punctuation (full stops and capital letters).
2. Actively engages in talk time sessions, learning new words and using them in the correct context.
3. Uses the wow word of the week to expand vocabulary

## Composition

1. Speaking in clearly defined statements or sentences.
2. Can say what they want to write, holding the sentence in their head whilst writing.
3. Can write three or more simple statements on a given subject that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate.

# Mathematics

## Number and Place Value

1. Count to at least 20.
2. Count reliably up to 20 objects.
3. Order numbers 1-20.
4. Say numbers one more/less than a given number independently.

## Addition and subtraction

1. Add and subtract two single digit numbers using quantities and objects.
2. Count on and back to find an answer.
3. Use language related to addition and subtraction in their play.

## Multiplication and division

1. Solve problems by doubling, halving and sharing with practical resources.

## Fractions

1. Explore halving using a range of resources.

## Measurement

1. Use everyday language to talk about size, weight, capacity, position, distance, time and money.
2. Compare quantities and objects.

## Geometry: Properties of shapes

1. Describe and identify 2D and 3D shapes

## Geometry: Position and Direction

1. Use everyday language to talk about position and distance