

End of Reception Report: July 2013

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Communication and Language

Listening and attention			Understanding			Speaking		
Emerging	Expected	Exceeding	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding

Child A is able to listen to instructions and follow them accurately, including more complex instructions with several steps and those that involve unusual or new tasks. She is able to listen attentively with sustained concentration to follow a story without pictures or props, and is excellent at listening in a larger group, for example, during whole-school assemblies or guest speaker sessions.

Child A is able to answer complex questions about her experiences or in response to stories and events. She often explains her understanding accurately and expresses her views and opinions clearly. Child A is also able to clearly convey her understanding through her writing, and often chooses to do this independently in response to stories or events.

Child A has made excellent progress with her speaking skills this year, and is now so much more confident to talk to other children and adults than she was at the beginning of the year. Child A can express herself effectively and she shows some awareness of the listeners' needs, for example, making eye contact when talking. Child A now enjoys talking to the rest of the class, and she is always keen to talk about things that she has brought in to support our topics, for example, photographs and dinosaur fossils! She is now able to use past, present and future tenses correctly when talking about events, and she consistently develops her own narratives and explanations during her play and learning.

Physical Development

Moving and handling			Health and self-care					
Emerging	Expected	Exceeding	Emerging	Expected	Exceeding			

Child A shows excellent control in large and small scale movements and is confident to experiment with different ways of moving, for example, hopping, skipping, jumping, running and climbing. She is able to confidently and safely negotiate space, for example, when playing chasing games (Child A's favourite!). Child A also enjoys demonstrating moves to music that she has learnt from her ballet classes! Child A has excellent pencil control, and is able to use her right hand to confidently form accurate and recognisable letters in her writing which are controlled in size and sit on lines.

Child A understands the importance of physical exercise and a healthy diet, and is able to confidently talk about ways to keep healthy and safe. Child A knows the difference between healthy and unhealthy foods, and is able to talk about the importance of a balanced diet to ensure that all food groups are represented. She also understands the need for sleep and nutrition to help us grow. Child A shows a good understanding of how to transport and store equipment safely, for example, holding scissors correctly, and is quick to correct another child if they are not doing it safely! Child A is now also able to manage her own personal hygiene, toileting and dressing successfully.

Personal, Social and Emotional Development

Self-confidence and self-awareness			Managing feelings and behaviour			Making relationships		
Emerging	Expected	Exceeding	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding

Child A is confident to try new activities within the setting, and is becoming increasingly confident to say why she likes some activities more than others, using this to inform the choices she makes. Child A particularly enjoys using the writing, creative and role play areas, and is very confident in using the resources provided. Child A is very independent, and is able to talk about her ideas and select the resources that she needs independently for her chosen activity. She is also confident in asking adults or peers for help when needed. Child A is also now confident to speak in our familiar class group. Well done Child A!

Child A shows a good understanding of how she and others show feelings, and is very adept at identifying when other children are upset or worried. Child A shows concern for others and is the first to go and get a 'wet paper towel' when someone has hurt themselves! Child A is able to talk about the consequences of behaviour and understands that some behaviour is unacceptable. Child A works co-operatively as part of a group or class, and is able to understand and follow the rules. She understands the reasons behind rules, for example, to keep herself and others safe. Child A is able to adjust her behaviour to different situations, for example, she understands that during assembly she needs to sit quietly and listen, and is able to take changes to the usual routine in her stride.

Child A has developed a wide circle of friends, both within our class and the school, since starting in September. She has also formed close relationships with her best friends. Child A is able to play co-operatively and take turns with others, without adult support. She shows sensitivity to others' needs and feelings, and has also formed very positive relationships with the adults in the setting – I will miss our chats!

Literacy						Mathematics					
Reading			Writing			Numbers			Shape, space and measures		
Emerging	Expected	Exceeding	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding
<p>Child A has made excellent progress in her reading this year. Child A is able to confidently read and understand simple sentences, and can read an increasing range of more complex sentences. She is able to use her phonic knowledge to decode regular words, including words of more than one syllable, and is able to read a large number of high frequency words on sight. Child A is able to describe the key events in stories that she has read, and is also able to infer and deduce meaning from texts. Child A has worked very hard with her reading this year, and now really enjoys reading for pleasure.</p> <p>Child A is an excellent writer and I think she would agree that it is her favourite thing to do at school! Her progress in this area of learning has been fantastic this year and we are very proud! She is able to use her phonic knowledge to write words in ways that match her spoken sounds, and is able to spell phonically regular words of more than one syllable. She is also able to spell many irregular but high frequency words correctly. Child A is able to write increasingly complex sentences, which can be read by her and others, and is able to use key features of different text types in her own writing. For example, Child A is able to write stories, instructions, non-fiction texts and recounts independently, and demonstrates a good awareness of the key features of each genre. Well done Child A!</p> <p>Child A has made good progress with her number work this year, and is able to recognise, count with and order numbers to 20 and beyond. Child A can also identify one more and one less than a given number mentally. Child A can add and subtract two single-digit numbers using objects to help, and is beginning to count on or back to find the answer. She is able to solve mathematical problems during in her play, for example, relating to doubling, halving and sharing. Child A is also beginning to show some awareness of accurately recording mathematical problems.</p>											

Child A is very interested in investigating shape, space and measures and is able to use everyday language to talk about size, weight, capacity, distance, time and money. She is also able to use her knowledge of these to solve problems in her play, and is able to order three items by length, height, weight and capacity. Child A is able to use correct mathematical names for 2D and 3D shapes and can use mathematical language to talk about their properties, for example, sides and faces. Child A can recognise 1p and 2p coins, and can solve problems and pay for items in the role play shop with the correct coins. She is able to measure short periods of time in simple ways, for example, with a sand timer or stopwatch, and is beginning to read the time to o'clock. Child A can also recognise and continue simple repeating patterns.

Understanding the World

People and communities			The world			Technology		
Emerging	Expected	Exceeding	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding
<p>Child A is able to talk with confidence about past and present events in her own lives and those of other family members, for example, Child A has enjoyed telling us about trips that she has been on with her family in the school holidays, the birth of her new baby sister and her Grandad's 70th birthday. Child A is aware that other children don't always enjoy the same things as her and is sensitive to this, for example, compromising on choices of activities with her friends to include their likes. Child A shows a good understanding of similarities and differences between themselves and others, and shows an excellent understanding of differences among families, communities and traditions. Child A has particularly enjoyed RE lessons this year, and has asked some very insightful questions to help her understand about other cultures and beliefs. She really enjoyed joining in with our Chinese New Year, Diwali, Eid and Easter celebrations!</p> <p>Child A is able to talk about similarities and differences in relation to places, for example, how our local area differs to other places in the UK. She is able to make comments and talk about the features of the immediate environment and is able to represent these appropriately. For example, after a walk round the local area, Child A chose to make a map of the school grounds. Child A can talk about similarities and differences in relation to materials, for example, water freezing, chocolate melting and jelly dissolving. She is also able to make observations of animals and plants, explaining why some things occur and talking about changes. Child A particularly enjoying growing bean plants as part of our Jack and the Beanstalk topic, and observing the changes of our caterpillars as we watched them turn into butterflies!</p> <p>Child A is extremely confident when using technology, and is able to select appropriate technology for a particular purpose. Child A is able to use technology for making and recording observations. For example, Child A independently decided to use the camera on the ipad to photograph the minibests that she could find in the outdoor area, and then successfully added text to her photographs to name them.</p>								

Expressive Arts and Design

Exploring and using media and materials			Being imaginative		
Emerging	Expected	Exceeding	Emerging	Expected	Exceeding
<p>Child A enjoys singing songs and making music and dance, which are often inspired by her love of One Direction! Child A can experiment with different instruments in the music area and select which ones she likes. She is able to confidently move in time to music, and is able to demonstrate many ballet dance moves that she has learnt from her weekend ballet classes. Child A enjoys exploring media and materials in the creative area, and is able to experiment with colour, design, texture, form and function. She is able to construct with a purpose in mind, and has made many wonderful 'handbags' and 'jewellery boxes' with the junk modelling resources this year!</p> <p>Child A can use what she has learnt about media and materials in original ways, thinking about its use and purpose. For example, Child A creates representations of stories, events, people and objects and can use particular colours and resources that she deems most appropriate for her work. Child A plays co-operatively as part of a group to act out a narrative, and she particularly enjoys spending time in the role play area and becoming engrossed in this play. She is also able to represent her own ideas, thoughts and feelings through the stories that she</p>					

independently writes.

NOTE: Development Stage: Emerging – attainment not yet at the level of development expected at the end of the EYFS: Expected – the level of development expected at the end of the EYFS: Exceeding – attainment beyond the level of development expected at the end of the EYFS

Characteristics of Effective Learning	
Playing and exploring Finding out and exploring Playing with what they know in their play being willing to have a go	Child A shows curiosity about objects, events and people and is confident to use her senses to explore the world around her; for example, investigating the smell of the herbs in the planters outside. She uses what she already knows to support her play, for example, representing and acting out her own experiences. She is confident to try new activities and experiences, and is willing to take risks on things that she is unsure of; for example, exploring new malleable materials.
Through Active learning Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do	Child A is able to maintain high levels of attention and involvement on her chosen activities for a sustained period of time. She shows high levels of fascination during activities that interest her, and is very persistent. If challenge occurs in an activity that she is interested in, Child A will persevere and consider alternative approaches, not giving up even if difficulties occur. She is able to set herself goals and shows pride when she achieves them. She shows intrinsic motivation and is not always motivated by rewards.
By Creating and thinking critically Having their own ideas using what they already know to learn new things Choosing ways to do things	Child A is able to think of her own ideas and uses the language of thinking and learning, for example, "I'm going to keep trying and figure it out!" She enjoys finding ways to solve problems and is adept at thinking of alternative ways to do something and then settling on the way she thinks will be best. She is able to make links and notice patterns in ways to do things and she is able to make predictions and test them. Through talking to peers and other adults, she is able to explore ideas and make links to what she already knows. Child A is able to set goals and talk about how well her ideas are going, and she is now beginning to review how well a particular approach worked. For example, with support she can talk about what went well and what she would change next time and why.
Next steps to support learning and development: <ul style="list-style-type: none">• To continue to develop her confidence in speaking in front of a large group, further developing an awareness of the needs of the listener.• To solve practical problems that involve combining groups of 2, 5 or 10 and sharing into equal groups.• To use more interesting and adventurous vocabulary in her independent writing.	
Additional (or Headteacher's) comments:	

Attendance (half day sessions) (possible)(actual) Unauthorised absence
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Signed: _____ (Class Teacher/Early Years Foundation Stage Team Leader)

Signed: _____ (Headteacher)

If you wish to discuss this report with the classteacher please telephone school for an appointment.