



End of Year Expectations: Reception

This booklet provides information for parents/carers on the end of year expectations for children in our school. The Early Years Foundation Stage Curriculum outlines these expectations as being the minimum requirements your child should meet at the end of Reception. All of the objectives will be taught throughout the year as part of our curriculum. At the end of the year your child's report will indicate whether they are 'Emerging' - working towards the expected standard (having met some of the objectives) or 'Expected' (having achieved all / most of the objectives). If you have any queries regarding these expectations, please don't hesitate to speak to your child's class teacher.

Reception “I can statements”

Listening, attention and understanding

- I know when to listen
- I can listen for an extended period of time
- I can tell you about what you just said or what I just heard
- I can respond with relevant questions, comments or actions
- I can ask questions confidently to clarify my understanding
- I can hold a conversation confidently
- I can engage verbally back and forth in a conversation
- I can engage in conversations with my teacher, friends and other children

Speaking

- I can participate in a range of situations including one to one, small group and class discussions
- I can share my own ideas
- I have an increasing vocabulary to use in conversation
- I can offer explanations of ‘why’
- I can use new vocabulary from stories, rhymes and poems
- I can use ‘non-fiction’ vocabulary
- I can confidently express my ideas and feelings about my experiences in full sentences
- I can tell you what ‘I did’ using the past tense accurately
- I can tell you what ‘I am doing’ using the present tense accurately
- I can tell you what ‘I will do’ using the future tense accurately

Self regulation

- I can understand my own feelings
- I can understand how other people are feeling
- I can successfully regulate my behaviour according to my feelings
- I can set simple goals with an adult
- I can work successfully towards a simple goal
- I can wait for what I want
- I can control my immediate impulses where appropriate
- I can be focused and give my full attention
- I can respond appropriately, even when engaged in an activity
- I can follow instructions with several ideas / actions

Managing self

- I am confident within the classroom
- I am confident when a new activity is introduced – I will give it a go
- I am independent
- I am resilient when faced with a challenge
- I show perseverance in challenges
- I can explain 'the rules'
- I know right choices and I know wrong choices
- I usually make the right choice
- I can manage my own personal hygiene and personal needs, including going to the toilet
- I can dress independently
- I can explain what is / isn't healthy for me to eat

Building relationships

- I can work and play cooperatively
- I can take turns
- I can build positive relationships with adults
- I can build positive relationships with my peers
- I can show sensitivity to my own and others' needs

Gross motor skills

- I can successfully and skilfully negotiate space and obstacles safely
- I can show consideration for others when I move
- I can show strength, balance and coordination when playing
- I can move energetically – running, jumping, dancing, hopping, skipping and climbing

Fine motor skills

- I can hold a pencil effectively, usually using a tripod grip
- I can use scissors
- I can cut soft things with a knife
- I can use a knife and fork to eat
- I can draw with a variety of materials
- I can show accuracy and care when drawing

Comprehension

- I can retell a story I have listened to using my own words
- I can retell a story using the new vocabulary from the story
- I can anticipate what might happen next in a story
- I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Word reading

- I can say a sound for each letter in the alphabet
- I can recognise at least 10 digraphs
- I can read words by sounding and blending
- I can read aloud simple sentences
- I can read some 'tricky words' by sight

Writing

- I can write letters that are recognisable, **most** of which are formed correctly
- I can make phonetically plausible attempts to spell words that are usually correct
- I can write a simple sentence that others can read

Number

- I can count out objects to 10
- I can match objects to numerical amounts
- I can tell you how many there are (to 5) just by looking
- I can rapidly and accurately make number amount judgements
- I know number bonds to make 5 -0+5, 1+4, 2+3
- I know the subtraction facts to 5, 5-1, 5-2, 5-3, 5-4
- I know several number bonds to 10
- I can identify 'doubles' up to 10
- I know the part-part whole process
- I can recognise numbers to 10 and some beyond (to 20)

Numerical patterns

- I can count to 20
- I can count beyond 20
- I can recognise simple number patterns
- I can compare two quantities up to 10 and tell you which is greater than / less than / the same
- I can explore patterns in number by identifying odd and even numbers
- I can practically share groups of objects equally
- I can show number patterns through doubling facts