

Mathematics Progression

Children working in line with the national expectation will achieve 6 or 7 of the 9 targets below

- Say some number names in familiar contexts such as nursery rhymes.
- Counts reliably up to 3 everyday objects.
- Counts reliably up to 6 everyday objects.
- Says number names in order.
- Recognises numerals 1-9
- Counts reliably up to 10 everyday objects
- Orders numbers up to 10.
- Uses developing mathematical ideas and methods to solve practical problems.
- Recognises, counts, orders, writes and uses numbers up to 20

Alongside these targets there are also targets for calculating and shape, space and measures.

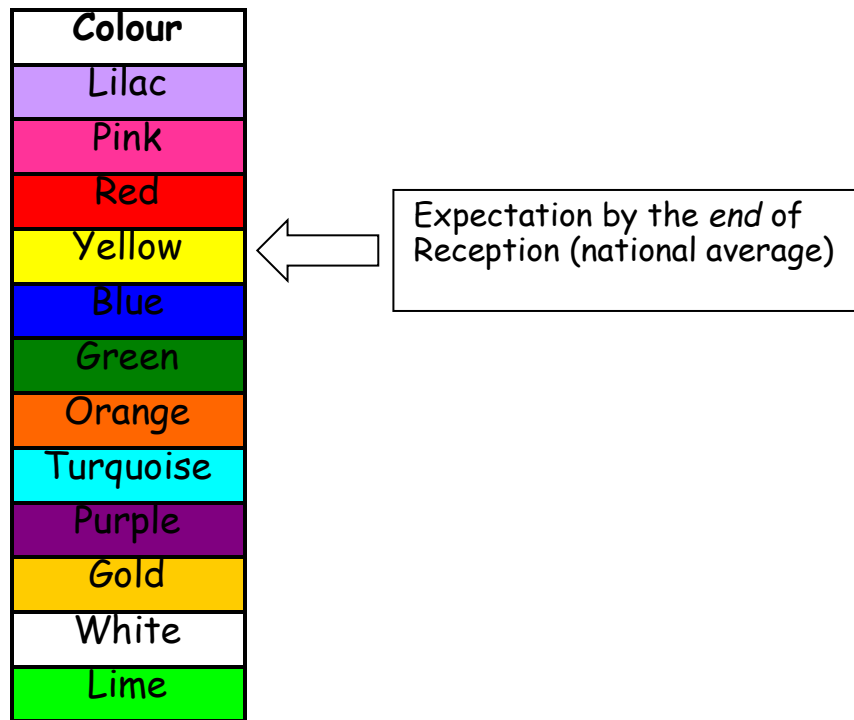


**A guide to the national expectations*
for a child at the end of Reception**

*Some children will progress beyond this expectation and some will not achieve it until later in their schooling.

Your help and support at home is crucial. The more help and support a child receives at home, the more likely they are to achieve their true potential.

Reading Progression



Reading skills needed for Yellow

I understand and use correctly, terms such as: book, cover, beginning, end, page, word, letter, line etc

I can say how I feel about stories and poems.

I can blend and segment cvc words including consonant and vowel digraphs eg ch and ee

I can read simple words by sounding out and blending the phonemes from left to right.

I can take note of punctuation to support the use of grammar and oral language rhythms.

I can search for information in print to predict, confirm or attempt new words while reading.

Writing Progression

Children working in line with the national expectation will achieve 6 or 7 of the 9 targets below

- Experiments with mark marking, sometimes ascribing meaning to marks.
- Uses some clearly identifiable letters to communicate meaning.
- Represents some sounds correctly in writing.
- Writes own name and other words from memory.
- Holds a pencil and uses it effectively to form recognizable letters, most of which are correctly formed.
- Attempts writing for a variety of purposes, using features of different forms.
- Uses phonic knowledge to write simple regular word and make phonetically plausible attempts at more complex words.
- Begins to form captions and simple sentences, sometimes using punctuation.
- Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences