

## Reception Entry Checkpoints

### Early Writing / Physical Development

- ✓ Balances on one foot.
- ✓ Developing pencil grips with good control of pens and pencils.
- ✓ Writes some or all letters in own first name
- ✓ Begins to write some recognisable letters.
- ✓ Makes snips with scissors
- ✓ To use large movements in a controlled way

### Early Reading / Communication and Language

- ✓ Use longer sentences - 4-6 words.
- ✓ Sustain an interest in a story - increasing attention and recall.
- ✓ Holds book correct way and turns pages
- ✓ Suggests how a story might end
- ✓ Uses talk to express themselves
- ✓ Responds to a two part question
- ✓ Recognise letters from their own name in different contexts - recognises some graphemes.
- ✓ Hears and says initial sounds in words.

### Personal, Social and Emotional Development

- ✓ Play with others in the environment by extending play ideas.
- ✓ Demonstrates increasing control over emotions.
- ✓ Recognises when a peer is upset.
- ✓ Explain to an adult what has happened when they are upset.
- ✓ Show more confidence in unfamiliar situations and with unfamiliar people.
- ✓ Manage own personal hygiene - uses the toilet independently.
- ✓ Make healthy choices.

### Early Maths

- ✓ Quick recognition of up to 3 things
- ✓ 1 -1 correspondence.
- ✓ Know the last number reached when counting, tells you how many there are in total.
- ✓ Recognise numbers 1-5.
- ✓ Begin to match numerals to amounts.

## Understanding the World

- ✓ Talk about themselves and their family
- ✓ Notice differences between people and talk about them
- ✓ Talk about what they see using a wide vocabulary

## Expressive Arts and Design

- ✓ Select materials for a purpose
- ✓ Recognise and name a range of colours

## Reception End of Autumn Term Checkpoints

### Early Writing / Physical Development

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| <ul style="list-style-type: none"><li>✓ Writes own name</li><li>✓ Beginning to use recognisable letter shapes.</li><li>✓ Labels with some initial sounds.</li><li>✓ Beginning to write simple words for labels or lists.</li></ul> | <ul style="list-style-type: none"><li>✓ Moves in a range of ways.</li><li>✓ Dominant hand and pincer grip to control.</li><li>✓ Cut along a continuous line with scissors.</li></ul> |
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### Early Reading / Communication and Language

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| <ul style="list-style-type: none"><li>✓ Maintains attention when listening to a story</li><li>✓ Answer simple questions about a story</li><li>✓ Retell stories to a known sequence</li><li>✓ Identify main story setting and events</li><li>✓ Continues a rhyming string</li><li>✓ Develops existing vocabulary and uses in new contexts</li></ul> | <ul style="list-style-type: none"><li>✓ Phoneme/Grapheme correspondence</li><li>✓ Beginning to blend sounds into simple words.</li></ul> |
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### Personal, Social and Emotional Development

- ✓ Use talk to resolve problems - finds solutions to conflicts with support.
- ✓ Co-operation with friends.
- ✓ Takes turns.
- ✓ Talk about feelings - happy, sad, angry, worried.
- ✓ Begin to understand how others might feel.
- ✓ Dress and undress with increasing independence.
- ✓ Do up own coat

### Early Maths

- ✓ Subitise to 5 - use resources and fingers.
- ✓ Recognise small quantities in familiar patterns e.g. dice patterns.
- ✓ Find the 'stopping number' e.g. counts objects out - not just what is there.
- ✓ Recognise numerals 1-10.
- ✓ Match a group of objects to the numeral 1-10.

## Understanding the World

- ✓ Name and describe familiar people
- ✓ Develop an understanding of different cultures
- ✓ Talk about and describe people who work in the local community
- ✓ Talk about what happens in autumn

## Expressive Arts and Design

- ✓ Recite familiar rhymes
- ✓ Retell stories to a known sequence
- ✓ Use a range of techniques
- ✓ Develop story lines in own play

## Reception End of Spring Term Checkpoints

### Early Writing / Physical Development

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| <ul style="list-style-type: none"><li>✓ Write simple captions.</li><li>✓ Spell words using phonic knowledge and writing the corresponding letter.</li><li>✓ Read back their own writing.</li><li>✓ Forms letter shapes correctly.</li></ul> | <ul style="list-style-type: none"><li>✓ Carries and balances a range of objects</li><li>✓ Greater control over all large movements</li><li>✓ Tripod grip developed.</li><li>✓ Holds and uses scissors effectively.</li><li>✓ Combine different movements with ease</li></ul> |
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### Early Reading / Communication and Language

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| <ul style="list-style-type: none"><li>✓ Follows a story without pictures or props.</li><li>✓ Segments sounds in simple words and blends them together.</li><li>✓ Read simple phrases and sentences</li><li>✓ Reads some high frequency words.</li></ul> | <ul style="list-style-type: none"><li>✓ Uses complete sentences</li><li>✓ Describe events/objects with extra detail</li><li>✓ Answer simple questions - how, where, who and how</li></ul> |
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### Personal, Social and Emotional Development

- ✓ Begin to develop problem solving skills.
- ✓ Cooperates with peers in a range of situations
- ✓ Shows empathy in simple ways.
- ✓ Develops strategies to cope when things go wrong
- ✓ Has good hygiene - washes hands without reminders.
- ✓ Begin to persevere when something is challenging

### Early Maths

- ✓ Recognise small quantities in familiar patterns and random arrangements.
- ✓ Automatic recall of number bonds to 3 and 4.
- ✓ Recognise 1 more and 1 less from a group of up to 10.
- ✓ Count an irregular arrangement of up to 10.
- ✓ Finds the total number of two groups by finding out how many altogether.
- ✓ Composition of numbers up to 5

## Understanding the World

- ✓ Talk about the past
- ✓ Talk about names of roads in our village
- ✓ Notice basic features on a map
- ✓ Talk about how we care for the natural world

## Expressive Arts and Design

- ✓ Sing and learn a range of rhymes
- ✓ Begin to perform by themselves or in a group
- ✓ Talk about what they have made

## Reception End of Year Checkpoints (Early Learning Goals)

Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
Speaking
<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

Physical Development
Gross Motor Skills
<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
Fine Motor Skills
<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>

Personal, Social and Emotional Development
Self-Regulation
<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
Managing Self
<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
Building Relationships
<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>

Literacy
Comprehension
<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
Word Reading
<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
Writing
<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

## Mathematics

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

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.