



End of year expectations

A GUIDE FOR PARENTS AND CARERS

Early Years Foundation Stage (Reception)

This booklet provides information for parents and carers on the end of year Early Learning Goals for children in Reception at St. Mark's CE Primary School. These are the national expectations which are the minimum requirements your child should achieve in order to give them the best foundations for continued progress through the school. Some children will be working beyond these expectations, at greater depth, whilst some children will be working towards these objectives.

During your child's time in Reception, they will be provided with varied, rich learning experiences to support their development. There will be a focus on teaching the essential skills and knowledge outlined in the Early Years Curriculum. Any additional support that you can provide in supporting your child is greatly valued.

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 teacher.

Reading:

Children should be able to:

Word Reading:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Reading with your child:

From the moment children start at St Mark's, we encourage them to discover the joy of reading. For all children, regular reading is vital and your role as parent and carers is very important. This is because exposure to language, through discussions, pupils' own reading and by being read to by you, will have the most significant impact on their ability to succeed in school and life, as they get older.

The purpose of reading with younger children is to give them the skills to be able to read. E.g. know letter names and sounds, recognise and remember whole words and be able to work out new words.

With our younger children, this could be a shared activity where parents and children:

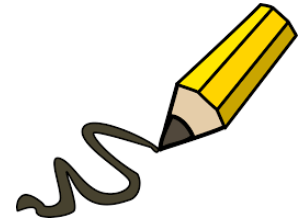
- talk about the book
- read the book together
- ask simple questions/predictions about characters/events
- look at specific words/sounds to help extend their sight vocabulary
- play snap and matching word games with words taken from your child's reading book



Writing:

Children should be able to:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

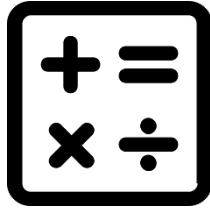
Ideas for supporting your child's writing development at home:

Early writing activities:

- Encourage children to look for print in their environment: road signs, food packets, shops, catalogues, etc.;
- Try activities to develop fine motor skills, e.g. cutting, using playdough, using tweezers, using clothes pegs, tracing, etc.;
- Use a chalkboard to write family messages on;
- Make labels for things around the house;
- Write a shopping list – real or imaginary!;
- Letter formation – practise forming letters using paint, in sand, using playdough or pastry;
- Let your child write their own Christmas cards or birthday cards to people;
- Use magnetic letters – your child can leave a message on the fridge;
- Encourage and praise early squiggles and marks which show your child is beginning to understand writing.

Try to remember to focus on and praise the content of any writing your child shares with you, rather than dwelling on any mistakes they may have made.

It's also an incentive to write if there are a range of exciting writing materials available: pencils, crayons, felt tips, sparkly pens, writing icings, writing soaps for bathtime, coloured papers, different shape and sizes of paper, etc.



Maths:

Children should be able to:

Number:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens.

Supporting your child's maths development at home:

- Be positive about maths. Try not to say things like, "I can't do maths" or "I hated maths at school" – your child may start to think like that themselves.
- Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.
- Praise your child for effort rather than for being "clever". This shows them that by working hard, they can always improve.

View a range of activities for you to try at home with your children at:

<http://www.familymathstoolkit.org.uk/activities-for-children>

Thank you for supporting your child's learning.