

Reading Stage EYFS Emerging
I enjoy rhyming and rhythmic activities
I show an awareness of rhyme and alliteration
I recognise rhythm in spoken words
I listen to and join in with stories and poems, one-to-one and also in small groups
I join in with repeated refrains and anticipate key events and phrases in rhymes and stories
I am beginning to be aware of the way stories are structured
I can suggest how the story might end
I listen to stories with increasing attention and recall
I can describe main story settings, events and principal characters
I show interest in illustrations and print in books and print in the environment
I recognise familiar words and signs such as my own name and advertising logos
I look at books independently
I handle books carefully
I know information can be relayed in the form of print
I hold books the correct way up and turn the pages carefully
I know that print carries meaning and, in English, is read from left to right and top to bottom

Writing Stage EYFS Emerging
<i>(Early writing includes Physical development - moving and handling outcomes)</i>
I draw lines and circles using gross motor movements
I hold my pencil between my thumb and two fingers, no longer using a whole-hand grasp
I hold my pencil near the point and use it with good control
I can copy some letters, e.g. letters from my name
I show a preference for a dominant hand
I am beginning to use anticlockwise movements and to retrace vertical lines
I use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
I give meaning to marks that I see in different places
I give meaning to marks as I draw and paint



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Learning Without Limits

End of Year Expectations

EYFS English

Reading EYFS Key Learning Objectives

- I can continue a rhyming string
- I can hear and say the initial sound in words
- I can segment the sounds in simple words and blend them together
- I know which letters represent some sounds
- I can link sounds to letters, naming and sounding the letters of the alphabet
- I am beginning to read words and simple sentences
- I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books
- I am enjoying an increasing range of books
- I know that information can be retrieved from books and computers

Early Learning Goal

- I can read and understand simple sentences
- I use my phonic knowledge to decode regular words and read them aloud accurately
- I can read some common irregular words
- I demonstrate understanding when talking with others about what I have read

Reading Stage EYFS Exceeding

- I can read phonically regular words of more than one syllable
- I can read many irregular but high frequency words
- I use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary
- I can describe the main events in the simple stories I have read

Writing EYFS Key Learning Objectives

- I give meaning to marks I make as I draw, write and paint
- I am beginning to break the flow of speech into words
- I can continue a rhyming string
- I can hear and say the initial sound in words
- I can segment the sounds in simple words and blend them together
- I link sounds to letters, naming and sounding the letters of the alphabet
- I use some clearly identifiable letters to communicate meaning
- I can represent some sounds correctly and in sequence
- I can write my own name
- I can write other things such as labels and captions
- I attempt to write short sentences in meaningful contexts

Early Learning Goal

- I use my phonic knowledge to write words in ways which match my spoken sounds
- I can write some irregular common words
- I write simple sentences which can be read by myself and others
- Some of my words are spelt correctly and others are phonetically plausible

Writing Stage EYFS Exceeding

- I can spell phonically regular words of more than one syllable
- I can spell many irregular but high frequency words
- I use key features of narrative in my own writing

Number Stage EYFS Emerging

I use some number names and number language spontaneously
I use some number names accurately in play
I recite numbers in order to 10
I know that numbers identify how many objects are in a set
I am beginning to represent numbers using my fingers, marks on paper or pictures
I sometimes match numeral and quantity correctly
I show curiosity about numbers by offering comments or asking questions
I can compare two groups of objects, saying when I have the same number
I show an interest in number problems
I can separate a group of three or four objects in different ways, recognising that the total is still the same
I show an interest in numerals in the environment
I show an interest in representing numbers
I realise not only objects, but anything can be counted, including steps, claps or jumps

Shape, Space and Measure Stage EYFS Emerging

I show an interest in shape and space by playing with shapes or making arrangements with objects
I show an awareness of similarities of shapes in the environment
I use positional language
I show an interest in shape through construction activities or by talking about shapes or arrangements
I show an interest in shapes in the environment
I use shapes appropriately for tasks
I am beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'



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End of Year Expectations

EYFS Maths

Number EYFS Key Learning Objectives

- I recognise some numerals of personal significance
- I recognise numerals 1 to 5
- I can count up to three or four objects by saying one number name for each item
- I can count actions or objects which cannot be moved
- I can count objects to 10, and am beginning to count beyond 10
- I can count out up to six objects from a larger group
- I can select the correct numeral to represent 1 to 5, then 1 to 10 objects
- I can count an irregular arrangement of up to ten objects
- I can estimate how many objects I can see and check by counting them
- I use the language of 'more' and 'fewer' to compare two sets of objects
- I can find the total number of items in two groups by counting all of them
- I can say the number that is one more than a given number
- I can find one more or one less from a group of up to five objects, then ten objects
- In practical activities and discussion, I am beginning to use the vocabulary involved in addition and subtraction
- I record, using marks that I can interpret and explain
- I am beginning to identify my own mathematical problems based on my own

Early Learning Goal

- I count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number
- Using quantities and objects, I add and subtract two single-digit numbers and count on or back to find the answer

Number Stage EYFS Exceeding

- I can estimate a number of objects and check quantities by counting up to 20
- I solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups
- I solve problems, including doubling, halving and sharing

Shape, Space and Measure EYFS Key Learning Objectives

- I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes
- I can select a particular named shape
- I can describe my relative position such as 'behind' or 'next to'
- I can order two or three items by length or height
- I can order two items by weight or capacity
- I use familiar objects and common shapes to create and recreate patterns and build models
- I use everyday language related to time
- I use everyday language related to money
- I can order and sequence familiar events
- I can measure short periods of time in simple ways

Early Learning Goal

- I use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- I recognise, create and describe patterns
- I explore characteristics of everyday objects and shapes and use mathematical language to describe them

Shape, Space and Measure Stage EYFS Exceeding

- I estimate, measure, weigh and compare and order objects and talk about properties, position and time