

End of Reception Expectations - English

We hope that the following information will help you to understand what your child should be able to do by the end of their Reception year.

At the end of the Reception year, children are assessed against 17 Early Learning Goals. Information about each of these goals can be found in your Reception Parent Information booklet. The information in this handout refers specifically to the Early Learning Goals for Communication and Language, Physical Development and Literacy.

Handwriting

By the end of their Reception year, children will be able to hold a pencil correctly and write recognisable letters, most of which will be formed



correctly.

- Pencil is held in a stable position between the thumb, index and middle finger.
- The ring and little fingers are bent and rest comfortably on the table.
- Movement comes from the fingertips.
- This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.

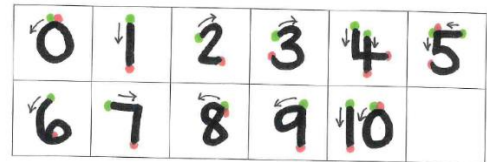
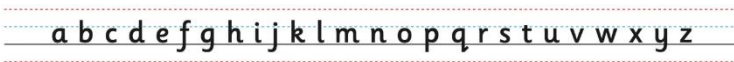
ELG - Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

ELG - Writing

- Write recognisable letters, most of which are formed correctly
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

This is how we form our letters and numbers. When children move into Year 1, they will learn how to join their handwriting.



Phonics

Phonics plays a huge part of life in Reception. Daily phonics lessons means that by the end of the Reception year, children will be able to segment, blend and read words consistent with their phonic knowledge, as well as reading some common exception words.

By the end of their Reception year, children should be able to read and write words containing these sounds. We call these Phase 3 phonemes

Reception Common Exception Words

Phase 2		Phase 3	
a	to	will	too
dad	him	that	was
I	had	then	all
mum	in	now	look
big	no	she	we
it	got	this	you
at	go	with	her
on	an	for	be
up	as	he	they
back	can	them	are
if	off	down	
but	not	me	
of	get	my	
into	is	see	
and	the		
his			

ELG – 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

My Phase 3 Sound Mat

j	v	w	x	y	z	zz	qu
ch	sh	th	ng	ai	ee	igh	oa
oo	oo	ar	or	ur	ow	oi	ear
air	ure	er					

twinkl

digraph – a combination of two letters that make one sound

Reading

We encourage all children to read to an adult at least 5 times a week in Reception. The books that your child will bring home will be linked to their phonic knowledge. We hope that the children will be able to read these books to you as they contain sounds that they will have been taught in school.

Please ensure your child brings their reading book and reading record to school every day.

Please initial the reading record or write a comment when you have read with your child at home.

By the end of Reception, we hope that children will be able to read a Phase 3 book independently.



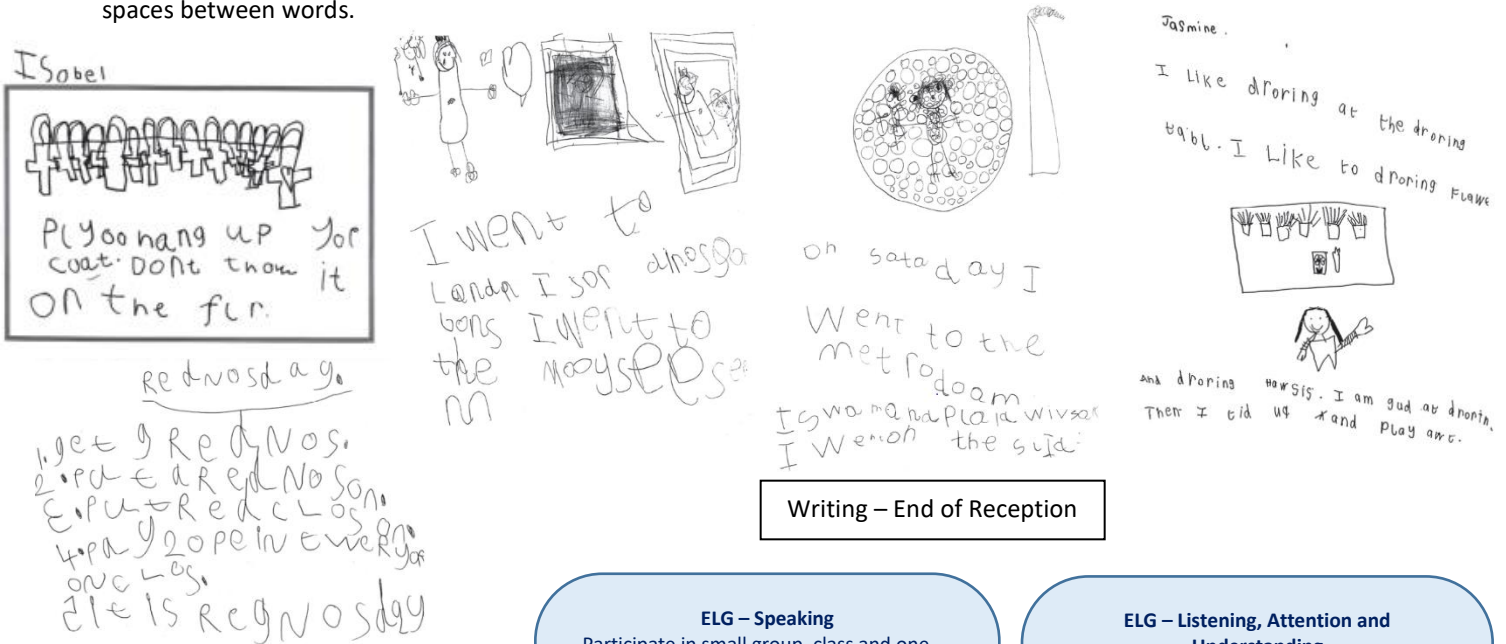
ELG – Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narrative 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 during role-play

By the end of the year, children will have had the opportunity to listen to and talk about a wide range of high quality fiction and non-fiction books linked to many areas of the curriculum.

Writing

By the end of Reception, children will be able to use their phonic knowledge to sound out and write words. They should be able to write a simple sentence too. We use the 'Think, Say, Write, Read' technique. Children should be able to say what they want to write before writing, write the sentence and then read it to check it makes sense. We will be encouraging all children to punctuate their sentences correctly using capital letters, full stops and finger spaces between words.



Writing – End of Reception

Communication and Language

At the end of the year, children are also assessed in Speaking and Listening, Attention and Understanding.

ELG – Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- 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

ELG – Listening, Attention and Understanding

- 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
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers