

**ST ANNE'S CATHOLIC PRIMARY SCHOOL**

**EARLY YEARS LEARNING GOALS**

**END OF YEAR EXPECTATIONS**

**Nursery and Reception**

This sheet provides information for parents and carers about the end of year expectations for children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your child to achieve these 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 do not hesitate to speak to myself or a member of the Foundation Stage team.

Miss Allen

## **WRITING EXPECTATIONS – NURSERY**

- I can use a range of tools to make marks and show an interest in my own marks and others marks.
- I can randomly scribble on the page, sometimes with both hands.
- I can begin to balance when sitting.
- I can make connections between my actions and the marks being made.
- I can hold mark marking equipment using the palmer grip.
- I can control the marks on the page.
- I can distinguish between the different marks they make.
- I can turn pages in a book.
- Can control equipment alike a jug and show increasing control over tools like pencils and crayons.

## **END OF NURSERY**

### Composition

- I can tell an adult what I have drawn or painted.

### Grammar, Punctuation

- I can recognise a capital letter at the start of my name.

### Spelling

- I can identify sounds from my own name in other words.
- I can ascribe meaning to other marks like on signage.
- I can start to write identifiable shapes and letters.

### Handwriting

- I can draw lines and circles in the air, on the floor or on large sheets of paper using whole arm and body and balancing well.
- I can use tools for mark making with control.
- I can grip using five fingers or preferably two fingers and thumb for control.
- I can use pincers, tweezers, threading equipment with increasing control and confidence.
- I can copy shapes, letters and pictures.

## RECEPTION

### Reading

- Look at books and listen to stories
- Use phonic knowledge to decode regular words
- Be secure at Phase 4 phonics
- Read Phase 2, Phase 3 and Phase 4 tricky words
- Identify rhymes and alliteration
- Join in with rhyming patterns
- Read and understand simple sentences
- Demonstrate understanding when talking with others about what they have read
- Make basic predictions
- Identify the start and end of a sentence
- Know the alphabet and link letter names to the sound they make
- Know the difference between a capital and lower case letter
- Learn some simple rhymes and poems by heart

### Speaking and Listening

- Use complete sentences to explain or describe things
- Listen carefully to what is being said and repeat this if needed
- Know not to interrupt when someone else is saying something
- Stand up in front of others and re-tell something that has happened to them

### Handwriting

- I can draw lines and circles in the air, on the floor or on large sheets of paper using whole arm and body and balancing well.
- I can use tools for marking with control.
- I can grip using five fingers or preferably two fingers and thumb for control.
- I can use pincers, tweezers, threading equipment with increasing control and confidence.
- I can copy shapes, letters and pictures.
- I can sit on a chair with a straight back and feet on the floor.
- I can form recognisable letters.
- I can use a tripod grasp.
- I can use phonic knowledge to write simple sentences which can be read by themselves and others
- I can write my name (correct capital and lower case)
- I can use capital letters and full stops to demarcate sentences
- I can write clearly demarcated sentences

### Composition

- I can tell an adult what they have drawn or painted.
- I can use some identifiable letters to communicate meaning and use them to write captions and labels.
- I can give meaning to their marks as I write.
- I can read back my writing.
- I can create representations of people and objects.
- I can begin to rehearse what I write orally before writing.

## Spelling

- I can identify sounds from their own name in other words.
- I can ascribe meaning to other makes like on signage.
- I can start to write identifiable shapes and letters.
- I can segment and blend the sounds in simple words and name sounds.

## Grammar, Punctuation

- I can recognise a capital letter at the start of my name.
- I can talk about sentences and start to write short sentences.
- I can start to use full stops and capital letters in the correct places.

## Early Learning Goal

- I can use my phonic knowledge to write words in ways which match my spoken sounds.
- I can also write some irregular common words.
- I can write simple sentences which can be read by myself and others.
- I can spell some words correctly and others are phonetically plausible.

## Mathematics

- Count reliably to 20
- Count a number of objects by pointing to/moving each one as they count
- Recognise numbers to 20
- Order numbers 1 – 20
- Say 1 more and 1 less than numbers to 20
- Add and subtract two single digit numbers
- Form all digits 0-9 correctly
- Know the names of the days of the week in order
- Begin to recognise and name common 2D shapes, e.g. square, rectangle, circle and triangle
- Begin to recognise and name some 3D shapes, e.g. cube, sphere, cylinder, cone