

# Reception

## Spring Term



In this booklet you will find Reading, Writing, Maths and basic skill expectations for this term linked to their age.

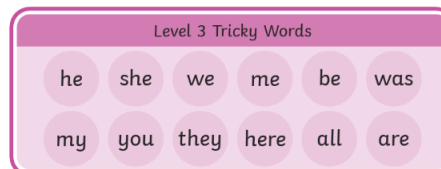
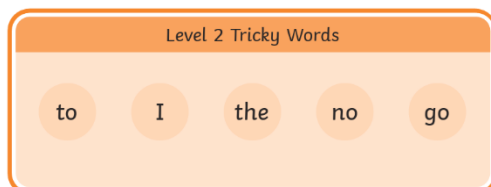
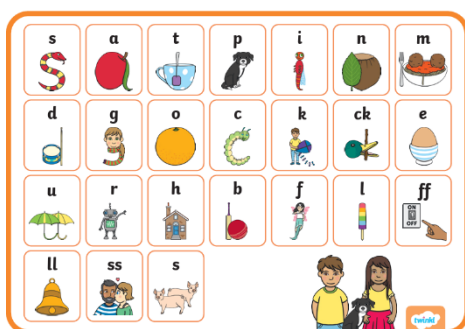
Please use this to support your child at home to meet these milestones.

# Reading



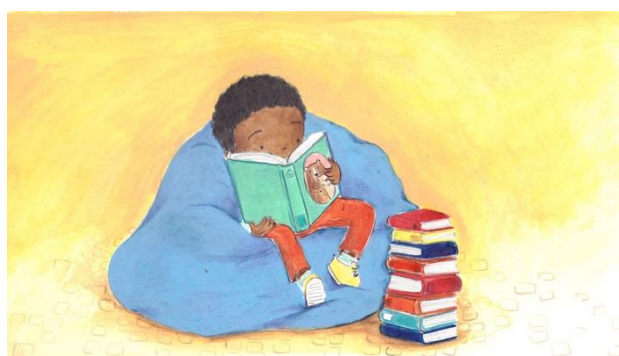
## Word reading

- Can blend sounds in 4 letter words including Level 3 sounds i.e **bank, maps, ship.**
- Can name all letters of the alphabet and know the sound they make
- Read Level 3 di/trigraphs that each represent one sound and say sounds for them e.g. i.e **tail, book, night.**
- Continue a rhyming string e.g. hat, cat, mat, rat
- Read the following high frequency words **to, I, the, no, go he, she, we, me, be, you, all, are, here, was, they, my.**
- Know Level 2 and Level 3 sounds
- Read simple sentences: '**I go to the shop.**' or '**The cat sat on the mat.**'



## Comprehension

- Say how they feel about a story or poem.
- Recall the main points of the story.
- Talk about the themes.
- Make predictions based on what they know about the story.
- Understand and use vocabulary linked to books e.g. book, cover, beginning, end, page, word, letter, author.
- Retell a familiar story using pictures on a story map. Use pictures to help them understand what is happening in the book.



# Writing



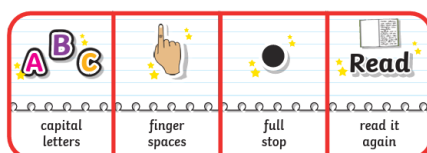
- Hear the sounds in words and write them with some letters in sequence to make words e.g c-a-t is cat
- Write own name independently (capital letter for the first letter then all other letters should be small case e.g. Sarah not SARAH)
- Write labels with sounds in the correct order



- Write captions to say what a picture is showing

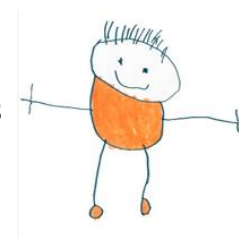


- Write some tricky words – spelling correctly.
- Begin to write simple sentences '**I can see a dog**', '**The cat is on the rug**'
- Understand and use capital letters, fingers spaces and full stops in sentence.

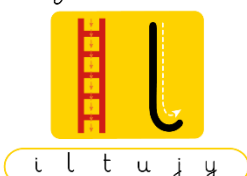


## Physical Development (Fine Motor)

- Hold a pencil using the correct pencil grip in preferred hand.
- Form recognisable lowercase letters starting and finishing in the right place. (ensure the letters go the correct direction)
- Form Capital Letters correctly when writing their name.
- Thread small beads.
- Draw a person with head, body and limbs as well as facial features
- Can touch each fingertip with their thumb of the same hand.
- Colour inside the lines



Long Ladder Letters



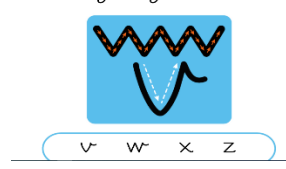
Curly Caterpillar Letters



One-armed Robot Letters



Zig-zag Letters



## Writing



### Examples of children's writing by the end of the Spring term.

Dear Mummy Bear  
I went to  
the moon.  
I had lunch  
w/ babeebar.

I cannot  
wait to go  
bac to  
Scool.

barn harp  
Sharp  
He is in the  
blow car.

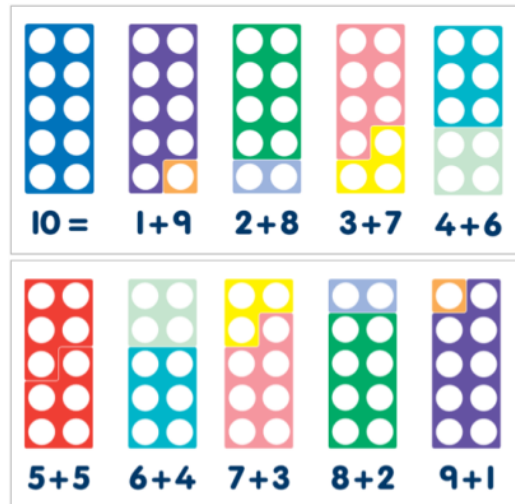
I went to the PRK  
to, Pla<sup>play</sup> foot Ball<sup>park</sup>.

.I will turn of. the  
light.

# Maths

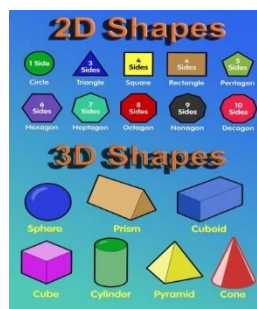
## Number

- Read numbers 0-10
- Write the numbers to 10
- Represent numbers using their fingers/objects and drawings
- Say numbers 1 more and 1 less to 10
- Know number bonds to 10 and the different ways to represent them e.g. in tens frames, using dots, fingers
- Count back from 20-0



## Shape

- Describe length and height of a range of objects e.g. longer, shorter, taller, wider.
- Describe the weight (mass) of a range of objects e.g. heavy, light, heavier, and lighter.
- Describe the capacity (volume) – full, half full, empty, nearly full, nearly empty.
- Order and sequence important times of the day e.g. now, before, later, soon, after, then, next.
- Name 2D shapes e.g. circle, triangle, square, rectangle
- Name 3D shapes and talk about similarities and differences
- Create complex patterns e.g. ABB - blue, red, red, blue, red, red; AABB - square, square, triangle, triangle; AABBB - dot, dot, line, line, line.



# Basic Skills

By the end of the spring term children in Reception should be more independent and able to complete lots of basic skills by themselves.

This includes:

- Putting on coats and zipping them up
- Toileting
- Feeding themselves and using a knife and fork.
- Wiping noses
- Dressing themselves (including shoes and socks)
- Take responsibility for their own property i.e. jumpers, cardigans, gloves hats etc.
- Tidying up the classroom and putting equipment away
- Following rules and routines
- Share and take turns with others
- Asking the adults for help when needed

I can put my coat on



## Other Skills

- Throw and catch a large ball
- Roll a ball with direction
- Demonstrate balance in a variety of situations e.g. during gymnastics, on a bike or scooter.
- Move in a variety of ways skipping, hopping, jumping, running, side stepping, star jumping etc.



