



# Reception Baseline Assessment and Observational Checkpoints



## Specific areas

### Gipsey Bridge Academy

Specific Areas				
Checkpoint	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>Reception Baseline</b>	<p><i>Development matters</i></p> <p>Know print has meaning</p> <p>Know print can have different purposes</p> <p>Know that we read from left to right and top to bottom</p> <p>May use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p><i>Early phonological awareness skills</i></p> <p>Able to discriminate between different sounds. Awareness of initial sounds and alliteration Ability to orally blend short words Spot and suggest rhymes Say missing part of a rhyme Count or clap syllables in a word</p> <p><i>Other things to consider</i></p> <p>Do they at books independently and turns the pages?</p> <p>Do they listen to and engage with stories?</p> <p>Do they join in with any repeated refrains?</p> <p>Do they enjoy books and stories that are read to them?</p> <p>Do they know any familiar stories?</p> <p>Do they mark make with purpose?</p>	<p><i>Development matters</i></p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between size, length, weight and capacity.</p> <p>Select shapes appropriately when building and combining shapes to make new ones.</p> <p>Talk about and identify the patterns around them</p>	<p><i>Development matters</i></p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Show interest in different occupations</p> <p>Begin to talk about photos of their families and simple events from their past.</p> <p>Explore how things work</p> <p>Show care and respect from animals and plants</p> <p>Understand that things grow and change over time.</p> <p>Talk about changes to materials when cooking</p> <p>Know there are different countries in the world and talk about difference they have seen</p>	<p><i>Development matters</i></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sign simple songs and rhymes</p> <p>Play and explore instruments</p> <p><i>Other things to consider:</i></p> <p>Can children recognise and name colours confidently.</p>



<b>Autumn 2 Checkpoint</b>	<p>Read individual letters by saying the sounds for them.</p> <p>Read some digraphs that each represent one sound and say sounds for them.</p> <p>Read a few tricky words</p> <p>Can talk about some of the characters in stories</p> <p>Can answer some simple who, what where questions about events.</p> <p>Can begin to predict simple events in stories. (READING GEMS - PREDICT)</p> <p>Begins to ask what a word means if they do not know (READING GEMS- DEFINE)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Can write their name. Most of which is formed correctly.</p> <p>Form a large number of lowercase letters correctly.</p> <p>Begin to write CVC words</p> <p>Know what a capital letter and full stop are.</p> <p>Orally compose a sentence, speak in full sentences.</p> <p><u>Little Wandle Letters and Sounds</u></p> <p><b>Autumn 1:</b> S a t p I n m d g o c k c k e u r h b f l</p> <p>Is I the</p> <p><b>Autumn 2:</b> ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>as and has his her go no to into she he of we me be</p>	<p><u>White Rose Maths</u></p> <p>Count objects, actions and sounds.</p> <p>Subitise to 3 and then 5.</p> <p>Represent numbers to 5 in different ways.</p> <p>Link the number symbol (numeral) with its cardinal number value to 3 and then 5.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Order numbers to 5.</p> <p>Use some simple language related to time.</p> <p>Use some positional language.</p> <p>Use some simple language related to volume/ capacity/ weight/ length</p> <p>To recognise triangle, circle, square and talk about the number of sides and corners they have.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them. -different jobs and their experiences of them</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Can they compare and contrast different characters in stories (LINK TO L)</p> <p>Comment on images of familiar situations in the past.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Listen to music and talk about it</p> <p><u>Other things to consider</u></p> <p>Develop understanding of colour mixing and shade of colour</p> <p>Use colour for a purpose</p> <p>Develop representations and mark making with pencils using shape and adding details.</p> <p>Can the children use vocabulary to describe different textures.</p>
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<p><b>Spring 2 Checkpoint</b></p>	<p>Read digraphs and trigraphs that each represent one sound and say sounds for them.</p> <p>Read a number of tricky words confidently</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form most lower-case and capital letters correctly.</p> <p>Spell CVC words using the sounds they have learnt.</p> <p>Write short phrases with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Reading words with plurals and polysyllabic words.</p> <p>Sequence simple stories (READING GEMS)</p> <p>Use what they have read to retrieve information and answer simple comprehension questions (READING GEMS)</p> <p><u>Little Wandle Letters and Sounds</u></p> <p><b>Spring 1:</b>          Ai ee igh oa oo o oar or ur ow oi ear air er</p> <p>dd mm tt bb rr gg pp ff</p> <p>was you they my by all are sure pure</p> <p><b>Spring 2:</b>          No new GPCs or tricky words</p>	<p><u>White Rose Maths</u></p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p> <p>Subitise 5 - 10</p> <p>Recite and count beyond ten</p> <p>Compare and combine numbers to 10.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Compare length, weight and capacity</p> <p>Recognise and name some 3D shapes</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Compare and contrast characters from stories, <u>including</u> figures from the past.</p> <p><i>Other things to consider:</i></p> <p>Can they talk about floating, sinking, freezing, melting confidently and explain what is happening?</p> <p>Can they talk about life cycles and order simple events (LINK to L and CL)</p>	<p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p><u>Other things to consider</u></p> <p>Can the children change the speed and volume of instruments?</p> <p>Can they begin to copy and create simple musical patterns?</p> <p>Do they create using different mediums in play?</p> <p>Are the children using tools safely and effectively?</p> <p>Are the children joining materials effectively?</p> <p>Can the children talk about what they have made and explain what they have used?</p> <p>Can children move in time to music?</p> <p>Can they copy simple dance moves?</p> <p>Are children beginning to experiment with music, dance, song and beginning to make decisions about how to change them?</p>
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<b>ELG – End of Reception</b>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li><li>- Anticipate – where appropriate – key events in stories;</li><li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li></ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"><li>– Say a sound for each letter in the alphabet and at least 10 digraphs;</li><li>- Read words consistent with their phonic knowledge by sound-blending;</li><li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>- Write recognisable letters, most of which are correctly formed;</li><li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li><li>- Write simple phrases and sentences that can be read by others.</li></ul>	<p><b>Number</b></p> <ul style="list-style-type: none"><li>- Have a deep understanding of number to 10, including the composition of each number;</li><li>- Subitise (recognise quantities without counting) up to 5;</li><li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li></ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"><li>- Verbally count beyond 20, recognising the pattern of the counting system;</li><li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li><li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"><li>- Talk about the lives of the people around them and their roles in society;</li><li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li><li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li><li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li><li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</li></ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"><li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li><li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li><li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"><li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li><li>- Share their creations, explaining the process they have used;</li><li>- Make use of props and materials when role playing characters in narratives and stories.</li></ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"><li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li><li>- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li></ul>
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