



Age-related expectations

End of Reception

In the tables below, you'll find a list of **end of year** expectations in Reception.

The expectations are linked to **The Development Matters document**. This sets out the expectations across all 7 areas of learning.

At Woodlands Primary, we have set out all expectations for year groups – this has meant sometimes simplifying an expectation for the younger class, or sometimes referring to greater detail or amount expected for the older class in the phase. Where we think it helps, we have used our own headings to group the expectations.

In Reception children are assessed throughout the year using age bands stretching from birth to 5. Reception children are usually focused on the latter 3 stages 30-50, 40-60 and the Early Learning Goals. Within each age band there are 3 levels 'Entering', 'Developing' and 'Secure'. At the end of Reception a child will receive an overall judgement against the Early Learning Goal (ELG) rather than an age band. They will be graded as either 'Emerging ELG', 'ELG' or 'Exceeding ELG'.

Based on this principle, please use the expectations set out here to support your child's learning by broadening his / her experiences and providing lots of opportunities to apply their skills and knowledge in different situations.

For example:

- ✖ In **reading**, share lots of stories, encourage your child to join in familiar phrases and predict what they think might happen. Also encourage them to look at different types of texts (such as magazines and comics, non-fiction books, or try out a new genre of fiction which your child doesn't normally opt for);
- ✖ In **writing**, try to use new vocabulary as much as possible (e.g. have a word of the week) also allow your child to explore mark making and using a range of tools for writing;
- ✖ In **maths**, practise counting and recognizing numbers in everyday contexts such as cooking, shopping, and playing with toys...

(We have, nevertheless, included examples of how you might support your child in the Prime areas of learning – these ideas are shown on page 4 and 5.)

Most importantly, always remember to keep learning fun as much as possible. Some things – learning phonics and words, mainly – might require some effort and hard work, but the rest of your child's learning at home can be fun, engaging and practical.

Early learning goals for 5 year olds: You might notice that...

Early learning goals or ELGs outline the level of learning and development that children are expected to have reached by the end of the reception year at school. We list here the ELGs for 5 year olds across the 7 areas of learning and development in the EYFS.

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p>Making relationships</p> <ul style="list-style-type: none"> • I can take turns when I am playing with toys with my friends. • I listen to their ideas and use them in our play to help make it more fun or to try out a new idea. • When my friends are sad, cross or worried I try to help them feel happy by giving them a hug or sharing my toys with them. • I can make friends and like to talk and play with grown-ups. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • I like to try out new things. I can tell you what things I like to do best of all. • I can talk in a group when I am with my friends and grown-ups that I know. • When I am making a picture or building a model, I can tell you what I will need or can go and get the things I need. I will ask you for help when I need it. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • I can talk to my friends about feeling happy, excited, sad, cross or worried. • I can talk to my friends about how I feel when they make me sad or cross. • I know what I should do about sharing toys and keeping safe. • I know that when I am playing with my friends I have to take turns and share toys and that sometimes I might have to wait for the toy I want or play with something else. • I know that when I play with my friends I might run, be busy or be noisy and that other times I might be quieter. • When things change that I wasn't expecting to happen I don't get worried or upset. 	<p>Moving and handling</p> <ul style="list-style-type: none"> • I can use my legs and feet in lots of different ways, like running, climbing, jumping or hopping. • I can slow down or change the way I am going to stop myself from bumping into my friends or things. • I can throw, catch, roll and kick different things like large balls, hoops, beanbags and balloons. • I can use pens, pencils and paintbrushes to make the marks and write the letters I want to. • I can use scissors to cut paper. • I can thread beads onto a piece of string. <p>Health and self-care</p> <ul style="list-style-type: none"> • I can tell you about different ways of keeping healthy, like doing exercises like running and jumping; eating fruit and vegetables and drinking water or milk and washing my hands. • I am able to go to the toilet by myself. • I can get dressed and undressed by myself. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • I can listen to what my friends and grown-ups say as I am doing something else, like playing with toys or looking at a book. • I can tell you what has happened and what might happen next as you share a story with me. <p>Understanding</p> <ul style="list-style-type: none"> • I can follow long instructions where I have to do two or more things. • When you ask me questions like "Why did the boat tip over?" or "How did the aliens get home?" I can tell you what I think by using things I have seen or heard about. <p>Speaking</p> <ul style="list-style-type: none"> • I can talk and listen to my friends and grown-ups. • I can use words and word endings like "I went" or "I am going" instead of "I go" to tell you about things that I have done or that I am going to do. • I can make up my own stories. • I can tell you about things in the right order when I am telling you about something I have done.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading</p> <ul style="list-style-type: none"> I can read short sentences that are made up of words like “go” and “you”. I can read words that I can say each of the sounds in like “pig” or “pen”. I can tell you about the characters in a story and what happens in the story after I have read it. <p>Writing</p> <ul style="list-style-type: none"> I can say the sounds I hear in a word like “bag” and know which letters I need to match the sounds. I can write other useful words like “the” and “was”. I can write short sentences like “I can skip” that my friends and grown-ups can read. I can write some words and sometimes I use what I know about sounds and letters to try and write words. 	<p>Numbers</p> <ul style="list-style-type: none"> I can use numbers from 1 to 20 in the right order when I am counting things or singing rhymes. I can tell you what “one more” or “one less” is when you say a number. I can add groups of 2 things together and tell you how many I have got altogether and take things away from a group to tell you how many things I have got left. I can solve problems that are important to me like sharing snacks between me and my friends so that we all have the same number of pieces of fruit. <p>Shape, space and measure</p> <ul style="list-style-type: none"> I can use words like “big”, “small”, “heavy”, “light”, “in”, “under”, “pound”, “pence”, “morning” and “night” when I am playing with groups of things. I can make patterns and tell you about them. 	<p>People and communities</p> <ul style="list-style-type: none"> I can talk about my family and special times that we have had, like holidays or when my new baby sister arrived. I know that my friends might do things differently to how I do things, like living in a flat or living in a house. I can talk about things that I do that are the same as or different to my friends like celebrating Eid or celebrating Diwali. <p>The world</p> <ul style="list-style-type: none"> I can talk about how things such as buildings, plants, insects, animals and people look the same and how they look different. I can talk about how different places like the beach, the park and the shops look. I can talk about what things like plants and babies need to grow and how they change as they grow. <p>Technology</p> <ul style="list-style-type: none"> I can use different types of technology like remote control toys, a recordable book, a CD player, a camera, a tablet or a computer. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> I can sing songs, dance and use instruments to make music. I can use my own ideas to change the words, dance moves or rhythm. I can use different things like brushes, rollers, scissors or hole punches to make pictures and build things. <p>Being imaginative</p> <ul style="list-style-type: none"> I can use different things like paint, paper and material to make my own picture. I can show you my ideas by drawing or painting pictures, making models using boxes, singing songs, dancing to music, dressing up and pretending to be other people and telling you stories.

40 - 60 months: How can you help me with my learning?

Communication and Language

Listening and attention

- Play a treasure hunt game with me where I have to listen to your instructions to help me find the next “clue”.

Understanding

- When we’re sharing a story together ask me why I think something has happened or what might happen next.

Speaking

- When we’re sharing a story ask me how I think the story might end.
- Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like “cat”, “bat” and “hat”.
- Play “I spy” with me.
- Use different voices, like loud voices or squeaky voices, when we’re telling stories.
-

Personal, Social and Emotional Development

Making relationships

- When we go to the park ask me what we can do there or what things we see growing there.

Self-confidence and self-awareness

- Let me tell you how you can help me when I’m making something.

Managing feelings and behaviour

- Talk to me about how to keep safe when we’re going to cross the road at a pelican crossing or zebra crossing.



Physical Development

Moving and handling

- Play games with me like football, basketball or throwing balls into bowls or boxes.
- Get me to thread plastic bottle tops with holes onto string or shoe laces.

Health and self-care

- Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables.

Mathematics

Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me make patterns with buttons or lids, like "big, small,
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind

Literacy

Reading

- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you j-u- m-p?" or "Can you h-o-p?" and I have to put the sounds of the word together and show you the action.

Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

Understanding the World

People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls and teddies with me.

The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make coloured ice cubes with me and let me use them to paint with.

Technology

- Let me listen to a story or a song on our radio, CD player, app or website.
- Let me take photos of my favourite toys, special grown or when we walk to the bus stop.

Expressive Arts and Design

Exploring and using media and materials

Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".

Sing and dance with me to my favourite songs.

Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

Being imaginative

Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor.



3 Tricks to help your child hold a pencil properly.

Trick #1: Use shorter pencils.



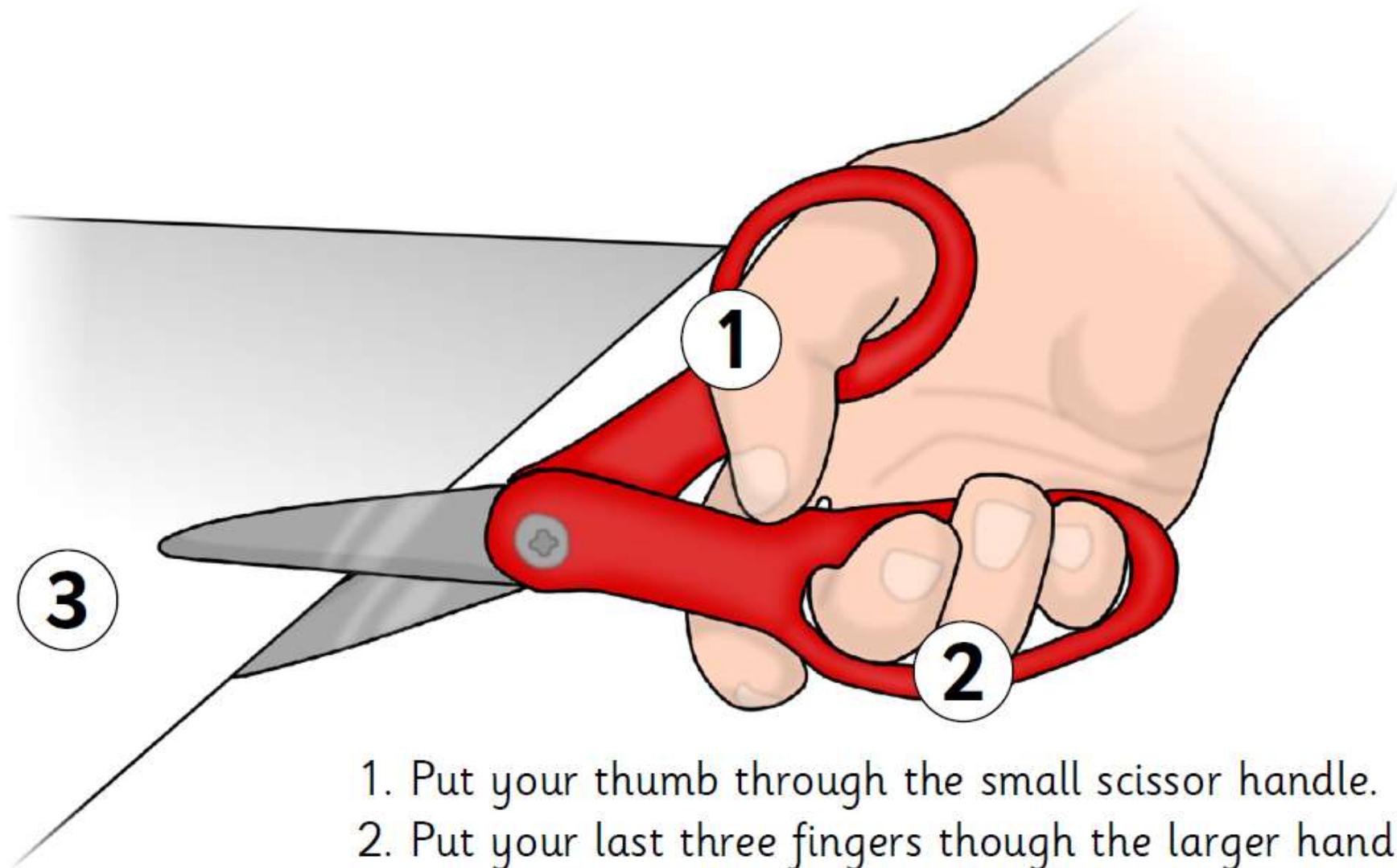
Trick #2: Teach them the pinch and flip.



Trick #3: Have them hide something under their last two fingers.



How to Hold a Pair of Scissors



1. Put your thumb through the small scissor handle.
2. Put your last three fingers through the larger handle.
3. Hold the paper you are cutting in your other hand.