

## Key Assessment Criteria: Being a Reader

<p><b>A Reception Reader</b>  <b>40 – 60+ months</b>  <u>Reading</u>            Continues a rhyming string.            Hears &amp; says the initial sound in words.            Can segment the sounds in simple words &amp; blend them together &amp; knows which letters represent some of them.            Links sounds to letters, naming and sounding the letters of the alphabet.            Begins to read words &amp; simple sentences.            Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.            Enjoys an increasing range of books.            Knows that information can be retrieved from books &amp; computers.</p>	<p><b>Early Learning Goals</b>            Children read &amp; understand simple sentences.            They use phonic knowledge to decode regular words &amp; read them aloud accurately.            They also read some common irregular words.            They demonstrate understanding when talking with others about what they have read.</p> <p><b>Exceeding</b>            Child can read phonically regular words of more than one syllable as well as many irregular but high frequency words.            They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p>
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## Key Assessment Criteria: Being a Writer

<p><b>A Reception Writer</b>  <b>40 – 60+ months</b>  <u>Writing</u>            Gives meaning to marks they make as they draw, write and paint.            Begins to break the flow of speech into words.            Continues a rhyming string.            Hears and says the initial sound in words.            Can segment the sounds in simple words and blend them together.            Links sounds to letters, naming and sounding the letters of the alphabet.            Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.            Writes own name and other things such as labels, captions.            Attempts to write short sentences in meaningful contexts.</p> <p><b>Early Learning Goals</b>  <u>Writing</u>            Children use their phonic knowledge to write words in ways which match their spoken sounds.            They also write some irregular common words.            They write simple sentences which can be read by themselves and others.            Some words are spelt correctly and others are phonetically plausible.</p> <p><b>Exceeding</b>  <u>Writing</u>            Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>	<p><b>48 - 60 months</b>  <u>Physical Development</u>  <u>Moving and Handling</u>            Good control in writing recognisable letters and drawing with pencils and paint            Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>Early Learning Goals</b>  <u>Moving and Handling</u>            They handle equipment and tools effectively, including pencils for writing.</p> <p><b>Exceeding</b>            They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>
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## Key Assessment Criteria: Being a Mathematician

<p><b>A Reception Mathematician</b>  <b>40 – 60+ months</b>  <u>Numbers</u>            Recognise some numerals of personal significance.            Recognises numerals 1 to 5.            Counts up to three or four objects by saying one number name for each item.            Counts actions or objects which cannot be moved.            Counts objects to 10, and beginning to count beyond 10.            Counts out up to six objects from a larger group.            Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.            Counts an irregular arrangement of up to ten objects.            Estimates how many objects they can see and checks by counting them.            Uses the language of 'more' and 'fewer' to compare two sets of objects.            Finds the total number of items in two groups by counting all of them.            Says the number that is one more than a given number.            Finds one more or one less from a group of up to five objects, then ten objects.            In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.            Records, using marks that they can interpret and explain.            Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><b>Early Learning Goal</b>  <u>Numbers</u>            Children count reliably with numbers from one 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 add and subtract two single-digit numbers and count on or back to find the answer.            They solve problems, including doubling, halving and sharing.</p> <p><b>Exceeding</b>  <u>Numbers</u>            Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>	<p><b>40 – 60+ months</b>  <u>Shape, Space &amp; Measure</u>            Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.            Selects a particular named shape.            Can describe their relative position such as 'behind' or 'next to'.            Orders two or three items by length or height.            Orders two items by weight or capacity.            Uses familiar objects and common shapes to create and recreate patterns and build models.            Uses everyday language related to time.            Beginning to use everyday language related to money.            Orders and sequences familiar events.            Measures short periods of time in simple ways.</p> <p><b>Early Learning Goal</b>  <u>Shape, Space &amp; Measure</u>            Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.            They recognise, create and describe patterns.            They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p><b>Exceeding</b>  <u>Shape, Space &amp; Measure</u>            Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>
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