

## Reception Overview

### **Communication and Language: Listening and Attention**

Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention.

Is able to follow directions (if not intently focused on own choice of activity). Maintains attention, concentrates and sits quietly during appropriate activity.

Child listens attentively in a range of situations.

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

They can give their attention to what is being said to them and respond appropriately, whilst still being involved in an activity.

Child listens to instructions and follows them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.

### **Understanding:**

Understands use of some objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object.

Beginning to understand 'why' and 'how' questions. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.

Able to follow a story without pictures or props.

Child can follow instructions involving several ideas or actions.

They answer 'how' and 'why' questions about their experiences and in response to stories or events.

After listening to stories Child can express views about the events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence. Listens and responds to ideas expressed by others in conversation or discussion.

### **Speaking:**

Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses vocabulary focused on objects and people that are of particular importance to them.

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses a range of tenses (e.g. play, playing, will play, played). Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.

Child expresses themselves effectively shows awareness of listeners' needs.

They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

Child shows some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Reading:

Enjoys rhyming and rhythmic activities. Recognises rhythm and alliteration in spoken words. Listens to and joins in with stories and poems. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing attention and recall. Suggests how the story might end. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. They can describe the main event and principal characters in the stories they have read. Knows that information can be retrieved from books and computers.

Child read and understands simple sentences in stories and information books, using phonic knowledge to decode regular words and read them aloud accurately. They demonstrate understanding when talking with others about what they have read, or what has been read to them.

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.

Writing:

Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.

Gives meaning to marks and uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Continues a rhyming string. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name. Attempts to write short sentences and other things such as labels, captions in meaningful contexts.

Child uses 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.

Child writes their own labels, captions, messages and simple stories which can be read by themselves and others. Child can spell phonetically 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.