

# What I should be able to do in Reception?



## Reception Class

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## Introduction

We want all children attending our school to be happy, healthy and ready to learn in order to achieve their best. We recognise that all children are unique and special. They have different personalities and interests and develop at different rates. However, there are a number of key expectations that children should know, understand and be able to do at each stage of their learning in order to thrive in education and be ready for the next important stage of their lives. This is what we'd like to see your child be able to do by the **end** of Reception.

## Personal, Social and Emotional Development

	Tick and date when achieved	Comments
I can say when I don't need any help.		
I can choose the resources I need for my chosen activity.		
I can speak in a group. I know and can talk about my ideas.		
I like to try new activities and can say why I like some more than others.		
I can talk about how my friends and I show feelings.		
I can talk about how I behave and understand what happens when people misbehave.		
I can work as part of a group by understanding and following the rules.		
I change how I behave when we are in different places. Change doesn't bother me.		
I can form good relationships with grown-ups and children.		
I can be sensitive to the needs and feelings of others.		
I can organise an activity, with help and advice from my friends.		
I can play cooperatively, taking turns with others.		

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## Physical Development

	Tick and date when achieved	Comments
I show control and coordination in big and small movements.		
I move confidently in lots of different ways and move about safely.		
I can use equipment and tools appropriately and confidently.		
I can hold a pencil and other writing tools appropriately when mark making.		
I can go to the toilet, dress myself and do other healthy things, all by myself.		
I can talk about how I can stay healthy and safe.		
I know that exercise and healthy food helps to keep my body fit.		

### Communication and Language

	Tick and date when achieved	Comments
I express myself well; I am aware of my listeners' needs.		
I use yesterday, today and tomorrow correctly when talking about events.		
I connect ideas and events, to help create stories and explanations.		
I pay attention to what others say and can reply whilst doing another activity.		
I respond to what I hear with meaningful comments, questions or actions.		
I can listen closely in different places and situations.		
I can listen to stories, often knowing what will happen next.		
I can follow instructions which have lots of different ideas or actions.		
I can answer 'How?' and 'Why?' questions about my experiences.		
I can answer 'How?' and 'Why?' questions about stories and events.		

### Early English and Mathematics

	Tick and date when achieved	Comments
I use phonics to help decode regular words and read them out loud correctly.		
I am able to read some irregular, common words.		
I can read and understand simple sentences.		
I can share my feelings about what I have read with others.		
I can write words that are phonetically correct eg poetree (poetry).		
I can write some common, irregular words.		
I can write simple sentences which my friends can read.		
I can count reliably with numbers from 0-20.		
I can place the numbers 0-20 in the correct order.		
I can say which number is one more or one less than the number given to me (to 20).		
I can solve problems involving doubling, halving and sharing.		
Using objects to help, I can add 2 single-digit numbers together and count on to find the answer.		
Using objects to help, I can subtract 2 single-digit numbers and count back to find the answer.		
I notice and describe everyday shapes using mathematical words.		
I can recognise, describe and create patterns.		
I can use everyday words to talk about capacity.		
I can use everyday words such as 'tall' or 'heavy' to talk about size and weight.		
I can use everyday words to talk about time and distance.		
I can compare objects and quantities and use them to solve problems.		