Reception Reading

Below	Working Towards	Expected	Greater Depth
• Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words • Beginning to be aware of the way stories are structured • Suggests how the story might end • Describes main story settings, events and principal characters • Knows information can be relayed in the form of print • Knows that print carries meaning and, in English, is read from left to right and top to bottom • 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 influenced by their experiences of books • Enjoys an increasing range of books	• Continues a rhyming string • Begins to read words and simple sentences • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books • Knows that information can be retrieved from books and computers • Names the letters of the alphabet • Uses phonic knowledge to decode regular words and read them aloud accurately	• Reads and understands simple sentences. • Reads some common irregular words • Demonstrates understanding when talking with others about what they have read	• Reads phonetically regular words of more than one syllable • Reads many irregular but high frequency words • Uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary • Describes the main events in simple stories they have read

Reception Writing			
Below	**Working Towards**	**Expected**	**Greater Depth**
• 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 and captions	• Attempts to write short sentences in meaningful contexts • Uses phonic knowledge to write words in ways which match their spoken sounds • Writes some irregular common words.	• Writes simple sentences which can be read by themselves and others • Spells some words correctly; others are phonetically plausible • Spells phonetically regular words of more than one syllable • Correctly spells many irregular but high frequency words	• Uses key features of narrative and non-narrative text types in their independent writing • Consistently uses capital letters, full stops and finger spaces correctly • Occasionally uses exclamation marks, question marks, ellipses etc

Reception Maths

Below	Working Towards	Expected	Greater Depth
• Beginning to represent numbers using fingers, marks on paper or pictures • Recognises and selects the correct numeral to represent 1 to 5 • Compares two groups of objects, saying when they have the same number • Shows an interest in number problems • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same • Recognises some numerals of personal significance • 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 • Shows awareness of similarities of shapes in the environment • Uses positional language • Beginning to talk about the shapes of everyday objects, • e.g. 'round' and 'tall' • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes • Selects a particular named shape	• Counts out up to six objects from a larger group • 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 • Selects the correct numeral to represent 1 to 20 • Counts an irregular arrangement of up to ten objects • Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer • Describes 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 • Recognises, creates and describes patterns	• Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. • Estimates a number of objects and checks quantities by counting up to 20 • Solves problems, including doubling, halving and sharing • Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems • Explores characteristics of everyday objects and shapes and use mathematical language to describe them (N.B This can be in their home language)	• Solves practical problems that involve combining groups of 2, 5 or 10 • Shares quantities of objects into equal groups • Estimates, measures, weighs, compares and orders objects • Talks about properties of shapes, position and time