

Reception Checkpoints

We have clear "checkpoints" for each Prime and Specific Area that we assess children against throughout the year. These are used in school to regularly assess children's progress and to implement a support program for children who are not yet meeting the checkpoints at the required times. Details of our checkpoints at this time of the year can be found below:

Checkpoint 2: Where your child should be by the end of Spring Term 2

Communication and Language Prime area:	Uses longer sentences and links ideas - Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' Retells stories simply - Repeats new vocabulary in a context of a story. Understands spoken instructions and can listen without stopping what they are doing Uses longer sentences and links ideas Retells stories simply Repeats new vocabulary in a context of a story. Can explain the meaning of new words Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary Comments and engages in conversation about the text or topic talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' Or 'the leaves are starting to fall off the trees. Soon the trees won't have any leaves.'
Physical Development Prime area:	Can brake at a specific point with control Moves around obstacles Pedals and maintain balance for a few feet on a flat surface Walks along a low narrow balance beam Hits 2ft target from 5ft away with a tennis ball using underhand toss. Throws tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements. Catches a tennis ball from 5 feet using only hands

	Bounces a tennis ball on the floor and catch with two hands Runs towards and kick a ball Coordinates body to meet and kick a ball that is rolled to them from a distance Jumps and turn in the air Hops up to 10 times on alternate feet Performs different movements on a climbing frame, such as swinging
PSED Prime area	Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. Begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?" Considers the feelings of others Follows two-step instructions
Literacy Comprehension Specific area	Talks in detail about the main characters and setting. Sequences captions from a story. Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' Repeats new vocabulary in a context of a story. Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary.
Literacy Word reading	Links sounds to letter, naming and sounding each letter of the alphabet. Links sounds to 8 or more digraphs. Links sounds to letter, naming and sounding each letter of the alphabet. Links sounds to 8 or more digraphs. Identifies digraphs within words. Reads words containing digraphs, using sound buttons. Reads words containing single sounds and digraphs without sound buttons. Uses picture clues to help read a simple text. Reads captions containing known sounds. Reads simple, phonetically decodable sentences containing known sounds Reads sentences containing digraphs and trigraphs Knows words 'he', 'she', 'we', 'be', 'me', 'was', 'you', 'they', 'all', 'are', 'my', 'her' by sight.

Writing	Holds and uses a pencil confidently Some letters may be reversed Starts at the correct place when forming letters Beginning to form flicks correctly rather than 'adding' them onto the letter. Writes words containing some digraphs Writes simple captions Uses full stops Uses finger spaces between words Writes at least 8 high frequency words from memory
Mathematics Specific area	Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone - for example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.

	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.
UOW (Understanding of the World) Specific area	Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars). Talks about a wider range of occupations Can describe similarities and differences between occupations Knows there are seasons that repeat and go in order Knows there are 7 days in a week and the names and order of these Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions). Uses words such as baby, toddler, child, teenager, adult and elderly to describe the age of people. Uses past tense with increasing accuracy. Knows names for baby animals and can match these to their adult. Can briefly explain what the difference is between human and physical features Identifies features on a simple map (trees, house, river, mountain) Understands that signs and symbols can tell us about a place Understands that we are in the city of Southampton, and that it is a small part of the county Hampshire, which is part of the country England. Can talk in detail about the celebration of Diwali Can talk in detail about Chinese New Year Understands that weddings can be very different in different cultures Recalls simply what happens when a baby is welcomed into a religion. Understands why Christians celebrate Easter Understands that signs and symbols can tell us about a place Understands that we are in the city of Southampton, and that it is a small part of the county Hampshire, which is part of the country England. Understands a world map shows all the countries in the world and how these are represented by colour and that sea is represented by another.
EAD (Expressive arts and	Draws with precision around the outline of shapes Develops language of colour (secondary colours) and mix colours to make new colours Create a simple collage Plans what they will create and what they will need to do so

design) Specific area	Creates their own products and begins to self-correct any mistakes Uses different props for different characters to show their personalities (e.g. lady with necklace and handbag, other with backpack and binoculars) Children enhance small world play with simple resources Retells stories as a repetition, using some of their own words Uses imagination to develop own storylines Replicates dances and performances Learns longer dance routines, matching pace Sings in a group, matching pitch and following melody Selects own instruments and plays them in time to music. Can change the tempo and dynamics whilst playing Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns
-------------------------------------	---

Please note the following checkpoint 3 will be for the end of Summer Term 2.