Reading assessment points for reception:

40-60 months

1. Continues a rhyming string.

2. Hears and says the initial sound in words.

3. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

4. Links sounds to letters, naming and sounding the letters of the alphabet.

5. Begins to read words and simple sentences.

6. Uses vocabulary and forms of speech that are increasingly

influenced by their experiences of books.

7. Enjoys an increasing range of books.

8. Knows that information can be retrieved from books and computers.

Early Learning Goal

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.

Reading ideas for 40-60m

* Play a rhyming game – try and find things around the house or draw pictures of things that rhyme. There are also lots of great story books that demonstrate rhyming too e.g. Julia Donaldson stories.
* When reading – encourage your child to follow the words with their finger, ask them what some of the words begin with. Sound out some short words e.g. d-o-g and ask what does this word say?
* Research something exciting using books and the internet, explain that grown-ups have to find out information from books and computers too!
* Practise Phase 3 and 4 phonics activities online (see useful websites below)

When you feel like your child is confident with these activities, you can move onto practising for the Early Learning Goal….

Reading ideas for ELG

* Make flashcards of tricky words (available on the school website) play games with these. Can they spot these words in their reading books?
* Write funny sentences or questions for children to read and answer e.g. Can I eat meat? Can I eat feet? When we have played this at school the children have held up yes/no cards – maybe you could make some.
* Practise Phase 5 phonics activities online (see useful websites below)
* When reading, encourage children to discuss the book, the storyline, characters etc.

Writing assessment points for reception:

40-60 months

1. Gives meaning to marks they make as they draw, write and paint.

2. Begins to break the flow of speech into words.

3. Continues a rhyming string.

4. Hears and says the initial sound in words.

5. Can segment the sounds in simple words and blend them together.

6. Links sounds to letters, naming and sounding the letters of the alphabet.

7. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

8. Writes own name and other things such as labels, captions.

9. Attempts to write short sentences in meaningful contexts.

**Early Learning Goal**

**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.**

Writing ideas 40-60m

* Make a model out of cardboard boxes, lego etc then encourage your child to try to label it by writing on bits of paper and sticking them on it.
* Practise writing their alphabet letters. They can also practise writing their full names.
* When they draw a picture – encourage them to write a caption about it e.g. my mum and dad.

When you feel like your child is confident with these activities, you can move onto practising for the Early Learning Goal….

Writing ideas for ELG

* Encourage them to write a diary, a letter or a little story. If they are sounding out words independently and do make sense phonetically e.g. haws for house. Then don’t correct them at this stage, encourage their sounding out and let them keep writing – they are more likely to write at length this way.
* On a separate occasion, go back to the writing and model how to spell the words correctly.
* Before you start, ask them what they ate going to write about. You could then make them a word mat to put in front of them with some harder words on that they may not be ready to sound out e.g. aeroplane.

Number assessment points for reception:

40-60 months

1. Recognise some numerals of personal significance.

2. Recognises numerals 1 to 5.

3. Counts up to three or four objects by saying one number name for each item.

4. Counts actions or objects which cannot be moved.

5. Counts objects to 10, and beginning to count beyond 10.

6. Counts out up to six objects from a larger group.

7. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

8. Counts an irregular arrangement of up to ten objects.

9. Estimates how many objects they can see and checks by counting them.

10. Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.

11. Finds the total number of items in two groups by counting all of them.

12. Says the number that is one more than a given number.

13. Finds one more or one less from a group of up to five objects, then ten objects.

14. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

15. Records, using marks that they can interpret and explain.

16. Begins to identify own mathematical problems based on own interests and fascinations.

**Early Learning Goal**

**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.**

Number activities for 40-60m:

* Count out objects around the home e.g. bears, dolls, food etc, make number cards and see if the children can match the cards to the right amounts.
* Practise writing their numbers in chalk, flour etc. Can they tell you what one more or one less of this number would be?
* Practise counting amounts that are not in a straight line – its trickier than you think!
* When eating snacks can you practise some addition and subtraction – the children love playing ‘sweetie maths’ especially when subtraction involves eating them!

When you feel like your child is confident with these activities, you can move onto practising for the Early Learning Goal….

Number activities for ELG:

* Practise their numbers to 20 – writing them, ordering them, knowing what numbers come before or after them in the number line.
* Practise more complex addition and subtraction sums with objects, try writing it down using the +, - and = signs.
* Introduce the idea of doubling – painting a butterfly and doing the spots on one side, then folding over to double them onto the other side is a great activity.
* Introduce the idea of halving – helping prepare lunch is a good one for this – cutting their sandwich in half, halving their packet of crisps?

Shape, Space and Measure assessment points for reception:

40-60 months

1. Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.

2. Selects a particular named shape.

3. Can describe their relative position such as ‘*behind*’ or ‘*next to*’.

4. Orders two or three items by length or height.

5. Orders two items by weight or capacity.

6. Uses familiar objects and common shapes to create and recreate patterns and build models.

7. Uses everyday language related to time.

8. Beginning to use everyday language related to money.

9. Orders and sequences familiar events.

10. Measures short periods of time in simple ways.

**Early Learning Goal**

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

SSM activities for 40-60m

* Go on a shape hunt around the house, what shapes can you find, and can you draw them?
* Make a model out of the junk materials around the house, can you name the shapes you have used to make it?
* Can you go and measure some of the furniture around the house? Use a tape measure, or measure with a non-standard measure like handspans.
* Do some baking, use a weighing scale to measure out your ingredients.
* Play shops – use pretend or real money and purchase toys etc.

When you feel like your child is confident with these activities, you can move onto practising for the Early Learning Goal….

SSM activities for ELG:

* Put a price list on the fridge and price up the snacks for the day – children would need to give you the correct money in order to get a snack! A perfect incentive for problem solving.
* Use lots of comparative language in daily events – Who’s the tallest member of the family and how do you know? Why does a jug hold more juice than a cup?
* Play a game to describe shapes – if you have some you could hide them in a feely bag, if you don’t you could make a ‘WANTED’ poster for a shape e.g. it has 4 sides and 4 corners, who is missing?
* Make some patterns using natural materials in the garden.

Useful websites:

[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.phonicsbloom.com](http://www.phonicsbloom.com)

[www.educationcity.co.uk](http://www.educationcity.co.uk)

[www.jollyphonics.co.uk](http://www.jollyphonics.co.uk)