

Reception Objectives

Pupils should learn how to:

Spoken Language

Speaking

- Communicate effectively showing awareness of listeners' needs
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop narratives or explanations by connecting ideas or events (often using conjunctions)
- **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)**
- **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG)**

Listening

- Listen attentively in a range of situations.
- Give their attention to what others say and respond appropriately, while engaged in another activity.
- **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)**
- **Make comments about what they have heard and ask questions to clarify their understanding (ELG)**
- **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG)**

Discussion

- Take turns in a pair
- Listen to other pupils during activities
- Contribute ideas to class discussions
- **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)**

Drama

- Represent their own ideas, thoughts and feelings through role play
- **Invent, adapt and recount narratives and stories with peers and their teacher (ELG)**

Reading

Becoming a Reader

- Enjoy listening to and joining in with stories and poems

- Listen attentively to a story
- Talk about a story
- Join in with repeated refrains
- Explore books independently
- Handle books carefully
- Use the terms cover, beginning, end, page, title
- Talk about new words found in stories
- Track a text word by word

Word Reading

- Distinguish between different sounds to develop phonological awareness
- Recognise rhyme and alliteration to develop phonological awareness
- Count the number of words in a sentence
- Count the number of syllables within words
- Identify and reproduce initial sounds in words they hear
- **Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)**
- Distinguish the individual phonemes within a word to develop phonemic awareness
- Segment simple words orally into phonemes
- Blend the phonemes in simple words orally
- Identify the number of phonemes in simple words
- Read familiar words by sight such as own name
- Respond quickly with the correct sound for graphemes (using phonemes taught so far)
- Respond quickly with the correct sound for graphemes (for all 40+ phonemes)
- **Read words consistent with their phonic knowledge by sound-blending (ELG)**
- Remember and read high frequency phonically decodable words
- Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)
- **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)**

Fluency

- Re-read books to build fluency and confidence

Comprehension – Vocabulary Knowledge

- Use vocabulary to create meaning
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known
- **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)**

Comprehension – Imagining

- Talk about what they think, feel and imagine when sharing picture books

Comprehension – Linking

- Make links between events in their lives and events in stories

Comprehension – Asking Questions

- Ask questions about a text being read by an adult

Comprehension – Clarifying and Retrieving

- Talk about what happens in a text

Comprehension – Inferring

- Say how a character is feeling in a book that is read to them

Comprehension – Predicting

- Suggest how the story might end
- Anticipate – where appropriate – key events in stories (ELG)

Comprehension – Summarising

- Recall some events and characters from a story
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)

Comprehension – Understanding Purpose and Viewpoint

- No objectives

Comprehension – Understanding Text Organisation

- No objectives

Comprehension – Understanding Writers' Use of Language

- No objectives

Comprehension - Responding to Texts

- Discuss the title and talk about the events in a story
- Answer questions about the story

Becoming a Researcher

- Answer simple questions e.g. who, what, when, how

Writing

Planning

- Say out loud what they are going to write
- Begin to use the process of think, say, write, check

Composing

- Begin to use the process of think, say, write, check
- Be confident and keen to write
- Write for a range of real and imagined purposes
- Compose a sentence orally before writing it
- Write a short sequence of sentences, sometimes for a real purpose and audience
- **Write simple phrases and sentences that can be read by others (ELG)**
- Use some new vocabulary in their sentences (from Appendix B – Reception)

Evaluating

- Begin to use the process of think, say, write, check
- Re-read what they have written to an adult

Grammar

- **Leave spaces between words (WTS KS1)**

Punctuation

- Use a capital letter to begin a sentence
- Use a full stop to end a sentence
- **Demarcate some sentences with capital letters and full stops (WTS KS1)**

Transcription

Spelling

- Spell 'CVC' words using the GPCs taught so far
- **Spell common exception words taught so far (contributes to WTS KS1/EXS KS1)**
- **Use phonetically plausible choices when writing (WTS KS1)**
- **Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)**
- Spell their own forename and surname

Handwriting and Presentation

- Develop strong gross and fine motor control
- **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG)**
- **Use a pencil with control**
- **Write recognisable letters (lower and upper case), most of which are correctly formed (ELG)**
- **Begin to form numbers correctly (contributes to EXS KS1)**