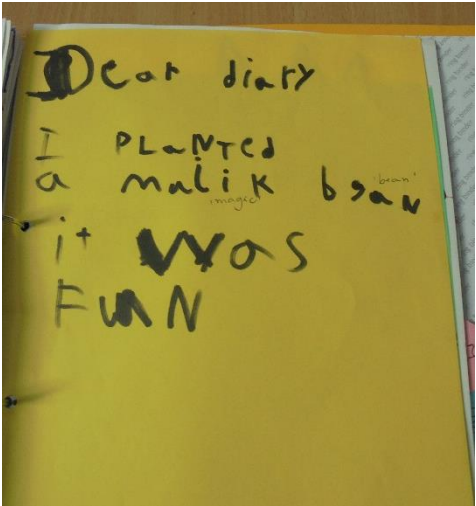
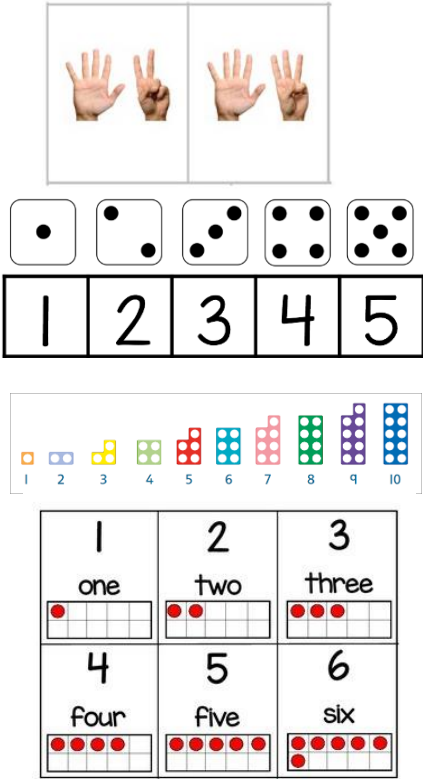


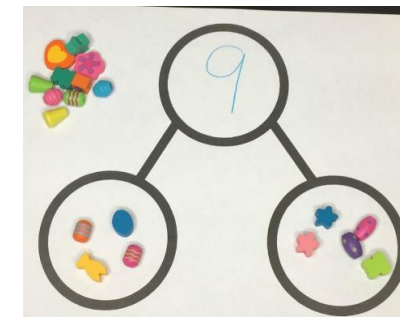
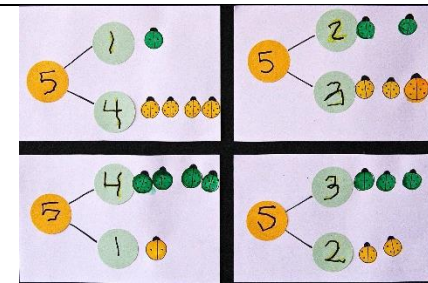
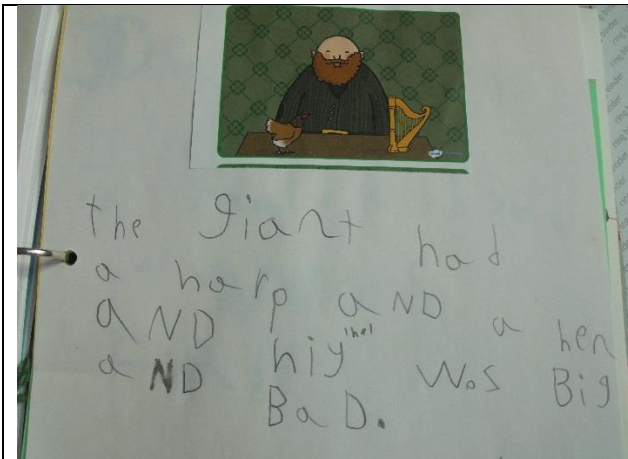
**Checklist for a child reaching the Expected Standard at the end of Reception.**

**Please see the table below for the end of year expectations for your child:**

Writing	Reading	Maths
<p>By the end of Reception, your child should be able to;</p> <ul style="list-style-type: none"> <li>Write simple sentences independently, that include capital letters at the beginning, full stops at the end and spaces between words. Words do not need to be spelt correctly, but should be phonetically plausible. Sentences need to include a few tricky words spelt correctly, e.g. was, are, he, they.</li> <li>Read back what they have written to an adult</li> </ul> 	<p>By the end of Reception, your child should be able to;</p> <ul style="list-style-type: none"> <li>Read and understand simple sentences. They should use their phonic knowledge to decode regular words and read them aloud accurately. They should be able to read some common regular words, e.g. the, with, like, go, some.</li> <li>Hold books carefully and correctly. This includes holding the book the right way up, understanding how to open the front cover and that we turn pages towards the left.</li> <li>Demonstrate an understanding when talking with others about what they have read. They should be able to answer questions about what they have read, e.g. 'What's happening? Who is in the story? Where is the story taking place? What is going to happen next?'</li> </ul>	<p>By the end of Reception, your child should be able to;</p> <ul style="list-style-type: none"> <li>Count confidently and have a good understanding of the numbers to 10, e.g. the relationships between them and the patterns.</li> </ul> 

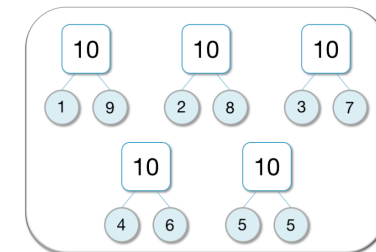
Checklist for a child reaching the Expected Standard at the end of Reception.

Please see the table below for the end of year expectations for your child:



### Phase 2 Sounds

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	












- Recognise numbers to 20. They should be able to place them in order and say 1 more and 1 less than each number.

**Checklist for a child reaching the Expected Standard at the end of Reception.**

**Please see the table below for the end of year expectations for your child:**

### Phase 3 Sounds

j	v	w	x	y	z	zz	qu	ch
								
sh	th	ng	ai	ee	igh	oa	oo	oo
								
ar	or	ur	ow	oi	ear	air	ure	er
								

- Add and subtract small numbers and count on or back to find the answer, using quantities and objects for support.
- Solve problems including doubling, halving and sharing.
- Talk about size, weight, time and name 2D and 3D shapes.

### Numbers

1	3	5	7	9	10
12	13	16	17	20	







### Adding

$$\begin{array}{c}
 \textcircled{6} \\
 \textcircled{4} \\
 \hline
 \textcircled{10}
 \end{array}$$

$6 + 4 = 10$

**Checklist for a child reaching the Expected Standard at the end of Reception.**

**Please see the table below for the end of year expectations for your child:**

		<p><b>Subtracting</b></p>  <p><b>Size</b></p>  <p><b>Weight</b></p>  <p><b>Time</b></p> 
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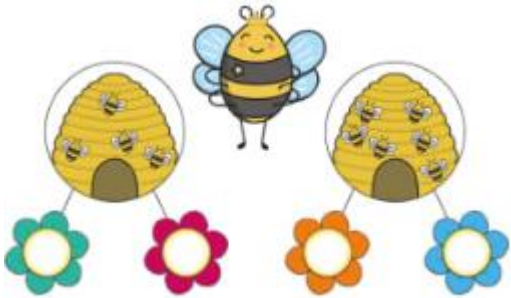
Checklist for a child reaching the Expected Standard at the end of Reception.

Please see the table below for the end of year expectations for your child:

		<p>SHAPES</p> <p>3D Shapes</p> <p>cone cube cuboid cylinder pyramid sphere</p> <p>What is double 3?</p> <p>3 + 3 = 6</p>
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**Checklist for a child reaching the Expected Standard at the end of Reception.**

**Please see the table below for the end of year expectations for your child:**

		<p style="text-align: center;"><b>Halving</b></p> 
<b>PSED (Personal Social and Emotional Development)</b>	<b>Communication and Language</b>	<b>Physical Development</b>
<b>Self-Confidence and Self-Awareness, Managing Feelings and Behaviour, Making Relationships</b>	<b>Listening and Attention, Understanding, Speaking</b>	<b>Moving and handling, Health and Self-Care</b>
<p>By the end of Reception, your child should be able to;</p> <p><b>Self-Confidence and Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Say what they like and don't like and ask for support.</li> <li>• Try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>• Develop their behaviour control and self-management.</li> </ul>	<p>By the end of Reception, your child should be able to;</p> <p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>• Focus on listening and response.</li> <li>• Listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul>	<p>By the end of Reception, your child should be able to;</p> <p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Mark make and use tools including pencils.</li> <li>• Show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing</li> </ul> <p><b>Health and Self-Care</b></p> <ul style="list-style-type: none"> <li>• Focus on knowledge, e.g. what's a healthy diet and personal independence in dressing.</li> </ul>

## Checklist for a child reaching the Expected Standard at the end of Reception.

Please see the table below for the end of year expectations for your child:

- Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### Making Relationships

- Focus on cooperation and positive interaction.
- Play cooperatively taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.



### Understanding

- Answer how and why questions about their experiences, stories and events.
- Follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

### Speaking

- Talk about events that have happened or are to happen.
- Express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



- Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



**Checklist for a child reaching the Expected Standard at the end of Reception.**

**Please see the table below for the end of year expectations for your child:**