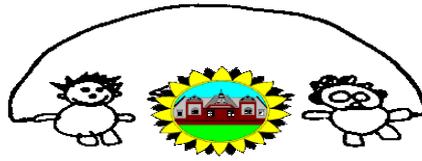


Lakeside

Community Primary School



End of Year Expectations for Reception

This booklet provides information for parents and carers on the end of year expectations in Literacy and Mathematics for learners in our Reception classes. These expectations are based on the Early Years Foundation Stage (EYFS) framework and the Early Learning Goals which children are expected to achieve by the end of Reception.

Each of the early Learning Goals is worked towards, throughout each child's time in the EYFS (Nursery and Reception) at Lakeside. Teacher observations of children making learning choices indoors and outdoors, alone and in a group form a large part of the evidence for their end of Reception assessment. Small group sessions, directed teaching and continuous provision support children's development throughout the year. Next steps are planned for and children are supported to achieve these in the moment, during their learning choice time.

Any extra support you can provide in helping your child to achieve the End of Reception Expectations is greatly valued and helps them to consolidate their school learning at home.

If you have any queries regarding the content of this booklet or want support in knowing how best to support your child's learning, please talk to the EYFS team.

ONWARDS and UPWARDS

REACHING FOR THE STARS



Each child's development is assessed against the Early Learning Goals (ELGs) at the end of their Reception year when their EYFS Profile is completed. Class teachers indicate whether a child is 'emerging' (not yet achieving), 'expected' (achieving the expected level) or 'exceeding' (working above the expected level) in relation to all ELGs.

There are seven areas of learning and development in the EYFS which are broken down into Prime and Specific areas. In each area of learning, the ELGs define the expectations for children to achieve by the end of Reception.

To achieve a Good Level of Development (GLD) by the end of Reception, children must achieve at least 'Expected' in each of the Prime areas (Personal, Social, Emotional Development; Physical Development; Communication and Language), as well as two of the Specific Areas (Literacy and Mathematics).

The Early Years Foundation Stage (EYFS) Curriculum has a holistic approach to the first years of a child's schooling ensuring that children are ready to access the National Curriculum from Year One onwards. As well as the seven areas of learning and development, the EYFS also has three characteristics of effective learning, which although do not contribute to the EYFS Profile judgement, underpin children's learning and development; we ensure children are secure in these areas to enable them to be successful lifelong learners.

Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p>Active learning – motivation</p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking</p> <p>Having their own ideas Making links Choosing ways to do things</p>

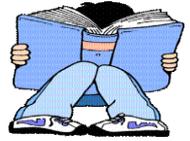
Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

The areas of Development in the EYFS. (Development Matters, 2012)

End of Reception Year expectations for Literacy and Mathematics

Literacy – Reading

- Identify rhymes, alliteration, syllables and sounds.
- A sound knowledge of common, familiar Nursery Rhymes.
- Secure knowledge of Set 1 Read Write Inc. sounds.
- Beginning to learn 'Special Friends' and set 2 Read Write Inc. sounds.
- Know some letter names.
- Blend segmented sounds in CVC words, e.g. 'c-a-t ... cat'.
- Read some red words. (words that cannot be sounded out)
- Read and understand simple sentences.
- Demonstrate understanding when talking about stories and things they have read.
- Make basic predictions about texts.



Literacy – Writing

- Form letters correctly, using the taught rhymes and letter families from RWI.
- Write simple sentences which can be read by themselves and others.
- Spell simple words correctly or write them in a way which matches spoken words.
- Write own name correctly.
- Grip a pencil correctly, using the tripod grip.
- Spell some red words correctly.



Mathematics – Number *All should be done practically.*

- Count reliably to and from 20.
- Order numbers 0-20.
- Recognise and write numbers to 20.
- Say the number that is one more and one less than a given number to 20.
- Add and subtract two single digit numbers.
- Know doubles of single digit numbers.
- Solve problems including doubling and halving.



Mathematics – Shape, space and measure *All should be done practically*

- Name and describe basic 2D shapes; square, circle, rectangle, triangle, oval.
- Name and describe some 3D shapes; cube, sphere, cuboid.
- Talk about and solve problems involving size, capacity, position, distance, time and money.

