End of Year Expectations
RECEPTION

Reading

Reception end of year expectations:

Word Reading

- Say the sound for each letter of the alphabet
- Know at least 10 digraphs (e.g. *sh, ch, th, ay, ee*)
- Blend sounds to read words, including words with adjacent consonants (e.g. *frog, stamp*)
- Read some common exception words (e.g. *the, said, you*)

What this looks like:

- Reads: *The sun is hot.*
- Blends unfamiliar words independently: *c-l-a-p → clap*
- Recognises *said* without sounding out

Comprehension

- Demonstrate understanding of what has been read
- Retell stories in sequence
- Use new vocabulary in discussion
- Anticipate key events in stories

What this looks like:

- "The bear was sad because he lost his hat."
- Retells beginning, middle and end
- Explains what a word such as *enormous* means

What can parents do at home to support?

-Read every day, even if your child only listens
-Play sound games: *"What sound does dog start with?"*
-Encourage sounding out rather than guessing
-Re-read favourite books to build confidence

Writing

Reception end of year expectations:

By the end of Reception, children working at the expected level should be able to:

- Write recognisable letters, mostly correctly formed
- Spell words by identifying sounds (phonetic spelling is expected)
- Write simple phrases and sentences that can be read by others
- Use finger spaces between words
- Re-read their own writing to check it makes sense

What this looks like:

Sentence examples:

- *I went to the park.*
- *The dog is big.*
- *I lik the red car.* (phonically plausible spelling is appropriate)

Children are not expected to spell every word correctly, but they should represent sounds they hear.

What can parents do at home to support?

-Encourage writing for fun (shopping lists, cards)
-Let your child "have a go" at spelling
-Practise name writing and letter formation
-Praise effort more than accuracy

Maths

Reception end of year expectations:

Number

Children should be able to:

- Count reliably to 20 and beyond
- Recognise numbers to 10 (often 20)
- Subitise (recognise quantities without counting) to 5
- Compare quantities up to 10
- Understand number bonds to 5 (and some to 10)
- Automatically recall number bonds to 5

What this looks like:

- Knows that 4 is made of 3 and 1
- Says 7 is more than 5
- Matches numeral 8 to eight objects
- Recognises 5 without counting

Numerical Patterns

Children should be able to:

- Verbally count beyond 20
- Explore and represent patterns
- Understand one more and one less
- Double numbers to 5
- Share into equal groups

What this looks like:

- 6 + 1 = 7 (using objects)
- Knows one more than 9 is 10
- Doubles 4 to make 8
- Shares 6 into 2 equal groups

<u>What can parents do at home to support?</u>

-Count toys, stairs, snacks
-Use number language: *more, less, same*
-Play board games with dice
-Talk about shapes around the home