

Reading

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Say a sound for each letter in the alphabet and at least 10 digraphs (two letters combined to make a single sound e.g., Sh)
- Read words by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Read by sight at least 2 red/tricky (Common Exception) words



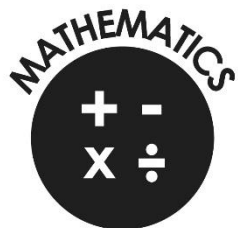
Writing

- Use correct pencil grip.
- Write name (correct upper & lower case).
- Write recognisable letters, most of which are correctly formed.
- Use capital letters and full stops to demarcate sentences.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Use at least 2 red/tricky (Common Exception) words in their writing.



Mathematics

- Verbally count beyond 20, recognising the pattern of the counting system.
- Order numbers 1 – 20.
- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Sort and sub-sort objects by various attributes
- Copy, continue and create AABB, ABB, AAB and AABCC patterns.
- Name 2D (square, rectangle, circle, triangle)
- Begin to name 3D shapes (cube, cuboid, sphere, cone, cylinder) and describe their properties (sides and faces)
- Begin to use non-standard units of measurement for length & weight
- Order the events of their day using the language of first, next, last. Order other timescale events (e.g lifecycles, how to plant a seed)
- Compare 3 objects by their size/length/height/weight /capacity
- Use the language of size, length, height, weight and capacity e.g. light, heavy and balanced.



Braywood C of E First School



End of Year Expectations for Foundation

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.