

# Welcome to Year R Expectations Session

The bottom of the slide features a series of overlapping, wavy, light blue shapes that resemble a stylized horizon or a series of gentle hills. These shapes are layered, with some being slightly more opaque than others, creating a sense of depth and movement.

The aim of today is to inform you about what your child needs to know by the end of the Reception Year so that they are ready to dive into Key Stage 1 in September 2019!



In the Early Years Foundation Stage there are 7 areas of learning.

GLD= Good Level of Development.

Area of Learning and Development	Aspect
<b>Prime Areas</b>	
<b>Personal, Social and Emotional Development</b>	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
<b>Physical Development</b>	Moving and handling
	Health and self-care
<b>Communication and Language</b>	Listening and attention
	Understanding
	Speaking
<b>Specific areas</b>	
<b>Literacy</b>	Reading
	Writing
<b>Mathematics</b>	Numbers
	Shape, space and measure
<b>Understanding the World</b>	People and communities
	The world
	Technology
<b>Expressive Arts and Design</b>	Exploring and using media and materials
	Being imaginative

## **Characteristics of Effective Learning**

### **Playing and exploring – engagement**

**Finding out and exploring**  
**Playing with what they know**  
**Being willing to 'have a go'**

### **Active learning – motivation**

**Being involved and concentrating**  
**Keeping trying**  
**Enjoying achieving what they set out to do**

### **Creating and thinking critically – thinking**

**Having their own ideas**  
**Making links**  
**Choosing ways to do things**

## Communication and Language

To **achieve** (expected) the ELGs children will be able to listen attentively, anticipate key events in stories and respond appropriately to what they hear.

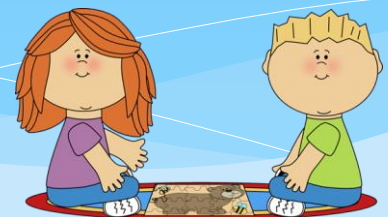
They will be able to follow a series of instructions and answer how and why questions.

Children will be able to express themselves effectively and show awareness of the listener.

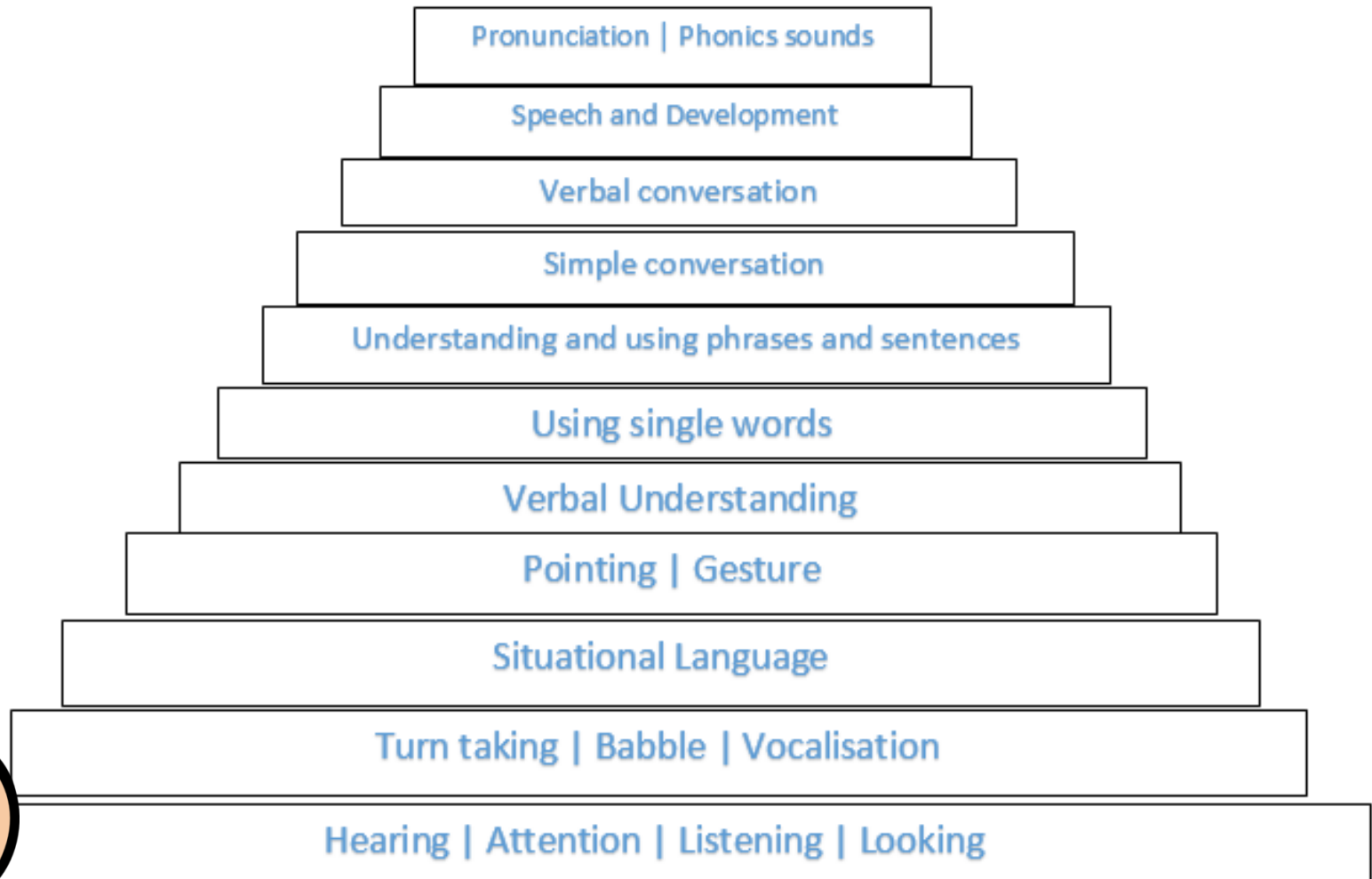
They will be able to use past, present and future forms.

To **exceed** the ELG children will show awareness of the listener by adapting their language.

In recounting experiences they will use arrange of vocabulary in imaginative ways to imagine possibilities, add information, express ideas and justify actions and events.



# How Language Develops





## Things you can do at home:

Play board games that involve taking turns, this helps listening and concentration

Encourage them to talk without being questioned. This can help them to talk more about their experiences.

Open questions like ‘What are you going to play with today?’ encourage them to say more than ‘yes’ and ‘no’.

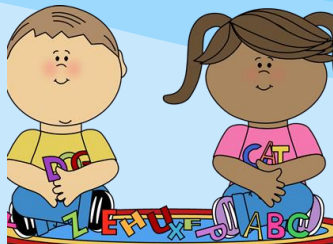
Have fun with rhyme and alliteration and encourage your child to learn new words.



## Phonics

Phonics provides the building blocks for reading and writing and we teach it systematically from the beginning of the reception year. To help children achieve the ELGs for reading and writing they need to develop a secure knowledge of single phonemes, digraphs and trigraphs and some common irregular words.

Children have got a phonics cards containing sounds for them to learn and words for them to practise reading, writing and spelling. You can also build words with them to help your child segment and blend the phonemes for reading and writing. These will be updated regularly.







## Things you can do to help at home:

Use the phonics packs provided to test your child's knowledge of the sounds.

Say a sound and ask the child to pick it out from a selection of phoneme flashcards laid out.

Use the cards to build words (you can make duplicate sets of flashcards to build words where phonemes are repeated) and encourage your child to segment and blend the sounds to read the words.

Say a word and help your child to segment the word and build it using the flashcards.



## Reading

To **achieve** (expected) the ELG children will be able to read and understand simple sentences, use phonic knowledge to decode regular words and read them aloud accurately.

They will also be able to read some common irregular (tricky) words and demonstrate understanding when talking with others about what they have read.

To **exceed** the ELG children must also be able to read phonically regular words of more than one syllable as well as many irregular but common words. Children use a range of strategies to understand unfamiliar vocabulary and can describe the main events in the simple stories they have read.



## Things you can do at home:

You can help your child by sharing a varied range of books including stories and non-fiction books in subjects that interest them.

Set aside a special time to read to and with your child and talk about the books.

Look for print in other areas such as food packaging, shop and road signs etc.

Your child has been bringing home their Songbirds reading scheme book. It is important to read this regularly until your child is fluent.

Use the high frequency and tricky word flashcards in your child's phonics pack to improve their sight vocabulary.



## Writing

To **achieve** (expected) the ELG children will be able to use their phonic knowledge to write some simple words correctly and others in ways which match their spoken sounds. They can also write some common irregular (tricky) words and spell them correctly. They will be able to write simple sentences which can be read by themselves and others.

To **exceed** the ELG children must correctly spell phonically regular words of more than one syllable as well as many common irregular words. They must use key features of narrative (e.g. story language and structure) in their writing.



## Things you can do at home:




Model using writing for different purposes such as making lists, writing cards and notes. Ask your child what you should write, write it down and read it back to them.

Provide different opportunities for mark making like painting and printing and encourage them to talk about their creations.

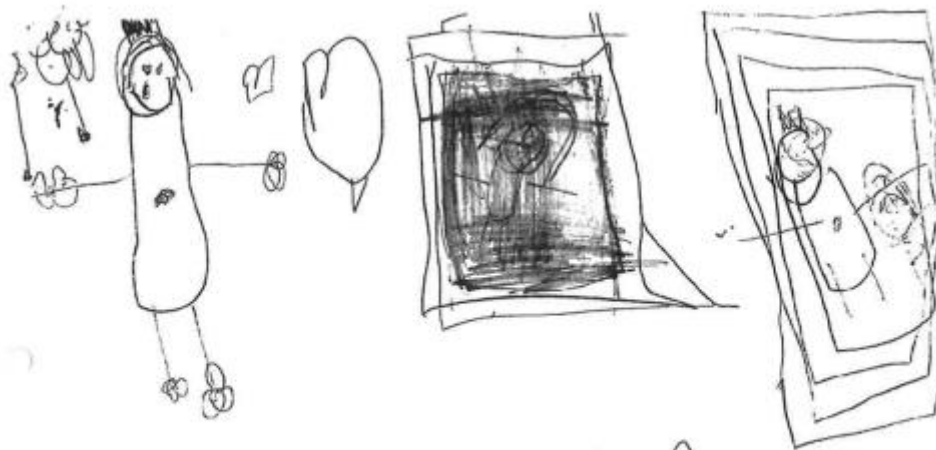


As the children develop their knowledge of letter sounds through phonics give your child opportunities to write for different purposes as above.

Encourage your child to write as well as read the phonemes and words in their phonics packs and encourage them to form the letters correctly.

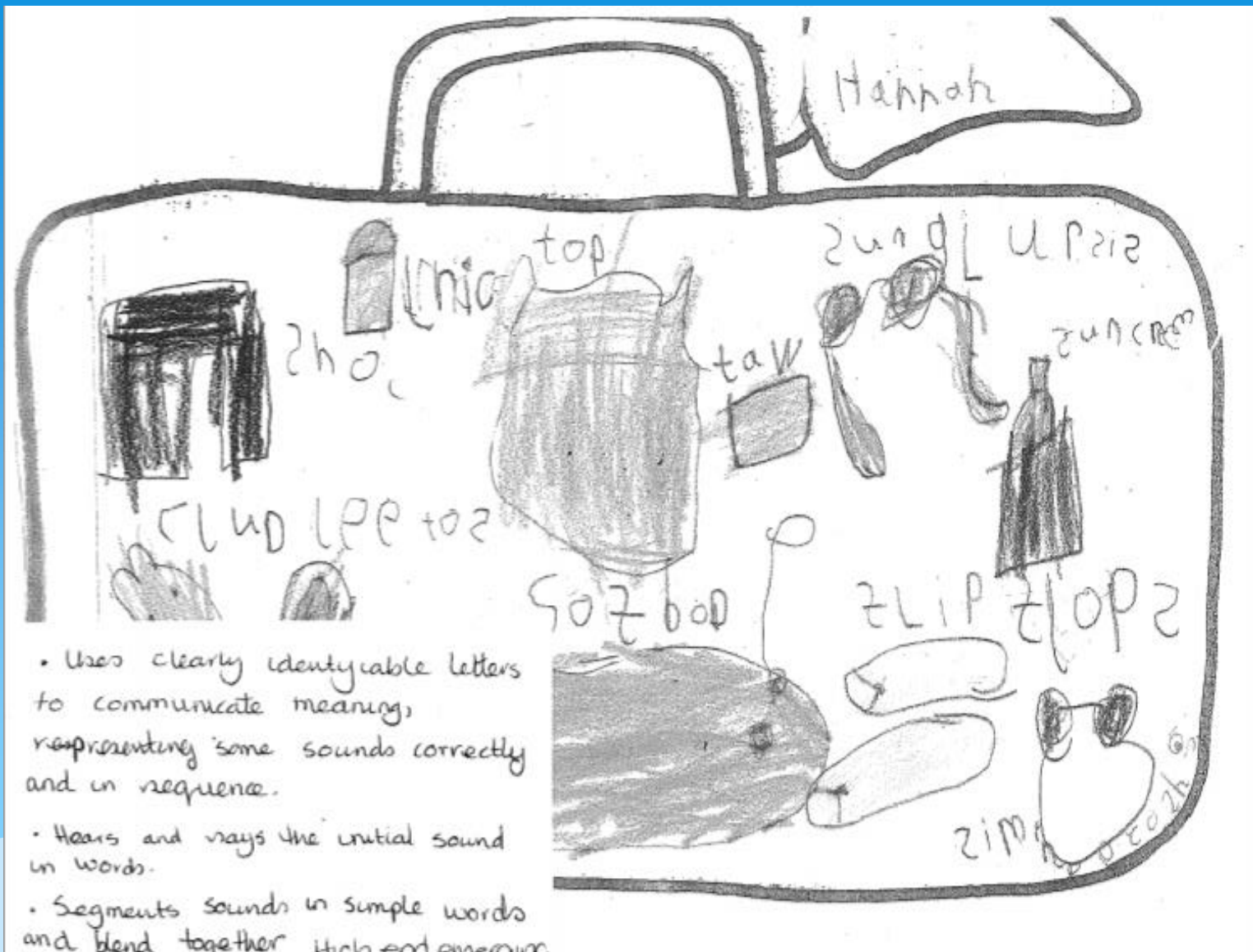


Would you deem  
these children  
Emerging, Expected or  
Exceeding in writing?



I went to  
 Land I sor dinesga  
 bong I went to  
 the moysese  
 m







tomiss swayn

you are  
invited  
to my  
party

Love

Scarlett

XXXXXX

I love playing with my friends.

I like playing with my friends.

I like drawing.

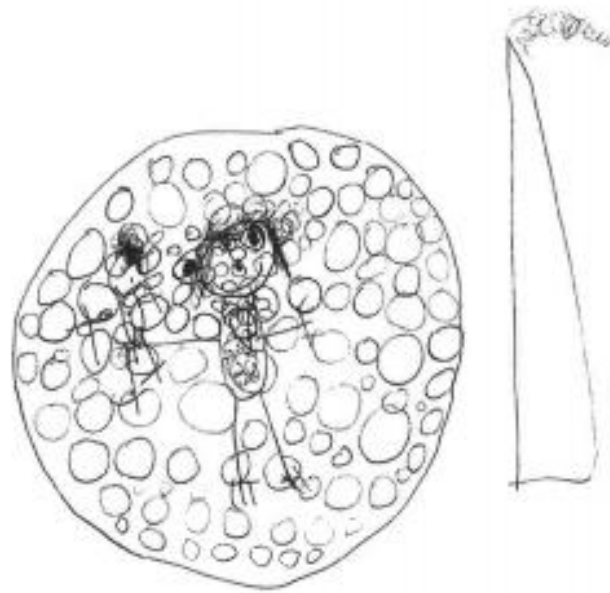
I like hula hooping.

I like playing.

I like playing with balls.

I like playing with my friends.

I like playing with my friends.



on saturday I

Went to the  
met fodam

Is wama na pla la wivsa  
I Wenon the side



once a poho time  
 there lived a boy  
 with his Mumy  
 he took his cow  
 to the moor it  
 he saw a old man  
 who said the  
 magic being  
 Mumy shared the bees  
 a wal

The rich  
 resources in the  
 writing area  
 inspired M to  
 write her own  
 version of the  
 traditional tale,  
 (from a previous  
 story telling  
 session).

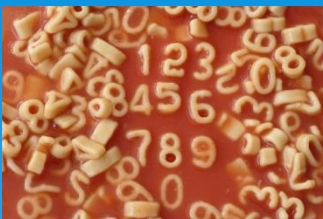
M proudly tells  
 the practitioner,  
 'I've written my  
 own story, it's  
 like the one in  
 the book.'

## Maths – Number

To **achieve** the early learning goal your child will be able to count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they will be able to add and subtract two single-digit numbers and count on or back to find the answer. They can solve problems, including doubling, halving and sharing.

To **exceed** the ELG your child will be able to estimate a number of objects and check quantities by counting up to 20. They will be able to solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.





## Things you can do at home

Sing number rhymes with your child.

Choose a number for the week. Encourage your child to look out for this number all the time. Can your child see the number anywhere? At home - in the kitchen, on pages in a book, in the street - on doors, on car number plates, on buses, while out shopping on the shop till, on shelves, in shop windows.

Count out that amount of apples, toys, spoons, straws, sweets, etc. Practise writing the number. Choose a different number each week.

Play dice games with your child such as snakes and ladders where counting moves is required – when your child is ready, use two dice and add the numbers.

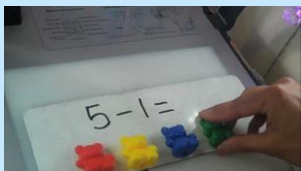


Counting and putting numbers in order. Use old magazines, comics or greetings cards.

Cut out pictures of animals, or anything else your child is interested in. Label the animals 1 to 5. Shuffle the animals. Ask your child to put them in order from 1 to 5. Remove one animal. Ask your child which number is missing. Repeat with other numbers and more than one missing number.

Ask your child to say what number comes before or after a number you choose. When your child can do this, repeat with numbers 1 to 10 then 11- 20.

When they become more confident recognising, writing and sequencing numbers use everyday objects to provide opportunities for simple practical addition, subtraction and sharing.





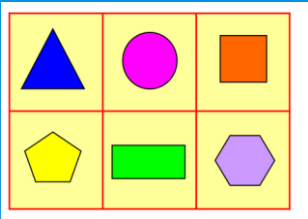
## Maths – Shape, Space and Measure

To **achieve** the ELG your child must be able to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They will be able to recognise, create and describe patterns. They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.

To **exceed** the ELG you child will be able to estimate, measure, weigh and compare and order objects and talk about properties, position and time.







## Things you can do at home

Look for 2D and 3D shapes around the home and outside, talk about the properties of the shapes, how many sides, corners etc.

Involve your child when baking weighing the ingredients, filling and emptying containers and encourage compare sizes and amounts.



Talk about what happens at different times of the day and how long things take.

Have a treasure hunt around the home using positional language as clues, your next clue is under the table, for example.

## Understanding of the World - People and Communities, The World and Technology

For your child to achieve **expected** in the ELG for this area they will need to be able to talk about past and present events in their own lives and the lives of family members. They will need to understand that other children don't always have the same experiences, environments and lifestyle as them, and learn how to react sensitively to this. They will be able to recognise similarities and differences between themselves and others, and among families, communities and traditions. They will recognise similarities and differences in relation to places, objects, materials and living things.

They will be able to talk about features of their own immediate environment and begin to understand how environments might vary from one another. They will begin to remember what they have observed or learnt of animals, and plants and explain why some things occur. They will need to recognise a range of technology and their uses. They will begin to select and use technology for particular purposes.



For your child to achieve **exceeding** in the ELG for this area they will be able to demonstrate an understanding of the difference between past and present events in their own lives and what life was like in the past.

They will know that other children have different likes, dislikes and skills. They will understand that people have different beliefs, attitudes, customs and traditions and that it is important to treat them with respect.

Your child will need to know that the environment and living things are influenced by human activity and should be able to talk about the things we can do to maintain the areas where we live.

They will need to show confidence in using different types of technology for particular purposes.



## Things you can do at home:

You can help your child develop in this area looking at changes in the environment through the seasons and at different times of the day.

Talk about their friends, what are they like, how are they different or the same?

Encourage your child to talk about different natural environments and look closely at the things they find.

Explore the technology you have around the home such as phones, computers (tablets, ipads, kindles etc.), TV, radio, CD or DVD players.

Have hunts around the house for all the light switches or for all the things that plug in and all the things that need batteries and talk about their uses.



## Personal Social and Emotional Development

For your child to reach **expected** in the ELG for this area they will be able to play co-operatively and take turns with other children.

They will talk to others and share ideas on how to play show sensitivity towards others feelings. They will be confident to try new things and say way they like some activities more than others. They will find the materials they need for their chosen activities and be able to ask for help if they need it. They will be able to talk about their own and others feelings and behaviour, the consequences of some behaviour and how some behaviour is unacceptable. They can work in a team, understand and follow the rules and adjust their behaviour to different situations and changes in routine.



To **exceed** the ELG in this area your child will be confident to speak to the whole class, talk about the things they enjoy, things they are good at, and things they might find difficult. They will be able to talk about plans they have made to carry out activities and reflect on what changes they would make if they were to do it again. They will confidently manages their feelings and maintain control of their behaviour. They will work with others and listen to their suggestions on how to achieve approach an activity without adult support. They stand up for themselves and their ideas, can resolve conflict without aggression and are able to wait for what they want.





## Things you can do to help at home.

You can help your child by talking to them about how they are feeling.

Act out different emotions for them to recognise.

Encourage your child and praise them for things they like doing and are good at.

Talk about their likes and dislikes and encourage them to explain why they do and don't like these things.

Encourage them to talk about what they plan to do and what they need to carry out their chosen activity.



## Physical development

To meet **expected** in the ELG for this area your child needs to show good control and coordination in large and small movements. They should be able to move confidently in a range of ways and avoid obstacles and other children as they move around a space. They will handle equipment and tools effectively, including pencils for writing. Your child should be able to talk about the importance of physical exercise and a healthy diet to maintain good health and manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.





To reach **exceeding** in the ELG for this area your child will be able to hop confidently and skip in time to music. They will use their preferred hand for writing with the correct pencil grip. They will begin to write on lines and control their letter size. They will make healthy choices in relation to healthy eating and exercise and successfully dress and undress fastening buttons and tying shoe laces independently.





## **Things you can do at home.**

You can help your child develop in this area by talking about ways to be healthy and exercise, discussing food choices when you take your child shopping, talk about what happens to bodies and how we feel when we have been running around.

Play lots of different games, listen to music and dance along and encourage your child to practise writing their sounds in their phonics packs, following the correct letter formation and encouraging correct pencil grip.

It is also important to encourage your child to start dressing independently.

Set them a challenge to get ready for bed on their own.

Children will find things like buttons easier to manage as their fine motor skills develop but you can help them by giving them polo shirts that just have a few buttons .

Shoe laces are very difficult so we would suggest Velcro shoes until children are ready to tackle laces.



## Expressive Arts and Design

For your child to achieve **expected** in this area they will use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



For your child to achieve **exceeding** in this area they will need to develop their own ideas through selecting and using materials and working on processes that interest them. They will explore different media and materials and decides how they can be combined and changed. Your child will be able to talk about the ideas and processes that have led them to make designs, images and products. They will be able to describe their own and others work ,recognising differences and individual strengths.



## Things to do at home:

You can help your child develop further in this area at home by encouraging them to explore a variety of different media such as paint, glue, pens, pencils, charcoal, chalks and junk modelling.

Cut up old clothes to use for collage.

Use ink and feathers to write a potion for a witch, draw secret pictures in white crayon and then wash over with water paint or food colouring.



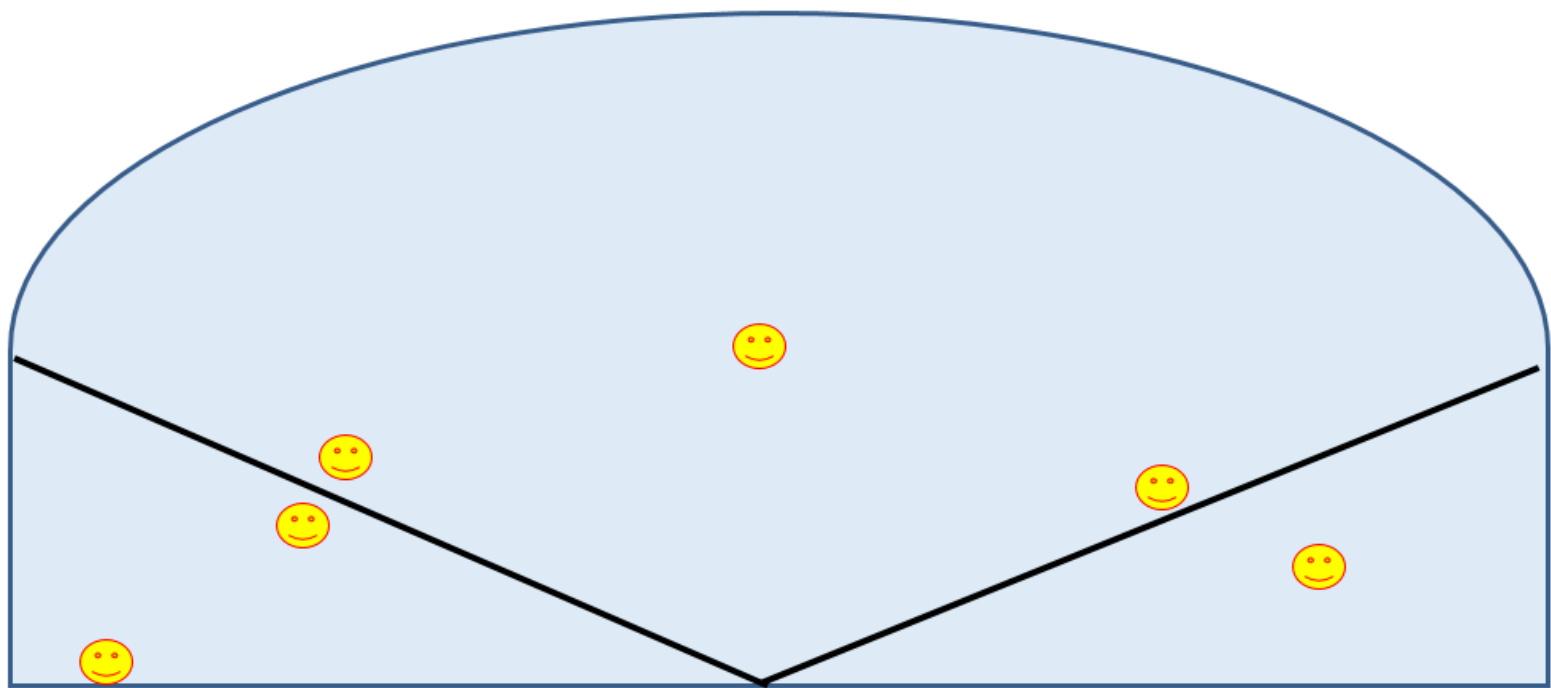
Make and decorate cakes, talk about designs and ask your child why they have chosen that particular one.

Colour some pasta or rice and use it to make pictures.

Print pictures with your fingers, hands, feet, cotton wool, potatoes or sponges.



Expected



Emerging

Exceeding