



Reception **Writing** Learning Musts

By the end of the year I must be able to...

Spelling

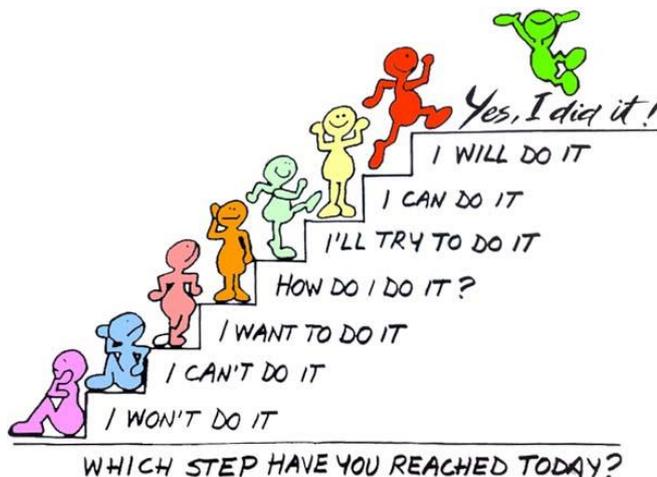
- I can use my phonic knowledge to write words in ways which match my spoken sounds.
- I can write some common exception words (See Appendix 1).

Handwriting

- I am beginning to use finger spaces, full stops and capital letters in my writing.
- I can use a three finger tripod grip to control my pencil.

Composition

- I can write simple sentences which I can read.
- I can write simple sentences that others can read.
- I can use the appropriate Vocabulary, Connectives, Openers and Punctuation (See Appendix 2)





Reception Reading Learning Must's

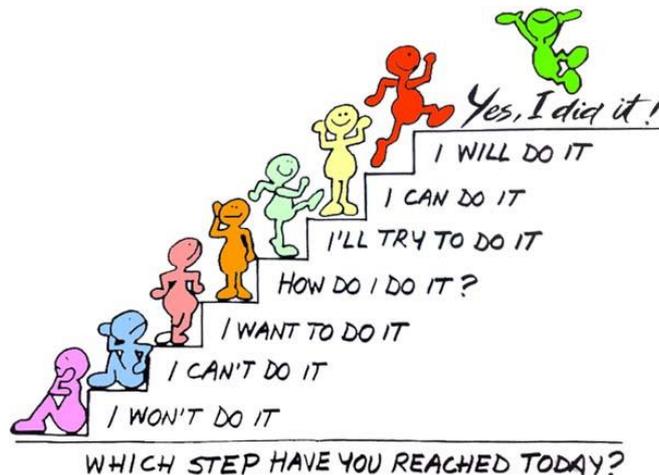
By the end of the year I must be able to... Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Word reading

- I can use my phonics knowledge to decode regular words and read them aloud accurately.
- I can read simple sentences.
- I can write some common exception words (See Appendix 1).

Comprehension

- I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.
- I can demonstrate my understanding when talking to others about what I have read.
- I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.





Reception Maths Learning Must's

By the end of the year I must be able to...

Number and place value

- I can count reliably with numbers from 1-20 and place them in order.
- I can say which number is one more or one less than a given number.

Addition and subtraction

- I can use objects to add and subtract two single-digit numbers (e.g. $5 + 3$ or $7 - 4$) and count on or back to find the answer.
- I can solve problems including doubling, halving and sharing using objects to support my learning.

Measurement

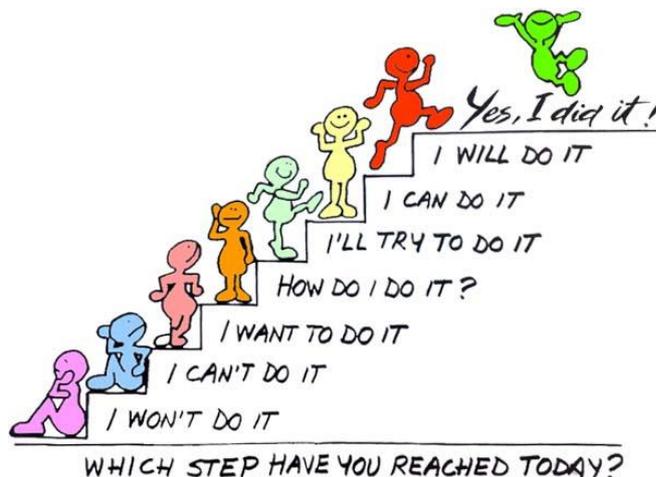
- I can use everyday language to talk about size, weight, capacity, distance, time and money to compare quantities and objects.

Properties of shape

- I can explore the characteristics of everyday objects and shapes.
- I can use mathematical language to describe shapes.
- I can name simple 2D and 3D shapes.

Position and direction

- I can use everyday language to talk about position and direction.
- I can recognise, create and describe patterns.

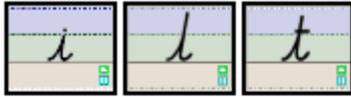


APPENDIX 1:

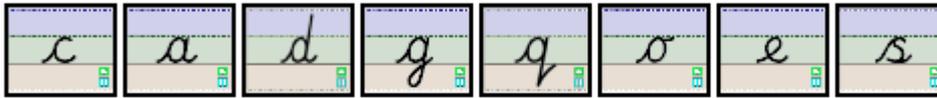
Phonics phase:	Phonics teaching:	Tricky words:																																								
<p>PHASE ONE (Reception)</p>	<p>Supports the importance of speaking and listening and develops children’s discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting</p>																																									
<p>PHASE TWO (Reception)</p>	<p>The children learn to pronounce the sounds themselves in response to letters, before blending them. This leads to them being able to read simple words and captions. Letters: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p>	<p>the, to, l, no, go</p>																																								
<p>PHASE THREE (Reception)</p>	<p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words. Letters: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p>	<p>he, she, we, me, be, was, my, you, they, her, all, are</p>																																								
<p>PHASE FOUR (Reception)</p>	<p>The children learn to read and spell words containing adjacent consonants.</p>	<p>said, so, have, like, some, come, were, there, little, one, do, when, out, what</p>																																								
<p>PHASE FIVE (Year 1)</p>	<p>The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p>	<p>oh, their, people, Mr, Mrs, looked, called, asked</p>																																								
<p>PHASE SIX (Year 2)</p>	<p>This focuses more sharply on word-specific spellings. It encourages children to become fluent readers and increasingly accurate spellers. Working on spelling, including prefixes and suffixes*, doubling and dropping letters etc</p> <p>*-ied -ier -ing -ing -ed -ed -er -est -ment -ness -ful -ly</p>	<p>Common exception words:</p> <table border="1" data-bbox="943 1563 1497 1720"> <thead> <tr> <th colspan="5">RECEPTION COMMON EXCEPTION WORDS</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>he</td> <td>they</td> <td>like</td> <td>little</td> </tr> <tr> <td>a</td> <td>she</td> <td>all</td> <td>so</td> <td>one</td> </tr> <tr> <td>to</td> <td>we</td> <td>are</td> <td>do</td> <td>when</td> </tr> <tr> <td>the</td> <td>me</td> <td>my</td> <td>some</td> <td>out</td> </tr> <tr> <td>no</td> <td>be</td> <td>here</td> <td>come</td> <td>what</td> </tr> <tr> <td>go</td> <td>was</td> <td>said</td> <td>were</td> <td></td> </tr> <tr> <td>into</td> <td>you</td> <td>have</td> <td>them</td> <td></td> </tr> </tbody> </table>	RECEPTION COMMON EXCEPTION WORDS					I	he	they	like	little	a	she	all	so	one	to	we	are	do	when	the	me	my	some	out	no	be	here	come	what	go	was	said	were		into	you	have	them	
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Appendix 2:

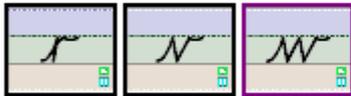
Handwriting straight line continuous cursive letters



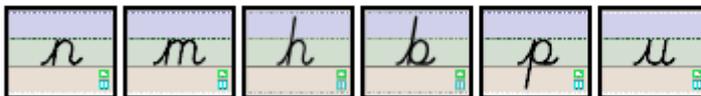
Handwriting curves to start continuous cursive letters



Handwriting top exit continuous cursive letters



Handwriting tunnel continuous cursive letters



Handwriting hooks, loops & line continuous cursive letters



APPENDIX 3:

