Overview of progress against Development Matters- **LITERACY- WRITING**

Writing in the 'Reception' Year					
30-50 months	**40-60 months (Emerging)**	**40-60 months (Developing)**	**40 – 60 months (Secure)**	**Early Learning Goal (ELG) met**	**Exceeded ELG (National Curriculum level)**
Sometimes gives meaning to marks as they draw and paint.	**Gives meaning to marks they make as they draw, write and paint.**	**Hears and says initial sounds in words.**	**Writes own name and other things such as captions and labels.**	**Children use their phonic knowledge to write words in ways which match their spoken sounds.**	**Children can spell phonetically regular words of more than one syllable as well as many irregular but high frequency words.**
Ascribes meanings to marks that they see in different places	**Begins to break the flow of speech into words**	**Can segment the sounds in simple words and blend them together.**	**Attempts to write short sentences in meaningful contexts.**	**They also write some irregular common words.**	**They use key features of narrative in their own writing.**
	Continues a rhyming string.	**Links sounds to letters, naming and sounding the letters of the alphabet.**		**They write simple sentences that can be read by themselves and others.**	
				Some words are spelt correctly and others are phonetically plausible	

Parents/ Carers

The table above shows an overview of progress in 'Writing' during the Reception Year. Children start by making marks and pretending to write. As their knowledge of letters and sounds increases they begin to write down the sounds they can hear in words. They learn to spell some words correctly and start to write sentences and captions, using capital letters and full stops correctly and leaving spaces between words.

Overview of progress against Development Matters- **MATHS- NUMBER**

Maths – Number in the 'Reception' Year						
30-50 months (Developing)	**30-50 months (Secure)**	**40-60 months (Emerging)**	**40-60 months (Developing)**	**40 – 60 months (Secure)**	**ELG met**	**Exceeded ELG (NC level)**
Knows that numbers identify how many objects are in a set.	Compares two groups of objects, saying when they have the same number.	Recognise some numerals of personal significance.	Counts objects to 10 and beginning to count beyond 10.	Finds the total number of 2 groups by counting all of them.	Children can count reliably with numbers from 1-20 and place them in order.	Children estimate a number of objects and check quantities by counting up to 20.
Beginning to represent numbers using fingers, marks on paper or pictures.	Show an interest in number problems/ numeral in the environment.	Recognises numerals 1-5.	Selects the correct numeral to represent 1-5, then 1-10 objects.	Says the number that is one more than a given number. Finds 1 more or 1 less from a group of up to 5 objects then 10 objects.	They can say which number is 1 more or 1 less than a given number.	They solve practical problems that involve combining groups of 2,5 or 10 or sharing into equal groups.
Sometimes matches numeral and quantity correctly.	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	Counts up to 3 or 4 objects by saying one number name for each item.	Counts an irregular arrangement of up to 10 objects.	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting	Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer.	
Shows curiosity about numbers by offering comments or asking questions.	Shows an interest in representing numbers.	Counts actions or objects which cannot be moved.	Estimates how many objects they can see and checks by counting them.	Records, using marks that they can interpret and explain.	They solve problems including doubling, halving and sharing.	
	Realises not only objects but anything can be counted, including steps, claps or jumps.	Counts out up to 6 objects from a larger group.	Uses the language of 'more' and 'fewer' to compare two sets of objects.	Begins to identify own mathematical problems based on own interests and fascinations.		

Parents/ Carers

The table above shows an overview of progress in 'Number' during the Reception Year. Children start by showing interest in numbers and counting and progress to recognising, writing and working with numbers to 20, adding, subtracting, estimating and solving simple number problems.

Overview of progress against Development Matters- **MATHS- SHAPE, SPACE and MEASURES**

Maths – Shape, Space and Measures in the 'Reception' Year						
30-50 months (Developing)	30-50 months (Secure)	40-60 months (Emerging)	40-60 months (Developing)	40 – 60 months (Secure)	ELG met	Exceeded ELG (NC level)
Shows an interest in shape and space by playing with shapes or making arrangements with objects.	Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes.	Orders 2 or 3 things by length or height.	Uses everyday language related to time.	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	Children estimate, measure, weigh and compare and order objects.
Shows awareness of similarities of shapes in the environment.	Shows interest in shapes in the environment.	Selects a particular named shape.	Orders 2 items by weight or capacity.	Beginning to use everyday language related to money.	They recognise, create and describe patterns.	They talk about properties, position and time.
Uses positional language.	Uses shapes appropriately for tasks.	Can describe their relative position such as 'behind' or 'next to'.	Uses familiar objects and common shapes to create and recreate patterns and build models.	Orders and sequences familiar events.	They explore the characteristics of everyday objects and shapes and use mathematical language to describe them.	
	Beginning to talk about the shapes of everyday objects e.g.- round and tall.			Measures short periods of time in simple ways.		