

Additional Information for Implementation

Curriculum

In Reception Class we use the following documents in order to plan effectively for all learners:

- The EYFS statutory Framework
- Development Matters
- The 'Sound Reading System' by Fiona Nevola
- LDBS RE Syllabus

Curriculum Map

Christ Church & Holy Trinity Primary Schools - Curriculum Map 2021-2022

| IR | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|--|---|--|
| Theme/ Focus | All about Me | Weather/ Festivals | Traditional Tales | Traditional Tales (other cultures) | People who help us | Seaside and Holidays |
| Literacy/ Communication and Language | Phonics (Separate Plan) | | | | | |
| | <p>Texts Starting school Evocative Books</p> <p>Writing Focus: Labelling Writing name Applying phonic knowledge to write words</p> <p>Daily: cursive letter formation</p> | <p>Texts Jolly Postman The Jolly Christmas Postman The Three Little Witches</p> <p>Writing Focus: Applying phonic knowledge to write words Writing sentences Capital letters/Full stops Recount</p> <p>Daily: cursive letter formation</p> | <p>Texts Gingerbread man Jack and the Beanstalk Harry & his bucket full of dinosaurs</p> <p>Writing Focus: 'and' to extend a sentence Accurate spelling of key words Retelling (story structure)</p> <p>Daily: cursive letter formation</p> | <p>Texts Hansel and Gretel Diagon's Surprise Diagon's Hen</p> <p>Writing Focus: Use of description Retelling (story structure)</p> <p>Daily: cursive letter formation</p> | <p>Texts Percy the Park Keeper (entire series) Felicity Brooks series Fred the Fire Fighter Sam the Chef Vicky the Vet Tessa the Teacher</p> <p>Writing Focus: Use of description Create own stories Alternatives to 'and' to link ideas (but, so)</p> <p>Daily: cursive letter formation</p> | <p>Texts The Lighthouse Keepers Lunch Rainbow Fish</p> <p>Writing Focus: Use of description Create own stories Alternatives to 'and' to link ideas (but, so)</p> <p>Daily: cursive letter formation</p> |
| Mathematics | Place value | | | | | |
| | <p>Numbers to 10 Counting to 10 Comparing numbers to 10 - using one to one correspondence. Use language - some as, smaller than, fewer than, more than, greater than Order & pattern</p> <p>Daily: Numeral formation</p> | <p>Shapes & Patterns Getting to know shapes Making pictures from shapes Seeing shapes in things around us Getting to know patterns Repeating pattern Ordinal Numbers Knowing ordinal numbers</p> <p>Daily: Numeral formation</p> | <p>Number Bonds Making number bonds adding two or more numbers gives another number Addition within 10 Ways to add Making up addition stories</p> <p>Daily: Numeral formation</p> | <p>Subtraction within 10 Ways to subtract Making up subtraction stories Length & Capacity Comparing Measuring</p> <p>Daily: Numeral formation</p> | <p>Mass Comparing things Finding the mass of things Finding mass in units Numbers to 20 Counting Place value Comparing Ordering</p> <p>Daily: Numeral formation</p> | <p>Numbers to 20 Counting Place value Comparing Ordering Doubles of numbers up to 10 Solve simple worded problems</p> <p>Daily: Numeral formation</p> |
| Understanding The World | People, Culture and Communities | | Past and Present | | The Natural World | |
| Switched on Science | Slimy Things | Zara's World/Light Magic | Dinosaurs | Into the Woods | Potting Shed | Pirates/ Superhero Materials |
| PSHE/ Seal | New Beginnings | Setting on and falling out | Say no to bullying | Going for goals | It's good to be me | Changes |
| Art, Design & Technology | Colour, Mixing | | Mark Making | | Form and Function | |
| Physical Development | Creating with Materials, Tools and Techniques | | Creating with Materials, Tools and Techniques | | Creating with Materials, Tools and Techniques | |
| | Outdoor: Focus on using bean bags & balls Indoor: gymnastics | | Outdoor: Focus on using hoops, balls, ropes & bats Indoor: gymnastics | | Outdoor: Focus on team games & individual ball skills Tennis Indoor: Games Activities | |
| RE | Who Made the Wonderful World and Why? | Why is Christmas Special for Christians? | Why do Christians believe Jesus is Special? | What is so special about Easter? | Who cares for this Special World? | How did Jesus rescue people? |
| Music | Singing 2/3 note songs, the children are introduced to the basic concepts of making music by doing just that: singing and making music! (DaCapo syllabus) <i>Listening: Saint-Saens, Carnival of the Animals, Intro and Elephant</i> | | Pulse work is solidified; pitch range expanded and musical notation (rhythm cards) starts to be put into context of making music. (DaCapo syllabus) <i>Listening: Saint-Saens, Carnival of the Animals, Aquarium and Aviary</i> | | Independence in activities is now nurtured, creativity is developed further and children are prompted to recognise patterns in their music-making. (DaCapo syllabus) <i>Listening: Saint-Saens, Carnival of the Animals, Swan and Finale</i> | |

Planning

The class text in literacy leads the topic focus and where possible links are made across all areas of the curriculum.

For example, when reading 'Jack & the Beanstalk' we focus on measure in 'Maths' and growing plants in 'Understanding the World' and in 'Expressive Art & Design' we use our imaginations and a range of materials in order to produce 3D beanstalks.

Maths

- Maths is formally taught no less than 3x a week
- Children use a variety of 'hands on' (concrete) resources in order to develop a strong sense of place value. Numicon is the main model/image that the children are exposed to and they are taught that these are numbers and that the label attached to a number (quantity) is called a numeral. (number code)
<https://global.oup.com/education/content/primary/teaching-support/pages/numicon1/?region=uk#> (Making Number Real Video)
- Children are also exposed to maths in the environment and a wide range of resources are made available for them to explore number, shape, space and measure in their own way (child led)
- We follow the 'Inspire' scheme of work

Literacy

- Literacy is formally taught no less than 3x per week
- This session is used for children to apply their phonic knowledge and learn how to construct texts that show an awareness of sentence structure and punctuation, text structure and organisation and composition and effect
- We focus on: finger spaces, full stops, 'and' to extend sentences, adjectives, linking ideas using words other than 'and' (because, so), story language
- Once 50% of the letter sounds and graphemes (1 letter 1 sound) have been introduced children rehearse letter formation on a daily basis using printed whiteboards (once 50% have been introduced children have learnt at least 1 letter from each letter family so are familiar with formation and can easily apply to new ones)

Alphabet Code

- 'Phonics' is referred to as the 'Alphabet Code'
- The 'Alphabet Code' is taught no less than 3x a week
- A new code is taught each day up to a total of 3 a week and depending upon the cohort
- The beginning of every lesson is spent revisiting and applying previously taught sounds
- Children are taught as a whole group on the carpet, directed by the class teacher for approximately 20 minutes
- Children listen to the sound
- They are introduced to the grapheme (code)
- They explore a range of words containing that sound
- They '*read*' words containing that grapheme and previously taught graphemes
- They are then invited to '*spell*' a range of words containing the sound on individual whiteboards
- Children are then extended and are given a sentence to write containing a word with the focused sound and at least 1 'tricky' word
- Children are encouraged to use displays to support them
- Read 'tricky words' (words we just have to know) and put them into context, within a sentence

Sound lines are ALWAYS used whenever children are reading or writing a word during teaching sessions. If a child is asked to *spell* **cat** they will be presented with 3 sound lines:

If a child is asked to *read* **cat**, then it will be written on 3 sound lines

c *a* *t*

- Handwriting is taught through 'Alphabet Code' lessons and then applied during literacy

Key Aims of our Handwriting Policy

- ☑ To provide children with a fluent, neat and legible handwriting style of which they can be proud.
- ☑ To develop the children's confidence in themselves as writers.
- ☑ To enhance pleasure and pride from developing an aesthetically pleasing writing style.
- ☑ To provide children regardless of their academic ability with success in their handwriting.
- ☑ To minimise typographical errors eg reversals.

Key Features of our Handwriting Style

- ☑ The majority of letters start on the line with an 'approach stroke'.
- ☑ The majority of letters end on the line with a 'flick'.
- ☑ The pencil does not leave the paper until the word is complete.
- ☑ 'r' s are crossed and 'i' s are dotted when the whole word is complete.

Key Goals of our Handwriting Teaching

- ☑ Developing joined handwriting for all writing except where other special forms are required.
- ☑ Developing speed and consistency in the size and proportion of letters and in the spacing between letters and words.
- ☑ Developing a range of presentational skills, eg: print script for captions, sub-headings and labels; capital letters for posters, title pages and headings.

Key Messages relating to the Continuous

Cursive Style

The British Dyslexia Association (BDA) recommends that children learn the continuous cursive style.

Often, when first learning to write, we 'print' our letters. We then move on to 'joined up' writing at a later stage. For children with dyslexia, learning two styles of handwriting can add an extra layer of difficulty and cause confusion. It is, therefore, much more helpful if a young child can learn to use a single system of handwriting right from the start.

Our handwriting style is what is known as the 'continuous cursive' style. In other words it is joined-up writing where each letter is formed without taking the pencil off the paper - and consequently, each word is formed in one, flowing movement.

Key Advantages of Continuous Cursive

Handwriting

- ☑ By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape.
- ☑ Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (b/d or p/q)
- ☑ There is a clearer distinction between capital letters and lower case letters.
- ☑ The continuous flow of writing ultimately improves speed and spelling.



Cursive Handwriting

A Guide for Parents



All words begin on the line. Once the letters are introduced in groups they should be practised as real short words, not as individual letters.

- α The straight letters i l t u
- α The 2 'clock letters c a d g q s
- α The tunnel letters n m h b p
- α The top joiners o r w w
- α The square letters x z
- α The odd letters f k j y e

| | Knowledge and Skills | Vocabulary |
|--|--|---|
| Relationships Education | | Hand washing Brushing teeth Clean Germs Boy Girl Same Different Face Hair Skin Happy Sad Scared Angry Stranger Sharing Technology – computer, tablet, phone. Healthy Fruit Vegetables Exercise Safety Key jobs – police officer, shop worker, librarian, fire service, paramedic, doctor, teacher. |
| Families and People who care for me & Caring Friendships | Names the people who they live with and their relationships to them. Forms positive relationships with adults and children. Can name and talk about behaviours that keep us safe and happy in school and home. Knows how to get help if somebody upsets or hurts them. | |
| Respectful Relationships | Plays co-operatively with others, sharing and taking turns. Has own ideas/opinions and the confidence to talk about these with trusted people. Knows that their actions/words affect others. Knows that people are all different and enjoy different things. Can name something that makes them special. | |
| Online Relationships | Recognises, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset. | |
| Being Safe | Know some ways to keep safe in the classroom and playground, including safe use of resources. Knows who and how to ask for help if something is upsetting or hurting them. Can explain what a stranger is. Recognises the potential danger that strangers can pose. | |
| Physical Health and Mental Well-being | | |
| Mental Wellbeing | Names basic emotions and can recognise some actions which demonstrate these emotions, such as crying or smiling. | |
| Internet Safety and Harms | Recognises some ways in which the internet can be used to communicate and can give some examples. | |
| Physical Health and Fitness, Healthy Eating & Health and Prevention. | Can identify some foods that contribute to being healthy. Can identify some foods that are not as healthy. Knows that regular exercise keeps us healthy. Knows how to keep clean and why this is important – brushing teeth, washing hands, bathing. | |
| Drugs, Alcohol and Tobacco | Knows how to take risks and manage their own safety. Knows how to get help if they need it. | |
| Basic First Aid | Recognises an emergency situation and can call for help – including calling 999. | |
| Changing Adolescent Body | Understands that their body belongs to them. Understands that certain parts of their bodies are private – NSPCC PANTS rule. | |
| Careers, Financial capability and economic well-being. | Can identify some key jobs/roles in their community. Knows that we use money to buy things. | |

| | |
|--|--|
| <p>(ongoing through year) Class Charter – Rights Respecting School – sharing thoughts and opinions (article 12 & 13), Rest and play (article 31), Protection from harm (article 19) and Right to an education (article 28) – linked to rules of the classroom delivered at appropriate level for age of class.</p> <p>Demonstrate kind behaviour.</p> <p>Listen appropriately.</p> <p>Children know how and where to get help if they need it.</p> | |
|--|--|

Structure of a Lesson

- Teacher input on the carpet for approximately 15 minutes exploring the learning objective. This session must be interactive and children should have their own whiteboard so that they are active learners during the entire session
- Children move to related table top activities in their assigned groups
 - Group 1:** adult led (class teacher)
 - Group 2:** adult led (teaching assistant)
 - Group 3:** adult led (teaching assistant)
 - Group 4:** independent
 - Group 5:** independent
 - Group 6:** independent
 - Group 7:** independent
 - Group 8:** independent

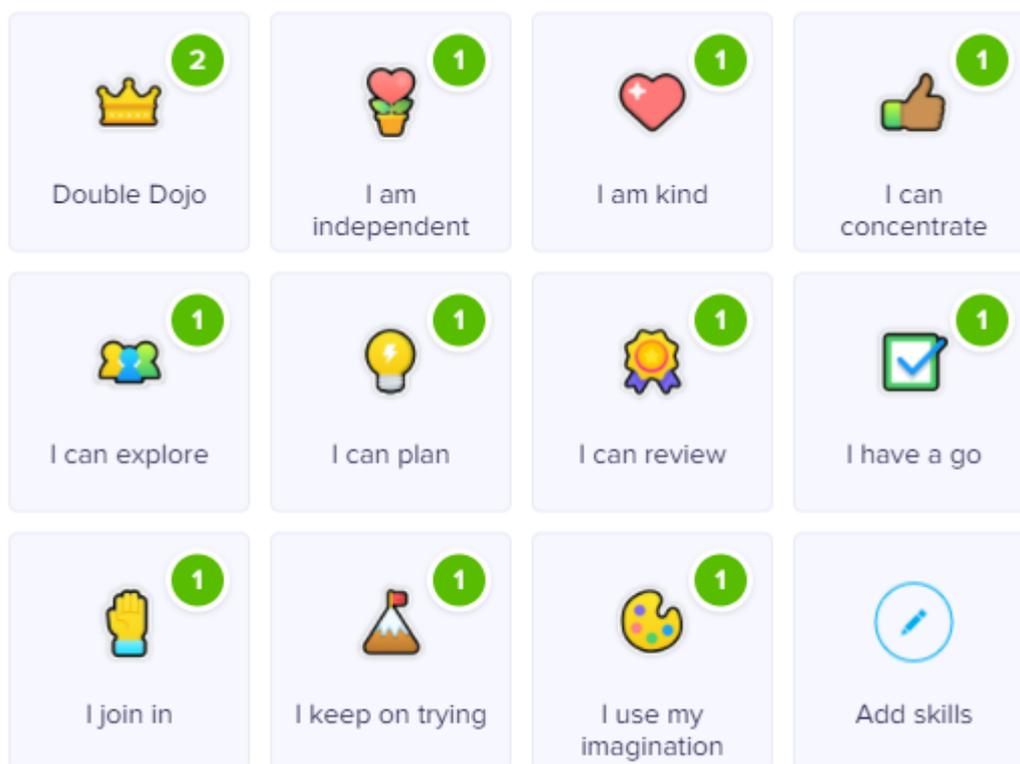
All activities relate to the main learning objective in that lesson but can link with concepts and skills from other areas of the curriculum

Groups rotate on a daily basis so that by the end of the week all of the children have been involved in all of the learning opportunities. These activities will be differentiated where needed.

- All adult led learning in all subjects is recorded in their 'Learning Journals' and any child led and independent activities along with teacher observations in the form of photographs can be found in the children's profile

Excellent Learner Time

- Children are encouraged to develop the 'Characteristics of Effective Learning'
- Each child will have an 'Excellent learner' chart displayed in the classroom which contains all 9 characteristics in child speak and children will receive a sticker when a teacher, teaching assistant or another child observes them displaying any of the characteristics during adult and child led activities
- Periods of child led learning is referred to as 'Excellent Learner Time'.
- All Reception Class staff will receive training around the Early Years Curriculum and how they can impact on children's learning and development during adult and child led activities with a particular focus on the 'Characteristics of Effective Learning'
- Points are awarded to children on 'class dojo' for demonstrating these behaviours



Weekly Planning Format

Christ Church Primary School Reception Class Planning

Topic: Traditional Tales Date: week beginning **23rd January - Spring 1 Week 3** **table top activities(afternoon)/outdoor environment**

| Literacy Focus: 'Jack & the Beanstalk' Writing an alternative version | | Numeracy Focus - 'order numbers to 10 and beyond' | | | |
|--|--|---|--|--|---|
| <p>EP5P Objectives: (development matters) Readers: together and know which letters represent some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Early Learning Goal Children read and understand simple sentences. They use their 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.</p> | | <p>EP5P Objectives: (development matters) 41-44: Maths Select the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts on irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of more and fewer to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects. Uses practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Early Learning Goal Children count reliably with numbers from one to 10, name them in order and say which number is one more or one less than a given number. USING NUMERICAL ONDOACTS: THEY ADD AND SUBTRACT TWO SIMPLE-DIGIT NUMBERS AND COUNT ON OR BACK TO FIND THE ANSWER. THEY SOLVE PROBLEMS: INCLUDE DOUBT, HOWING AND SHARP.</p> | | | |
| <p>Activities: 1. In pairs children to come up with alternative characters, alternatives to what they said and what they received, alternative to the beanstalk - share as a stimulus in each introduction (LP) 2. Think about our new main character from the story and draw a picture of him/her and write a description(SP) 3. Order words in a sentence from the story (SZ) 4. Read a given sentence/word from the story and illustrate it (Independent)</p> | | <p>Activities: 1. Order a given set of numerals (up to 10) up to 10 (LP) 2. Order a given set of numerals (up to 10) up to 10 (SP) 3. Find the numerals printed on labels in the sand and order them from smallest to biggest - then take a photo (up to 10 and up to 10) (Independent) 4. Take the numbered envelopes out of the numbered envelopes and order them from smallest to biggest and then take a photo (Independent)</p> | | | |
| <p>Monday Read up the main events of Jack and the Beanstalk. Talk about Jack and Beans experiences. Introduce the fact that we are going to write our own version of the story. Begin with 'Once upon a time there was a boy called.....' (see resource for full narrative) Children generate the next sentence as a group and then write down on their own whiteboards. CT writes on board with their help taking account of the escape criteria and tricky words!</p> | | <p>Tuesday Bring up the beginning of the story which we started yesterday and re read. Discuss what happened next. One day his dad said model writing it with the childrens help. Generate the next sentence together. His dad sent him to ... Children then write the sentence on their whiteboards and feed back</p> | | <p>Thursday Bring up the beginning of the story which we continued yesterday and re read. Discuss what happened next.</p> | |
| <p>Blue: Activity 3 Red: Activity 4 Green: Activity 4 (Sam Timms) Pink: Activity 1 Purple: Activity 2</p> | | <p>Blue: Activity 2 Red: Activity 1 Green: Activity 3 Pink: Activity 4 Purple: Activity 3</p> | | <p>Blue: Activity 1 Red: Activity 3 Green: Activity 2 Pink: Activity 3 Purple: Activity 4 (words) SJ</p> | |
| <p>Jack's House Writing table in the book corner</p> | | <p>Order the events in the story</p> | | <p>Order a set of numerals on the blackboard. Measure each other using tapes and rulers, measure the beanstalk in the book using large blocks, put the correct number of coins (treasures) into labelled cup and order</p> | |
| <p>The World</p> | | <p>Art & Design</p> | | <p>C & L</p> | |
| <p>Objectives: They make observations of animals and plants and explain why some things occur, and talk about changes. Monitoring the growth of the bulb and keeping a pictorial diary A set of books for reference Put own seeds Plant own cress</p> | | <p>Objectives: Children play, sing, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Activities: Dance with Miss Antunes, Music with Mr Dollard - Kneez Construction materials Sand pit Dressing up box Jack's house (role play) Making beanstalk using a variety of materials and techniques</p> | | <p>Objectives: Children listen attentively in a range of situations. They listen to stories, occasionally anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving general ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children explain themselves effectively, showing awareness of listener needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They describe their own numerals and explain them by connecting ideas or events. Activities: Story time, Role play area in Jack's house, TA and teacher interaction during child led learning, circle time, P4C</p> | <p>Objectives: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own beds hygiene and personal needs successfully, including dressing and going to the toilet independently. Activities: Balance beam, climbing wall on the beach and in the playground, games and gym with Mr Henwood, dance with Miss Antunes, handwriting every morning (number code & alphabet code), pencil grip and posture addressed at this point. Trilix Scissors Playdough, connective straws Popping beans from their shells</p> |
| <p>Physical Development</p> | | <p>PSED</p> | | | |
| <p>Objectives: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a fluent group, will talk about their ideas, and will discuss the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and how that same behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and note changes of routines in their environment. Activities: Role play, circle time, P4C, sharing resources in during child led and teacher led activities, TA and teacher interaction, excellent learner time. Building projects as a team: Jack's new house after he became rich, create a beanstalk taller than the door</p> | | | | | |

Phonics

| | Monday | Tuesday | Thursday | Friday |
|--------------------|---|---|---|---|
| Sound Focus | /v/ | /w/ | /x/ | /s/ /h/ /p/ /m/ /g/ /a/ /e/ /i/ /o/ /u/ /r/ /h/ /f/ /ff/ /ll/ /ss/ /t/ |
| Teach | <p>Recap on previous sound /s/ /h/ /p/ /m/ /g/ /a/ /e/ /i/ /o/ /u/ /r/ /h/ /f/ /ff/ /ll/ /ss/ /t/</p> <p>Hear it and say it</p> <p>Watch the espresso clip demonstrating the sound /v/</p> <p>Invite children to generate further words in which they can hear the sound /v/</p> <p>See it and say it</p> <p>As I make the /v/ sound, model writing the grapheme.</p> <p>Say it and write it</p> <p>Children repeat on own boards</p> | <p>Recap on previous sound /s/ /h/ /p/ /m/ /g/ /a/ /e/ /i/ /o/ /u/ /r/ /h/ /f/ /ff/ /ll/ /ss/ /t/</p> <p>Hear it and say it</p> <p>Watch the espresso clip demonstrating the sound /w/</p> <p>Invite children to generate further words in which they can hear the sound /w/</p> <p>See it and say it</p> <p>As I make the /w/ sound, model writing the grapheme.</p> <p>Say it and write it</p> <p>Children repeat on own boards</p> | <p>Recap on previous sound /s/ /h/ /p/ /m/ /g/ /a/ /e/ /i/ /o/ /u/ /r/ /h/ /f/ /ff/ /ll/ /ss/ /t/</p> <p>Hear it and say it</p> <p>Watch the espresso clip demonstrating the sound /x/</p> <p>Invite children to generate further words in which they can hear the sound /x/</p> <p>See it and say it</p> <p>As I make the /x/ sound, model writing the grapheme.</p> <p>Say it and write it</p> <p>Children repeat on own boards</p> | <p>Blending games</p> <p>Words we just have to know</p> <p>Sentence writing</p> |
| Practise/Apply | <p>Read: vet van</p> <p>Write: vet van</p> <p>WWJHTK: me, of, is, his</p> | <p>Read: wet win</p> <p>Write: wet win</p> <p>WWJHTK: me, of, is, his</p> | <p>Read: box fox</p> <p>Write: box fox</p> <p>WWJHTK: me, of, is, his</p> | |
| In the environment | <p>Foam jigsaw letters with pictures of CVC words for children to copy</p> <p>/v/ /w/ /x/ handwriting sheets to copy</p> <p>Phoneme frames making 3 sound words from a given picture</p> | | | |

Outdoor Environment

In 2014 we embarked on a project to transform the outdoor environment in the Early Years in order to create permanent facilities that would challenge the children's physical and creative development.

Alongside this equipment there are carefully planned activities which help to enrich the learning that is taking place inside the classroom. We believe that the two environments should be equally as challenging and meet the needs of all children and cover all areas of learning.

Whilst we believe that the children should be free to explore and challenge themselves independently, we also feel that children need the support of attentive and engaged adults who are enthusiastic about their learning and development. Adults will encourage children to take risks and to challenge their thinking.

Assessment

- As soon as children begin school a statutory baseline assessment is carried out and they will be assessed against the age bands in development matters. The results of which are entered onto the data tracker for each area of learning.

| Tracking Progress within the Early Years | | | | | | | | | | | | |
|--|---------|---------------------|---------------------------------|------------|-----------------------------|---------------------|------------------------------------|--------------------------------|--------------|-----------------------------|---|---|
| Area of Learning: LITERACY | | | No. of Children: 29 | | | | | Year: RECEPTION 2021-22 | | | | |
| Baseline | | | Expected Progress (End of Year) | | Good Progress (End of Year) | | Outstanding Progress (End of Year) | | | | | |
| EMERGING | | | | | | | | Stage 1 | Year 1 Ready | EXCEEDING (CCHT JUDGEMENTS) | | |
| 2.00 | 2.33 | 2.67 | 3.00 | 3.33 | 3.67 | 4.00 | 4.33 | 4.67 | 5 | C | B | A |
| (0-3) b | (0-3) A | (3/4) C | (3/4) B | (3/4) A | (R) C | (R) B | (R) A | ELG Emerging | ELG Secure | | | |
| New children - no baseline data | | | | | | | | | | | | |
| SIGNIFICANTLY BELOW ON ENTRY | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| BELOW EXPECTED LEVEL ON ENTRY | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| WITHIN EXPECTED LEVEL ON ENTRY | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| ABOVE EXPECTED LEVEL ON ENTRY | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| On Entry (attainment) | | Autumn | Attainment | Progress | Spring | Attainment | Progress | End of Year | Attainment | Progress | | |
| Significantly below | | Significantly below | | 0 progress | | Significantly below | | Significantly below | | 0 progress | | |
| Below Expected | | Below Expected | | 0.33 | | Below Expected | | Below Expected | | 0.33 | | |
| Expected | | Expected | | 0.66 | | Expected | | Expected | | 0.66 | | |
| Above Expected | | Above Expected | | 1.00 + | | Above Expected | | Above Expected | | 1.00 + | | |

| | Significantly Below | Below Expected Level | Within Expected Level | Above Expected Level | Significantly Above Expected |
|----------|---------------------|-----------------------|-----------------------|----------------------------|------------------------------|
| On Entry | 3-4C & Below | 3-4B /3-4A | RC/RB | RA/ELG Emerging | ELG Y1 Ready |
| Autumn | 3-4B & Below | 3-4A/RC | RB/RA | ELG Emerging/ ELG Y1 Ready | Exceeding C |
| Spring | 3-4A & Below | RC/RB | RA/ELG Emerging | ELG Y1 Ready/Exceeding C | Exceeding B |
| Summer | RC & below | RB/RA/ELG Y1 Emerging | ELG Y1 Ready | Exceeding C | Exceeding B/A |

Additional Adults in the Early Years

- Adults in the Early Years receive training with a particular emphasis on the 'characteristics of effective learning' and how they can question children effectively during child led activities in order to develop them as learners.
- Adults can be seen supporting individuals or groups during teacher led activities, or noting down observations which relate to significant achievements for individual children. Observations are made using the app 'Evidence Me' by 2simple, along with post-it notes where applicable
- Parents are also seen as a valuable 'additional adult' in the EYFS classroom and they are encouraged to share learning from home. This can come through the 'class dojo' app or sent in with the child.



e.g:

- Adults will be asked to feed back to the entire class and take an active role in 'excellent learner time'

Reporting to Parents

- Parents are invited for a 1:1 meeting 3x a year. During the Autumn Term meetings, parents will receive a target sheet which sets out areas for development in Maths & Literacy.

Reception Class

Spring Term 2015

Targets for Mathilda

Numeracy

Number formation: 2,3,4,7,9 (reversal)

Number recognition: 20

Shapes: Hexagon, Pentagon

Calculating: Use knowledge of more/less to solve problems

Literacy:

Writing: Letter formation

- Finger spaces
- Slow down when segmenting

Reading: Increase the number of sight words (increase fluency)

- During the Spring Term meeting parents will receive a report that plots where they are in the core subjects and this will be added to in the Summer Term

Name:

Year Group: Year

Pupil Tracking Progress

Spring 2021



Within the new Key Stage 1 and Key Stage 2 National Curriculum, there are 3 main assessment descriptors: 'Emerging', 'Expected', 'Exceeding'. Each of these descriptors is broken down into sub-sections, indicating whether a child has just entered the descriptor (e.g. Expected Stage 1) or is working at the top of a certain descriptor (e.g. Expected Stage 3). Under the new system, most children begin a new year group as 'Emerging'. (If your child's attainment was exceptionally high in the previous year group, s/he may begin as 'Expected'.) The table below shows how well your child is progressing towards the **end of year** group target.

Children are plotted on the table according to how they are performing in Reading (R), Writing (W) and Maths (M) based on their assessments. There are two assessment points – Spring (Spr) and Summer (Sum).

| | Emerging | | | Expected for the end of the year | | Exceeding | | |
|----|---------------|---------|---------|----------------------------------|------------|-----------|-----------|--|
| | Working below | Stage 1 | Stage 2 | ELG Stage 1 | ELG Secure | Stage 1 | Stage 2 | |
| YR | | | | | | | | |
| | Emerging | | | Expected for the end of the year | | | Exceeding | |
| | Working below | Stage 1 | Stage 2 | Stage 1 | Stage 2 | Stage 3 | In depth | |
| Y1 | | | | | | | | |
| Y2 | | | | | | | | |
| Y3 | | | | | | | | |
| Y4 | | | | | | | | |
| Y5 | | | | | | | | |
| Y6 | | | | | | | | |

Key: A pink level indicates that the pupil is working well below the national average for their age and they will need additional support to catch up.

A blue level indicates that the pupil is working towards the national average for their age and that additional support may be required to help them continue to make good progress.

A yellow level indicates that the pupil is working at the national average for their age and they are progressing well.

A green level indicates that the pupil is working above the national average and is expected to achieve highly.

- During the Summer Term, children receive an updated report (same as Spring Term – reading, writing, maths) and an additional report with judgments made against each of the other Early Learning Goals, and a letter personally written to the child which addresses the 'Characteristics of Effective Learning'

| COMMUNICATION & LANGUAGE | | | | |
|--|--|----------|----------|-----------|
| | EARLY LEARNING GOAL | EMERGING | EXPECTED | EXCEEDING |
| Listening and attention | Children listen 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 give their attention to what others say and respond appropriately, while engaged in another activity. | | ✓ | |
| Understanding | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. | | ✓ | |
| Speaking | Children express themselves effectively, showing 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. | | ✓ | |
| PHYSICAL DEVELOPMENT | | | | |
| | EARLY LEARNING GOAL | EMERGING | EXPECTED | EXCEEDING |
| Moving and Handling | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | | ✓ | |
| Health and Self-Care | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | | ✓ | |
| PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT | | | | |
| | EARLY LEARNING GOAL | EMERGING | EXPECTED | EXCEEDING |
| Making Relationships | Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. | | ✓ | |
| Self-confidence and self-awareness | Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. | | ✓ | |
| Managing feelings and behaviour | Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. | | ✓ | |
| LITERACY | | | | |
| | EARLY LEARNING GOAL | EMERGING | EXPECTED | EXCEEDING |
| Reading | 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. | | ✓ | |
| Writing | Children use 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. | | | ✓ |



Year R 2013-2014

Dear

I have loved every minute of my time with you this year! You have been like a ray of sunshine and have had such a positive impact on the entire class.

These are some of the fantastic things I noticed about you this year:

- You have made excellent progress in numeracy and it is wonderful to see you adding and taking numbers away from each other in your head! This is amazing for somebody in Reception Class and you should feel very proud of yourself.
- I often have a tear in my eye during phonics lessons because I am bursting with pride! You listen to every word that is spoken and focus so hard on blending the sounds you hear! As a result you are able to read some really tricky words with very little help! I will never forget these wonderful moments Aisha!
- You have loved the new kitchen and taken so much care over it! You are very protective of it and make sure everything is where it should be. I love watching you setting the table and serving food to your friends - you even wash the dishes and do the laundry!
- Water and sand have been a favourite of yours this year and you are keen to experiment with both! You can often be seen carrying water to the sand and vice versa!
- You have taught us so much about Katy Perry! 'Roar' has become our class anthem and it is now known across the entire school as, 'Aisha's song'.
- Thank you for bringing so much joy and sunshine to our classroom. I will miss you so much next year, but wish you lots of love and luck!

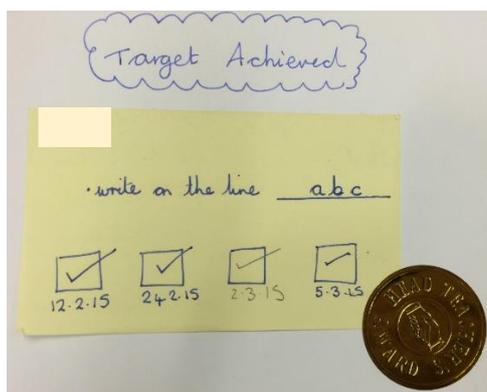
This is what I think you could work on next year in Year 1:

- Develop your cursive letter formation. Remember to always start at the bottom and use your whiteboard at home to practise and practise some more!
- Focus on the order of words in a sentence and separate them with finger spaces.

With very best wishes, Mrs Palmer xx

Marking Policy

- In Early Years *Acknowledgement Marking* is used where appropriate eg. In Reading Record books and in formal maths and written tasks against the Learning Objective.
- In adult lead activities a comment will be made in relation to the child's ability to access the learning and any relevant observations that will assist other adults to support future learning
- Once a child can write a sentence unaided (this may be the Autumn term for some and Spring term for others) the children will receive a personal writing target. This will be written on a post-it note and transferred to each new piece of learning. Each time evidence is seen a tick is put in one of the 4 boxes and dated. Once this has been consistently observed 4 times then the target is achieved and stuck into their learning journal and a new target is set.



- Any corrections in the form of spelling errors or letter formation will be made by the children using a green pen

Home/School Links/Resources

Parents meetings:

Autumn Term

- ✓ Whole class curriculum meeting
- ✓ Whole class 'Alphabet Code' workshop – Parents will receive a copy of **'My Sound Book'** and will be invited to purchase a letter formation whiteboard (purchased from Autopress <http://www.autopresseducation.co.uk/products.asp?c=20&d=3>)
- ✓ Reading Workshop to discuss arrangements for reading books and strategies to help support at home – parents will receive **'My Tricky Word Book'** (reading books go home in *Week 1 of Autumn 2*)
- ✓ 1:1 meeting with parents to discuss settling in and curriculum targets
- ✓ Numeracy Workshop

Spring Term

- ✓ Whole class curriculum meeting
- ✓ 1:1 meeting with parents to discuss curriculum targets

Summer Term

- ✓ Whole class curriculum meeting
- ✓ 1:1 meeting with parents to discuss achievements for the year and targets for Year 1
- ✓ Graduation in which children will be presented with their formal report, personal letter, learning journals and profiles