

A Booklet for Reception Parents

End of Year Expectations- Social and English



These are the things our Reception children are expected to show at all times throughout the year.

SOCIAL

To be able to initiate play
To be confident in trying new things
To be able to take turns and share
To be able to adapt to change, such as different events and social situations and routines
To be aware of boundaries and follow rules
To be able to resolve problems with support
To be independent with own belongings
To have some responsibility with own personal care; using the toilet, hand washing, changing for PE
To be able to show an awareness of respect for self and others
To show confidence in asking adults for help or say when they do not need help
To be able to choose resources they need for their chosen activities
Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy
To work as part of a group or class

ENGLISH

These illustrate what most children are expected to achieve by the end of their reception year. However, some children may need consolidation of earlier objectives, or structured support to help them achieve aspects of these, therefore greater focus will be given here. Some children will have exceeded these targets, and will be working to more challenging objectives, deepening their understanding and application skills.

Speaking and Listening

Able to maintain attention and concentrate for short periods of time
Able to sit quietly during appropriate times
Respond to what they hear and ask relevant questions
Respond to simple instructions and questions
Retell simple past events in the correct order
Use talk to connect ideas
Question why things happen and give explanations
Be able to follow directions
Listen to stories and respond to what they hear with relevant comments, questions or actions
Begin to understand 'why' and 'how' questions

Writing

Be able to hold the pencil correctly, use it with control and have a preference for a dominant hand
Begin to form recognisable letters
Be able to give meaning to marks that they make as they draw, write or paint
Begin to break the flow of speech into words
Be able to hear and say the initial sounds and words
Be able to segment the sounds in simple words and blend them together
Attempt to write simple sentences in meaningful contexts

Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

Be able to write own name, labels, captions and attempt to write short sentences

Use phonic knowledge to write words to match their spoken words

Reading

Be able to show awareness of rhyme, alliteration and recognise rhythm in spoken words

Listen to and join in with stories and poems with increasing attention and recall

Begin to be aware of the way that stories are structured and suggest how a story might end

Describe main story setting, events and characters

Know that print carries meaning and is read from left to right and top to bottom

Hear and say initial sounds in words

Segment the sounds in simple words and blend them

Link sounds to letters, naming and sounding the letters of the alphabet

Begin to enjoy an increasing range of books

Know that information can be retrieved from books and computers

Read and understand simple sentences

Tips and ideas for Supporting English at home. For more ideas please see our English section on the school website <http://www.salford.bathnes.sch.uk/curriculum>:

Speaking and Listening

- Discuss their day with them when you see them after school
- Try to have a family meal together as often as possible
- Encourage your child to talk about their views and interests with others
- Ask them about their homework and get involved with it
- Switch off television and laptops well before bedtime: chat or read a bedtime story together instead
- Play family games together, like I Spy, Charades, Chinese Whispers and Articulate
- Nursery rhymes, songs, jokes and puppets are an important way of helping younger children learn language
- Re-tell familiar stories and have fun making up your own

Writing

Encourage young children to look at print on road signs, food packets, in books, magazines and catalogues.

Try fun activities that strengthen your child's hand e.g. cutting, painting, squeezing playdough, picking up small things with tweezers and pegs.

Use magnetic letters and make small words together. Leave a message on the fridge door and encourage your child to reply.

Praise play writing – early squiggles and marks show that your child is beginning to understand writing.

Make up a story together about one of their toys. You write the story as they say the words. Make up a little booklet. Take photos and use the pictures in the book.

Buy stickers of a favourite TV programme or book. Make your own little book about it.

Cut up letters from magazines for children to make their names and short sentences.

Make handwriting interesting – practise drawing letters in sand, water, or paint, use white boards, playdough, pastry or shaving foam.

Children typically love writing invitations – perhaps because they love parties! They also tend to like sticking to such a rigid and seemingly grown-up format. Discuss with them what they will need to include on the invitation: time, cause for celebration, place, dress code, food, entertainment. They can have huge fun decorating, too. For example, they could write an invitation to Cinderella's wedding, or to the Hungry Caterpillar's birthday party – imagine the food at that do

What if one of your child's favourite characters had a birthday? Discuss what they could draw on the front of their birthday card – what would the character like to see pictures of? How old do you think the character might be? Inside, your child can even write a little rhyme or special message. Have them look at some of their own birthday cards for inspiration.

Frequently leave notes on pillows, desks, mirrors, wherever. Have your child write you a note in return. A family chalkboard or message board is a great tool for encouraging your child to write messages.

Make a Menu - Let your child design and write the menu for a family dinner. This is a great activity that will keep a child busy while mom or dad is cooking. If some of the words are difficult, write them down on a separate sheet of paper for the child to copy.

Spellings

Try splitting the word into parts (syllables). Every syllable must have a vowel in it, e.g. four-teen, tea-cher

Colour in and illustrate words – write a word in one colour, then go over it again and again in different rainbow colours. Repetition will help your child to learn the shape of the word. Writing words with coloured chalk on black paper is another way of carrying this out.

Write each spelling word on 2 cards and play a matching game.

Let your child use their finger to write words on your back – guess what they have written and then reverse the process. Children seem to love doing this! Have fun writing words in the air, on different textures e.g. sand, condensation. Flatten a piece of plasticine and use a pencil to write the word into it. Note any patterns within the word and then smooth the plasticine and challenge your child to write the word from memory.

Encourage your child to draw pictures to accompany their spelling words and then write the words underneath.

See if your child can spot their spelling words in a reading book or comic. Make flashcards to help you when revising spellings with your child.

Reading

Please see our comprehensive reading section on the school website:

<http://www.salford.bathnes.sch.uk/reading/>

As well as reading aloud to someone who is listening carefully and giving help where needed, children need to talk about the book and be read to themselves.

Try to take a regular time as often as you can to read and enjoy books. You could read a book to your child and get him/ her to join in when he/ she can. Children can do this best with rhymes and repeating patterns of words and at the end of sentences.

Join the local library.

Encourage your children to spot letters that they recognise on posters, signs etc.

Point out various signs that are all around us. Children from a very early age recognise (and read) McDonalds, Tesco, Asda etc.

Read words together on food packets and tins when shopping, can they find the baked beans? tomato sauce? etc

Re-read books that are familiar to your child:

- i) they enjoy and get satisfaction from re-reading good books. This helps to turn them on to reading and gives them confidence.
- ii) When they know most of the words, they can then turn their attention to reading fluently and with expression
- iii) Children can read on their own without having to wait for someone to help them. This means they can do more reading which helps them to become better readers.
- iv) When children know most of the words, they can learn about common letter strings, about forming new words from the ones they already know and about similarities and differences between words.

Recorded books are excellent, as they can let your child experience books that he/she couldn't manage on his/her own. They can also be borrowed from libraries.

Check your child really understands the book by asking them to relate the story to you.