

Captain Cook Primary School



Reception

Moving towards Early Learning Goals

Early Learning Goals (PRIME AREAS)

Personal, Social & Emotional Development	<p>Making Relationships</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Self-Confidence & Self-Awareness</p> <p>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.</p>	<p>Managing Feelings & Behaviour</p> <p>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.</p>
Physical Development	<p>Moving & Handling</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, actively negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Health & Self-Care</p> <p>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.</p>	
Communication & Language	<p>Listening & Attention</p> <p>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.</p>	<p>Understanding</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Speaking</p> <p>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.</p>

Early Learning Goals (SPECIFIC AREAS)

Literacy	<p>Reading</p> <p>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.</p>	<p>Writing</p> <p>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.</p>	
Mathematics	<p>Numbers</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Shape, Space & Measures</p> <p>Children use everyday language to talk about size, weight, capacity, position, direction, time and money to compare quantities and objects and to solve problems. They recognize, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	
Understanding The World	<p>People & Communities</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>The World</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Technology</p> <p>Children recognize that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
Expressive Arts & Design	<p>Exploring & Using Media & Materials</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They actively use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Being Imaginative</p> <p>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.</p>	

Reading

ELG:

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.

Decoding

Fluency

Comprehension

Enjoyment

Reading in Reception

- Phonics, phonics and more phonics!!
- Developing sight vocabulary
- Developing comprehension skills
- Reading and enjoying a range of books
- Awareness of capital letters and when to use them appropriately e.g. not when sounding out

Phonics

Your child will need:

- A fluent knowledge of the sound cards, front and back
- Recall of the shape from memory to read and write
- The ability to blend sounds to read words

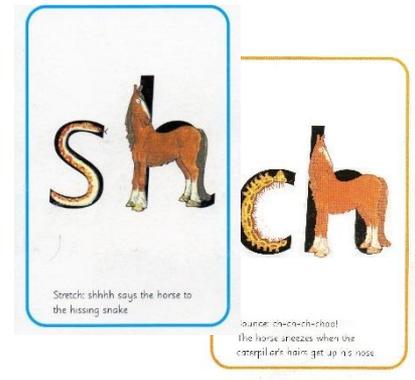


cat and

- Following learning the 26 alphabet sounds children will learn associated sound groups

ship

church



Developing Sight Vocabulary

Green Words – regular and blendable high frequency words

at, as, if, it, mum, dad

Flash cards, matching games, make the words
from phonics cards

Can you spot them in your reading book?

Developing Sight Vocabulary

Red Words – High frequency words which cannot be blended

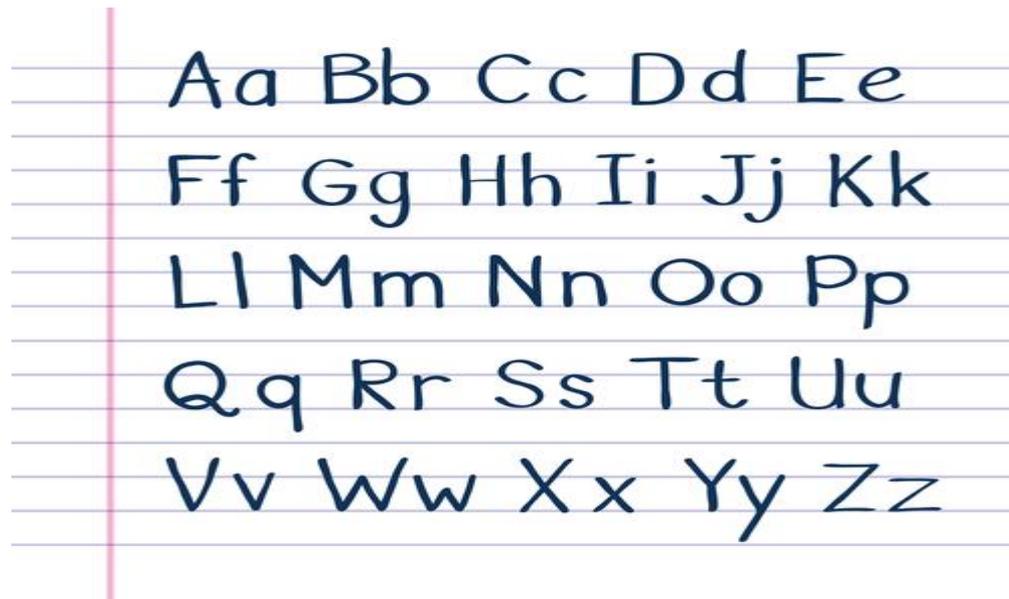
I, no, go, to, the, into, was

Flash cards, matching games

Can you spot them in your reading book?

Capital Letters

- Introduced following the letter sounds
- Known as the letter NAMES as opposed to the SOUNDS
- Part of the Early Learning Goal
- Used in forming correct sentences



Early Reading

Captions and ditties to develop phonics and blending skills

pat a dog

© www.letters-and-sounds.com

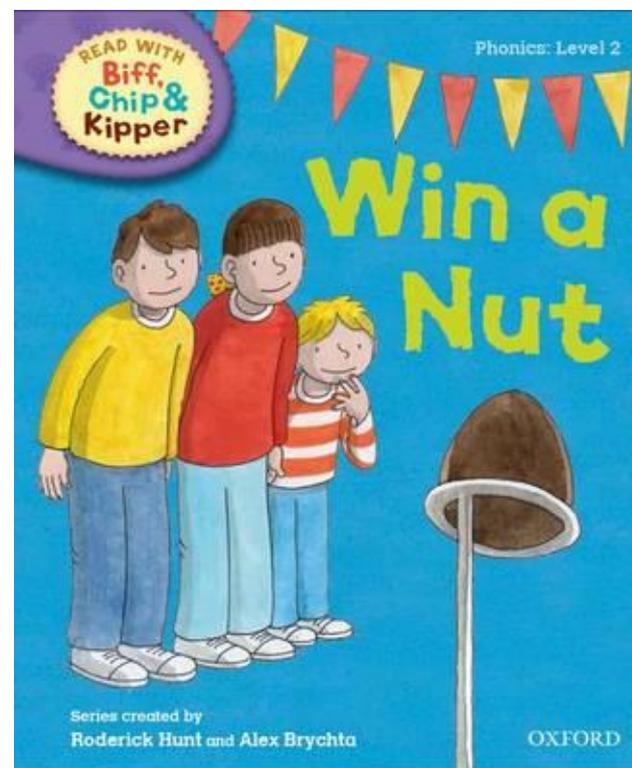
dad and nan

© www.letters-and-sounds.com

a cat in a hat

© www.letters-and-sounds.com

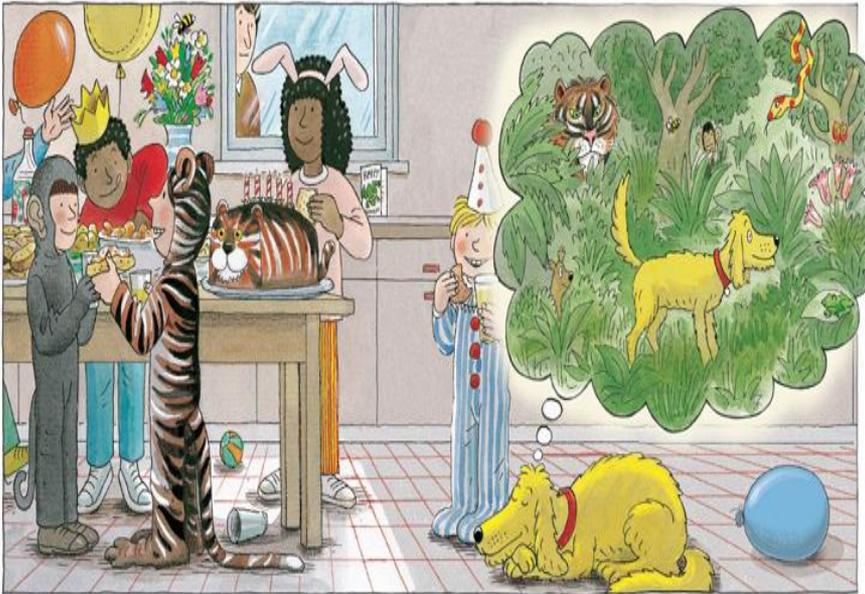
Early reading books which are easily decodable



Developing Comprehension Skills

Using the pictures in books supports children's contextual knowledge and helps inform what will be read.

At school we will often discuss the pictures before reading the text on a page. Staff will question children to draw out key information. Modelling inference and deduction skills which will follow.



What is Floppy dreaming about?

What are the children celebrating?

How many candles can you see on the cake?

What animals can Floppy see?

Writing

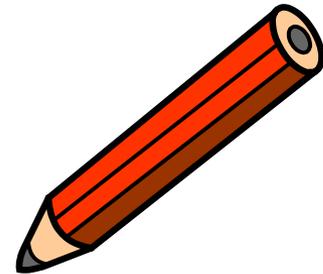
ELG:

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.



Huge links to reading!!

Your child will need:

- Rapid recall of letter sounds and sound groups
- Ability to write the letter sounds
- Ability to segment – work out the sounds in the words they wish to write
- Rapid recall of green and red words
- Good knowledge of stories and life experiences to draw on
- To be able to vocalise thoughts

I got a To feree
can woble toof I
bed. Pat

my toof in my
pLceese giver a coin

Love from Bilal

Bilal-independent



I went to
Landa I son dingo
bong I went to
the m
moyse
CS

Introducing Cursive Script



a



f

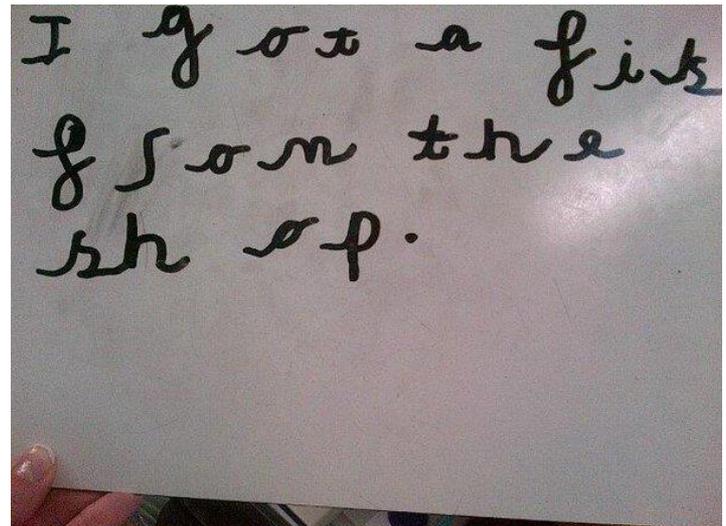


k

The Benefits of cursive handwriting



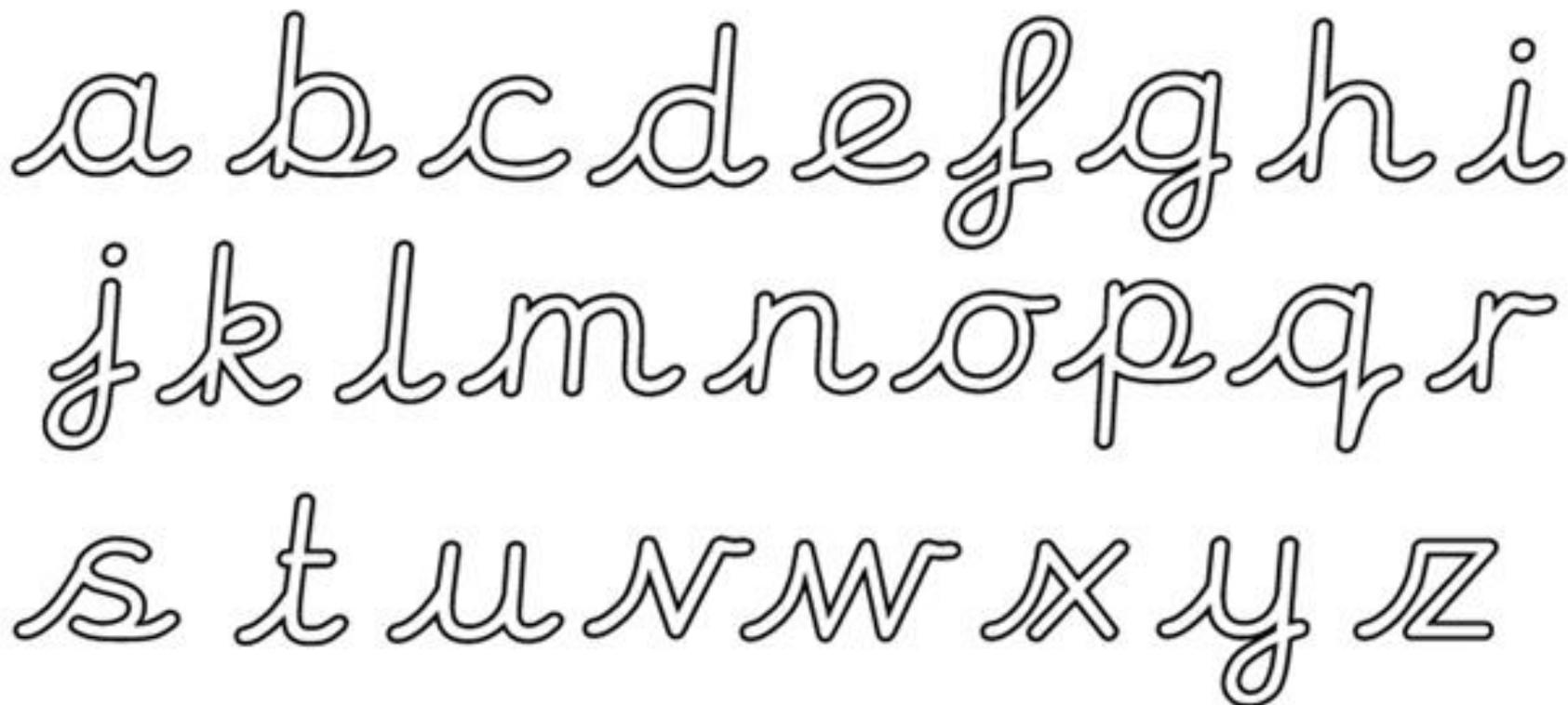
- It helps children's writing to be clear, fluent legible and fast.
- Having a lead in and out stroke avoids confusion about where to begin letter formation.
- This has also proved beneficial for children with poor hand control and for dyslexic children.
- The pencil does not often need to be lifted from the page - this reinforces phonic and spelling patterns.



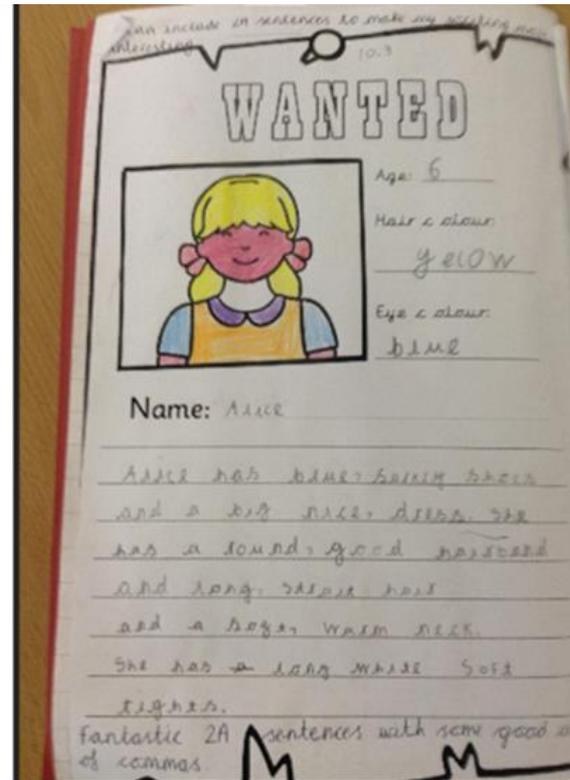
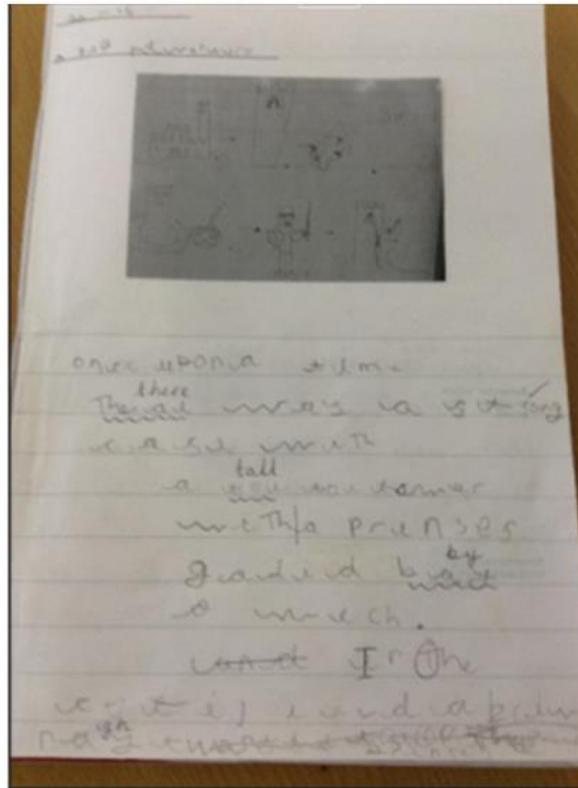
 a	 b	 c	 d	 e
 f	 g	 h	 i	 j
 k	 l	 m	 n	 o
 p	 q	 r	 s	 t
 u	 v	 w	 x	 y
 z				

Every letter starts from the line!

- Introduced gradually
- Linked to existing sound cards
- Supports learning requirements in Key Stage One



Development of cursive writing ...



Don't worry if your child's writing looks scruffy at first!

Mathematics

ELG: Numbers

- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

Maths in Reception

- Learning and practising key number facts-use of practical resources
- Ordering numbers



- Using the language of 'more' and 'fewer'.
- Saying what is one more and one less than a given number.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Maths in Reception

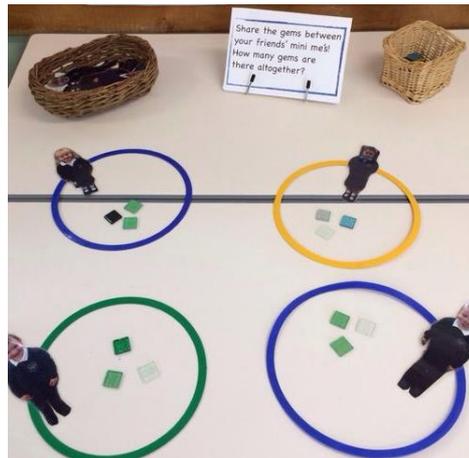
Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer



$$2+2 =$$

Maths in Reception

Solving problems including doubling, halving and sharing.



Finding doubles

$$\square + \square = \begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} + \begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} = \begin{array}{|c|c|c|c|} \hline \square & \square & \square & \square \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} + \begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} = \begin{array}{|c|c|c|c|} \hline \square & \square & \square & \square \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} + \begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} = \begin{array}{|c|c|c|c|} \hline \square & \square & \square & \square \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} + \begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} = \begin{array}{|c|c|c|c|} \hline \square & \square & \square & \square \\ \hline \end{array}$$

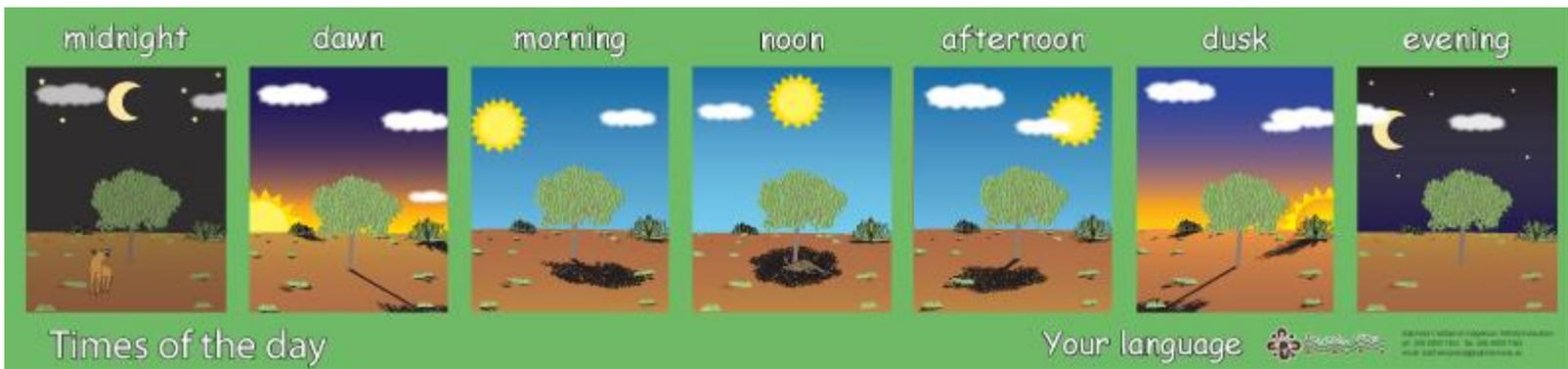
Maths in Reception

Shape, Space & Measures

ELG: They explore characteristics of everyday objects and shapes and use mathematical language to describe them



Use everyday language to talk about size, weight, capacity, position, distance, time and money



Assessment

There is no formal assessment in Reception
Staff work with children during planned
activities and practical tasks and monitor their
response to each task
or observe children's activity, skills and language
through their in play



Assessment information

- Staff summarise their findings termly or half termly and update your child EYFS profile sheet accordingly. Fitting them into the appropriate age band in each of the 17 areas of learning. This information helps us to set your child's next steps and target our teaching for them.

Captain Cook Primary School – EYFS – Early Years Outcomes Progress Profile

Name		Date of birth										
Start Date		N1	N2	R	Notes:	PP	EAL	SEN	Other	SP	SU	AT
National Curriculum												
ELG	7	SEC										
		DEV										
		EMG										
40-50 Months	6	SEC										
		DEV										
		EMG										
30-50 Months	5	SEC										
		DEV										
		EMG										
22-36 Months	4	SEC										
		DEV										
		EMG										
18 – 26 Months	3	SEC										
		DEV										
		EMG										
8 – 20 Months	2	SEC										
		DEV										
		EMG										
0 – 11 Months	1	SEC										
		DEV										
		EMG										
Key SEC – Secure DEV – Developing EMG – Emerging SEC – 99% statements DEV – above 33% statements EMG – up to 33% statements		Making Relationships	Personal, Social and Emotional Development	Physical Development	Communication and Language	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design			

9:41 AM 100%
 < Back Observation >>

Best friends
 31/10/2014 with 2 Children



Assessments

Personal, Social and Emotional Development 22-36 months
 Making Relationships
 ■ May form a special friendship with another child.

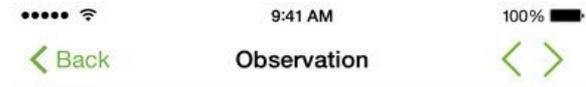
Personal, Social and Emotional Development 30-50 months
 Self Confidence & Self Awareness
 ■ Confident to talk to other children when playing, and will communicate freely about own home and community.

Understanding the world 30-50

Assessment information

Is shared with you:

- Via your child's Tapestry account
- In reading record books
- At parents evenings in October and March
- End of year report and information on ELG



Best friends
31/10/2014 with 2 Children



Assessments

Personal, Social and Emotional Development 22-36 months

Making Relationships

- May form a special friendship with another child.

Personal, Social and Emotional Development 30-50 months

Self Confidence & Self Awareness

- Confident to talk to other children when playing, and will communicate freely about own home and community.

Understanding the world 20-50 months

Beyond ELG?

Stage R Reading Assessment

Assessment Criteria	limited	developing	secure
1 I can read all of the phase 2 and 3 sounds from a card.			
2 I can pick the right phase 2/3 sound from a group, after I listen to it.			
3 I can use the sounds I know to build CVC words.			
4 I can use the sounds I know to build real and nonsense one and two syllable words.			
5 I can read the tricky words from phase 2 and 3.			
6 I can read the decodable words from phase 2 and 3.			
7 I can re-read a sentence after I have decoded it, so that I understand it.			
8 I can use my phonic skills and the sight words I know to read my books.			
9 I can re-tell a familiar story in the correct order.			
10 I can answer simple questions about a text.			
11 I can talk about stories, poems and information books I enjoy.			
12 I can find clues from the pictures and words, to explain the story.			
13 I can make predictions.			
14 I can use the pictures to explain how a character could be feeling.			
15 I can identify which are story and information books.			
16 I can say aloud my favourite rhymes and poems.			
17 I can spot capital letters and full stops in my books.			
18 I can choose a book to explore and enjoy on my own or with a friend.			
19 I can join in with repeated phrases when listening to a story.			
S+ I can spot when I've mis-read a word and I can go back and correct myself.			
S+ I can read my books fluently and at a steady pace.			
S+ I can use simple features to explain the difference between a fiction and non-fiction book.			

Stage R Maths Assessment

Assessment Criteria	limited	developing	secure
Number, Place Value and Rounding <i>(ELG Children count reliably with numbers from one to 20). (ELG I can place numbers in order and say which number is one more or one less than a given number).</i>			
1 I can use number names in order and one-to-one correspondence to count sets of at least 20 objects reliably.			
I can count to at least 20, forwards and backwards.			
I can read and write numbers to 10.			
I can order numbers from 1 to at least 20 in ascending and descending order.			
I know the number that is 1 more and 1 less than any number up to 20.			
I can use the language of more than, less than (fewer), most, equal to.			
I can identify and represent numbers to at least 20 using objects, structured apparatus and number lines.			
I can use the number facts I know to solve practical problems.			
dition and Subtraction <i>G Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer). G They solve problems, including doubling, halving and sharing).</i>			
I can recall and use addition and subtraction facts for all numbers up to 5 and some facts to 10.			
I can use apparatus to represent and use number bonds and related subtraction facts within 20.			
I can add and subtract 1-digit and 2-digit numbers to 20, using apparatus or pictures to help.			
I am beginning to use addition (+), subtraction (-) and equals (=) signs to record my work.			
I can read the mathematical statements I have recorded.			
ultiplication and Division <i>G They solve problems, including doubling, halving and sharing).</i>			
I can count in 10s from 0 to answer questions involving multiplication facts for the 10 multiplication table.			
I can show doubling and halving practically up to double 10.			
I am beginning to recognise odd and even numbers to 10.			
I can solve single step problems involving grouping and sharing by using objects.			
ditions			
I can recognise, find and name a half as 1 of 2 equal parts of an object or shape.			
I can recognise and find half of a moveable small set of objects or a quantity.			

Stage R Writing Assessment

Assessment Criteria	limited	developing	secure
1 I can talk about something that has already happened, putting events in the correct order.			
2 I can talk about my story ideas using story words.			
3 I can orally retell stories I have heard adding in my own ideas and details.			
4 I know about different books/texts and I can talk about them.			
5 I can write my full name, including capital letters.			
6 I can write simple labels and captions.			
7 I can write my own short sentences and explain what they are about.			
8 I can put some full stops in my writing.			
9 I can put some capital letters in my writing.			
10 I am beginning to put spaces between my words.			
11 I can think of words that rhyme with others.			
12 I can hear and say the first sound in a word.			
13 I can write some of my key words (red words).			
14 I can tell my teacher the letters that match the sounds I can hear.			
15 I can name and sound the letters of the alphabet.			
16 I can use my letters and sounds to write some words that others can recognise.			
17 I can sound out and write CVC words independently.			
18 I can hold my pencil between my thumb and two fingers.			
19 I can write letters that somebody else can recognise.			
S+ I can orient my letters using the correct sequence of movements.			
S+ I can use capital letters and full stops in a number of my sentences.			
S+ I can spell many key words correctly in my writing.			

	RE (entering)	RD (developing)	RS (secure)
For those children not yet assessed as entering, please refer to the Development Matters document.	50%+ of statements in developing. (10+)	80% of statements in developing (must include all bold). (15+)	100% statement

Band	Date
Pink	
Red	
Yellow	
Blue	

	RE (entering)	RD (developing)	RS (secure)	RS+ (secure+)
For those children not yet assessed as entering, please refer to the Development Matters document.	50%+ of statements in developing. (10+)	80% of statements in developing (must include all bold). (15+)	100% of bold statements in secure.	100% of bold statements in secure and all S+ statements secure.

	Autumn Judgement	Spring Judgement	Summer Judgement
Raw Score (secure statements only)			
Assessment			

- You will get chance to discuss how your child is progressing during parent consultations in a few weeks
- As with all aspects of life there will always be children who for a variety of reasons find some aspects more difficult than others or meet them earlier or later than peers
- We aim to support all children in making sure that they are progressing well within their own comfort zone and that they remain happy and confident

How can parents help?



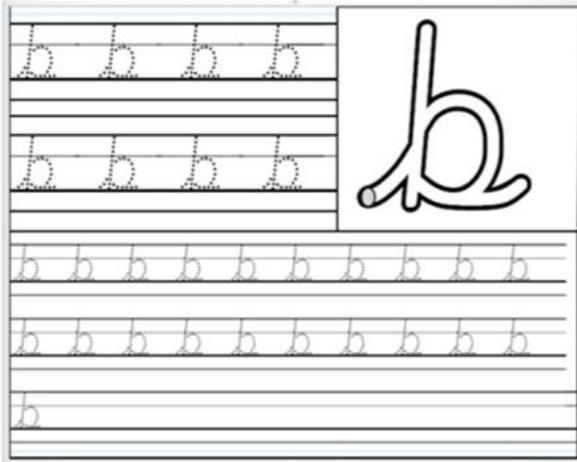
Homework

- Reading books/captions/sounds/words to learn will be sent home weekly
- Books or ditties will be changed when there is evidence in the yellow reading record that children have practised at home.
- We aim to change books 3 times a week, usually a Monday, Wednesday and Friday.

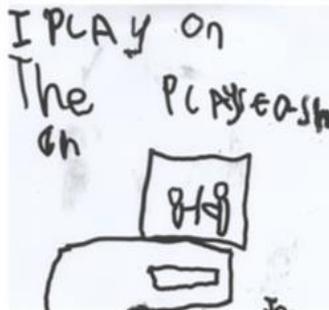
Additionally a piece of number or writing work linked to topic as part of weekly

How you can help at home ...

Don't make it a chore!

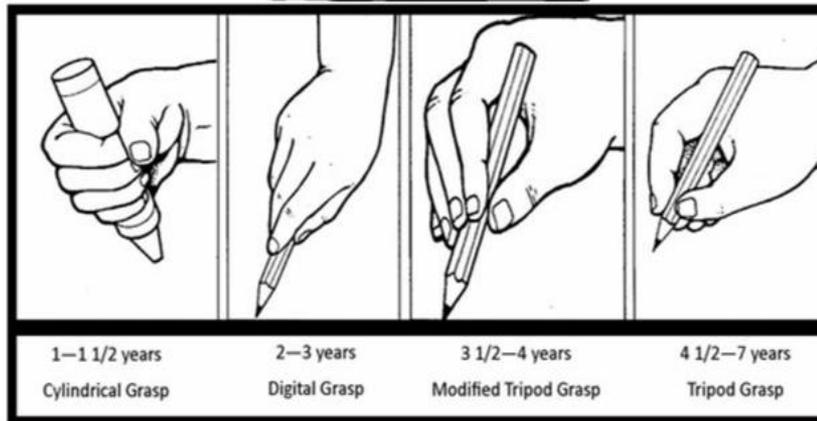
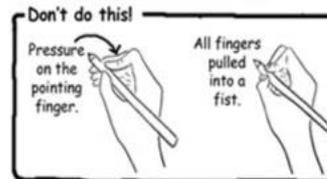


Use a pencil to practice handwriting homework instead of pens.



Encourage children to use their phonic knowledge to write; words don't need to be correct.

Only use capitals if needed; encourage sentence structure.



Encourage a comfortable efficient pencil grip

How can parents help?

Handwriting

Please ensure that your child is using our handwriting scheme to form their letters correctly.

They should be using entry and exit strokes for all lower case letters.

Once these have been mastered, children should be joining their handwriting.

Further Information

The image shows a screenshot of the Captain Cook Primary School website. At the top, there is a blue banner with the text "Welcome to Captain Cook Primary School" in a red, cursive font. Below the banner is a red navigation bar with the following links: Calendar, Home, News, Events, Gallery, Newsletters, Key documents, Curriculum, Results and ofsted, School office, Parents' Evening Link, Governors, Google, and Contact. A dropdown menu is open under "Key documents", listing the following items: Special Educational Needs, Pupil Premium, Policies, Sports Funding, Prospectus June 2017, School Admissions, Nursery Information, Reception Information, Year 1/2 Information, Year 3/4 Information, Year 5/6 Information, Year 2 Assessment Information, Year 6 Assessment Information, and Parent Satisfaction Survey 2016. Two black arrows are present: one pointing from the top right towards the "Key documents" link in the navigation bar, and another pointing from the middle left towards the "Reception Information" link in the dropdown menu.

Welcome to
Captain Cook
Primary School

Calendar Home News Events Gallery Newsletters Key documents Curriculum Results and ofsted School office

Parents' Evening Link Governors Google Contact

Key documents

- Special Educational Needs
- Pupil Premium
- Policies
- Sports Funding
- Prospectus June 2017
- School Admissions
- Nursery Information
- Reception Information
- Year 1/2 Information
- Year 3/4 Information
- Year 5/6 Information
- Year 2 Assessment Information
- Year 6 Assessment Information
- Parent Satisfaction Survey 2016

**Thank you for your
continued support**

