

Year R Reading



- Listen attentively in a range of situations and to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Hear and say the initial sound in words
- Continue a rhyming string
- Segment the sounds in simple words and blend them together
- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate understanding when talking with others about what they have read

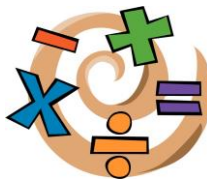
Some suggested authors: *John Burningham, Eileen Browne, Rod Campbell, Trish Cooke, Judith Kerr, Eric Carle, Jill Murphy, Julia Donaldson, Martin Waddell, Janet & Alan Ahlberg, Debi Gliori, Lauren Child, Nick Butterworth, Tony Ross.*

Year R Writing



- Hold and use a pencil effectively
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use clearly identifiable letter shapes to communicate meaning
- Write their own name
- Attempt to write short sentences in meaningful contexts
- Be aware of the different purposes of writing
- Say what they want to write, speaking in clearly-defined statements or sentences
- Spell some common words correctly (see Year R High Frequency list) and others that are phonetically plausible
- Write simple statements or sentences which make sense and can be read by themselves and others
- Write some common irregular words

Mathematics



- Count from 0 to 20
- Order numbers up to 20
- Recognise, create and describe patterns
- Solve problems that involve doubling a set of counters (to 5)
- Solve problems that involve halving or sharing a set of counters (to 10)
- Find the total by counting on (two single digit numbers)
- Subtract by counting back (two single digit numbers)
- Add two sets of objects together (two single digit numbers)
- Say which number is one more than, or one less than, a given number (to 20)
- Subtract a quantity from a set of objects (two single digit numbers)
- Compare the size of objects using appropriate words (*e.g. bigger, smaller, the same size*)
- Compare the distance of objects using appropriate words (*e.g. nearer, further, the same distance*)
- Solve problems involving the distance and position of objects
- Compare the weight of objects using appropriate words (*e.g. heavier, lighter, the same weight*)
- Solve problems involving weight of objects
- Talk about times in the day using appropriate words (*e.g. morning, afternoon, earlier, later etc.*)
- Use mathematical words to describe shapes (*circle, round, square, straight, corner etc.*)
- Describe the position of objects using appropriate words (*e.g. higher, lower, inside, above, around etc.*)

Peter Gladwin Primary School



End of Year Expectations for Early Years Foundation Stage

This booklet provides information for parents and carers about the end of year expectations for children in our school. Following the new National Curriculum and EYFS statutory guidance, our teachers have identified these expectations as being the minimum requirements your child should meet in order to ensure continued age-related progress throughout the following year.

All the objectives will be taught, practised and consolidated throughout the year and will be the focus of direct teaching and Foundation Stage Baseline assessment. Any extra support you can provide in helping your children to achieve these objectives 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 speak to your child's teacher.