
























## Reception End of Year Expectations

### 'Early Learning Goals' for Reception 2025 -26




 Area of Learning	 Strand	 Early Learning Goals
Communication & Language	Listening, Attention & Understanding 	<ul style="list-style-type: none"> <li>- Listen attentively and respond with relevant questions, comments and actions during reading, class discussions and small group interactions.</li> <li>- Make comments and ask questions to clarify understanding.</li> <li>- Hold conversation in back-and-forth exchanges with teachers and peers.</li> </ul>
	Speaking 	<ul style="list-style-type: none"> <li>- Participate in discussions, offering own ideas with recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, using vocabulary from stories, non-fiction, rhymes, and poems.</li> <li>- Express ideas and feelings using full sentences (past, present, future) with conjunctions, supported by the teacher.</li> </ul>
Personal, Social & Emotional Development	Self-Regulation 	<ul style="list-style-type: none"> <li>- Understand own feelings and those of others; begin to regulate behaviour.</li> <li>- Set and work towards simple goals; control impulses.</li> <li>- Give focused attention to teacher instructions and follow multi-step directions.</li> </ul>
	Managing Self 	<ul style="list-style-type: none"> <li>- Try new activities confidently; show independence, resilience, perseverance.</li> <li>- Explain reasons for rules; know right from wrong and behave accordingly.</li> <li>- Manage basic hygiene and personal needs, including dressing, toilet, and healthy food choices.</li> </ul>
	Building Relationships 	<ul style="list-style-type: none"> <li>- Work and play cooperatively; take turns.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to own and others' needs.</li> </ul>
Physical Development	Gross Motor Skills 	<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely.</li> <li>- Demonstrate strength, balance, and coordination.</li> <li>- Move energetically (running, jumping, dancing, hopping, skipping, climbing).</li> </ul>
	Fine Motor Skills 	<ul style="list-style-type: none"> <li>- Hold a pencil effectively (tripod grip) for writing.</li> <li>- Use small tools (scissors, paintbrushes, cutlery).</li> <li>- Show accuracy and care in drawing.</li> </ul>
Literacy	Comprehension 	<ul style="list-style-type: none"> <li>- Retell stories and narratives using own words and vocabulary.</li> <li>- Anticipate key events in stories.</li> <li>- Use vocabulary in discussions about stories, non-fiction, rhymes, poems, and role play.</li> </ul>
	Word Reading 	<ul style="list-style-type: none"> <li>- Say a sound for each letter and at least 10 digraphs.</li> <li>- Read words by sound-blending.</li> </ul>

 Area of Learning	 Strand	 Early Learning Goals
		- Read simple sentences and books, including some common exception words.
	Writing 	- Write recognisable letters, mostly correctly formed. - Spell words by identifying and representing sounds. - Write simple phrases and sentences readable by others.
Mathematics	Number 	- Understand numbers to 10 and their composition. - Subitise up to 5. - Recall number bonds up to 5 and some to 10, including doubles.
	Numerical Patterns 	- Count beyond 20, recognising patterns. - Compare quantities up to 10 in different contexts. - Explore number patterns, evens/odds, doubles, and equal distribution.
Understanding the World	Past & Present 	- Talk about people's lives and roles in society. - Recognise similarities/differences between past and now. - Understand the past through books and storytelling.
	People, Culture & Communities 	- Describe immediate environment using observations, discussion, stories, non-fiction texts, and maps. - Recognise similarities/differences between religious and cultural communities in this country. - Compare life in this country and others using stories, non-fiction, and maps.
	The Natural World 	- Explore and observe animals and plants. - Identify similarities/differences between local and contrasting environments. - Understand processes and changes in nature (seasons, changing states of matter).
Expressive Arts & Design	Creating with Materials 	- Safely use a variety of materials, tools, and techniques; experiment with colour, texture, design, form, function. - Share creations and explain the process. - Use props and materials for role play in narratives and stories.
	Being Imaginative & Expressive 	- Invent, adapt, and recount stories with peers and teacher. - Sing well-known nursery rhymes and songs. - Perform songs, rhymes, poems, and stories with others.



## Early Writing Framework: Need-to-Know Guide for Parents 2025

The Department for Education has introduced a new Early Writing Framework to guide how we support your child's writing development in the Early Years Foundation Stage (EYFS). Here's what it means for your child:



### Foundations for Writing

-  **Handwriting:** Learning correct letter formation and developing fine motor skills.
-  **Spelling:** Using phonics to connect letters and sounds for spelling words.
-  **Sentence Construction:** Writing simple sentences with basic grammar and punctuation.



### Talking Before Writing

-  **Oral Composition:** Discussing stories and ideas helps children organise thoughts.
-  **Shared Writing:** Adults model writing by creating texts together with children.




### Writing Through Play

-  **Role Play:** Practising writing in play (e.g., shopping lists, signs, notes).
-  **Mark Making:** Drawing and scribbling as early forms of writing.

### Encouraging a Love for Writing

-  **Reading Together:** Stories inspire ideas for writing.
-  **Celebrating Writing:** Displaying work builds confidence and shows writing is valued.

### Supporting Writing at Home

-  **Provide Materials:** Crayons, pens, paper, and notebooks for free writing.
-  **Write Together:** Notes, lists, or cards with your child.
-  **Talk About Writing:** Explain what you're writing and why.