

# Reading

## 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 - where appropriate - key events in stories;
- ⇒ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

RWI: Set 1  
RWI: Set 1/ Blending/ Ditties  
RWI: Set 2/ Red Ditties  
RWI: Set 2/ Red moving to Green  
RWI: Green  
RWI: Purple/Pink

# End Of Year Expectations Reception

## St Joseph's RC Primary School

This booklet provides information for parents/carers on the end of year expectations for children in our school. The teaching staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year. All the objectives will be worked on throughout the year and will be the focus of direct teaching.

Any extra support you can provide in helping your children to achieve these 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.



# Mathematics

## Number

Your child should:

- ⇒ 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

Your child should:

- ⇒ 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 and odds, double facts and how quantities can be distributed equally.

# Writing

- ⇒ Children will be experimenting with mark making and writing patterns in a range of mediums.
- ⇒ They will begin to develop a dominant hand and work towards a tripod grip.
- ⇒ Children will start to give meaning to marks and labels.
- ⇒ Writing initial sounds and simple captions. Use initial sounds to label characters / images.
- ⇒ Children will begin to write letters from their names.
- ⇒ Daily name writing practice.
- ⇒ Labelling using initial sounds.
- ⇒ Orally telling stories sometimes with adults acting as scribe.
- ⇒ Writing CVC words with support.
- ⇒ Writing simple captions about pictures.
- ⇒ Forming letters correctly using RWI mnemonics.
- ⇒ Sequence stories.
- ⇒ Writing some of the tricky words.
- ⇒ Writing CVC words independently.
- ⇒ Labels using CVC, CVCC, CCVC words.
- ⇒ Guided writing based around developing short sentences.
- ⇒ Daily handwriting.
- ⇒ Drawing and labelling our own story maps, writing captions, labels and simple sentences.
- ⇒ Writing short sentences to accompany story maps.
- ⇒ Character descriptions.
- ⇒ Writing for a purpose in play using phonetically plausible attempts at words.
- ⇒ Beginning to use finger spaces.
- ⇒ Form lower-case and capital letters correctly.
- ⇒ Rhyming words.
- ⇒ Innovation of familiar texts Using familiar texts as a model for writing own stories.
- ⇒ Writing sentences using a range of tricky words that are spelt correctly.
- ⇒ Beginning to use full stops and finger spaces independently.
- ⇒ Writing multiple sentences around a single theme.