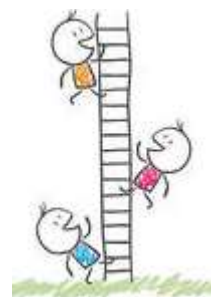




Your child is on a journey...

and this is what it will look like when they get there!



If your child reaches the expected level in each of these areas below, they will achieve a **Good Level of Development** in the final assessments in Foundation Stage.

Here is what they will need to be able to do. We understand that all children are unique and we apply a best fit to the assessment. There is lots you can do to help at home.

Personal, Social and Emotional Development



Building relationships

- Work and play cooperatively and take turns with others
- Form positive relationships with adults & friendships with other children
- Show sensitivity to their own and to others' needs

Self-regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want
- Give listens carefully to what the teacher says, responding appropriately even when doing something else such as drawing or playing and follows instructions involving several ideas or actions.

Managing self

- Be confident to try new things and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Communication and Language



Listening attention and understanding

- Listen carefully and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group work
- Make comments about what they have heard and ask questions to help them understand
- Hold conversations with their teacher and other children.

Speaking

- Joins in with discussions, offering their own ideas and using some of the new words they have learned
- Can say why things might happen, using new words learned from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including talking about things in the past, present, and future in the correct way.



Physical Development



Correct pencil grip



Gross Motor Skills

- Moves around space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor skills

- Hold a pencil effectively in preparation for fluent writing – see photo
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Literacy



Comprehension

- Show they understand what has been read to them by retelling stories using their own words and new words they have learned
- Guess what might happen next in stories
- Use and understand new words they have learned during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Children use their phonics skills to read simple words and sentences by blending the sounds together.
- They can talk about what they have read.
- They can read some common words that cannot be sounded out (red words e.g. said, the, I, me, my).

Writing

- Children write words & simple sentences using the sounds they can hear in the words, some words spelled correctly.
- Their writing can be read by themselves & others.

Maths



Number

- Really know numbers to 10, including what makes each number; such as 5 and 5 make ten (which is also double 5) and some number bonds to ten for example; 10 + 0, 9+1, 8+2, 7+3, 6+4, 5+5
- To see how many is in a group without counting, up to 5

Numerical patterns

- Count aloud past 20
- Compare amounts up to 10, recognising which is more, less and the same.
- Explore patterns within numbers up to 10 such as odd & even numbers, doubling and sharing amounts evenly.