



End of Year Expectations for Reception

(Maths, Reading, Writing & Science)

This booklet provides information for parents and carers on the end of year expectations for learners in our school. These expectations are based on the Early Years Foundation Stage and the age related expectations for the year group.

It is the skills in each year group which will be assessed rather than the curriculum content and all the objectives from year groups will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your child to achieve these is greatly valued.

Children's attainment will be assessed on a half termly basis, and recorded as follows:

Beginning		Developing		Expected	
R.1	R.2	R.3	R.4	R.5	R.6

R.4 → The first letter is the related year group
R.4 → The second number is the stage of development

Enjoy, Achieve, Aspire!

What do these numbers mean?

A child who is working at a R.1 or a R.2 is said to be **SOMETIMES** using and applying the skills taught.

A child who is working at a R.3 or a R.4 is said to be **OFTEN** using and applying the skills taught.

A child who is working at a R.5 or a R.6 is said to be **CONSISTENTLY** using and applying the skills taught.

R.6 is used when a child is **CONSISTENTLY** using and applying all skills taught within the year group WITHOUT MISTAKE.

NB:

1. Children will be expected to achieve a R.6 by the end of the academic year.
2. We teach children from where their starting points are. Therefore, many children will not be working in line with their year groups expectations. Some may be accessing the curriculum from a lower year groups starting point. Some also may be accessing the next year groups curriculum if they are achieving at a higher standard.
3. A workshop detailing Assessment at Grovelands will follow in January to ensure everybody in the Grovelands community understands the Grovelands Assessment System.

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 year group staff.

More information can be found at:

School website: <http://www.grovelands.surrey.sch.uk>

DFE website: <https://www.gov.uk/government/collections/national-curriculum>

Mathematics

Numbers

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Early Learning Goal (ELG11)

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two singledigit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing

Shape, space and measure

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Early Learning Goal (ELG12)

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Literacy

Reading	<ul style="list-style-type: none">▪ Continues a rhyming string.▪ Hears and says the initial sound in words.▪ Can segment the sounds in simple words and blend them together and knows which letters represent some of them.▪ Links sounds to letters, naming and sounding the letters of the alphabet.▪ Begins to read words and simple sentences.▪ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.▪ Enjoys an increasing range of books.▪ Knows that information can be retrieved from books and computers. <p>Early Learning Goal (ELG9)</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p>
Writing	<ul style="list-style-type: none">▪ Gives meaning to marks they make as they draw, write and paint.▪ Begins to break the flow of speech into words.▪ Continues a rhyming string.▪ Hears and says the initial sound in words.▪ Can segment the sounds in simple words and blend them together.▪ Links sounds to letters, naming and sounding the letters of the alphabet.▪ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.▪ Writes own name and other things such as labels, captions.▪ Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal (ELG10)</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>
Handwriting (included as part of Physical Development)	<ul style="list-style-type: none">▪ Shows a preference for a dominant hand.▪ Begins to use anticlockwise movement and retrace vertical lines.▪ Begins to form recognisable letters.▪ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Science (Included as part of Understanding the World)

The world

- Looks closely at similarities, differences, patterns and change

Early Learning Goal (ELG14)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals & plants and explain why some things occur, and talk about changes.