

# Check points for Reception children at Stoke Park Infant School

These checkpoints are for making a best fit judgment based on the knowledge of the child. This is to be used to help identify those children who need more support – our notice and focus children. These feed into our overall curriculum goals.

Prime Areas			
	Communication and Language	Physical development	Personal, Social and Emotional Development
<b>On entry</b>	<p><b>Observation checkpoint from Development matters:</b></p> <p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”</p> <p>Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver.”</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?</p>	<p><b>Observation checkpoint from Development matters:</b></p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>	<p><b>Observational Check point from Development Matters:</b></p> <p>Around the age of 4</p> <p>Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>
<b>Autumn 1-checkpoint</b>	<p><b>LAU</b> - An on track child should join in with appropriate group activities such as story time, follow simple routine instructions e.g. – come to the carpet.</p> <p><b>Speaking</b> - Use simple sentences to communicate their needs – I need a drink or their interests – I like cars, I want the blue one and familiar experiences and ask simple questions – where’s mummy?</p>	<p><b>Gross Motor</b> - An on track child should – enjoy running, travelling with more speed and control, stopping/avoiding obstacles. Explores and uses climbing equipment with a little support.</p> <p><b>Fine motor</b> - Use a spoon or a fork to eat independently. Have a dominant hand. Use mark making tools – paintbrushes, pens, chalk, attempting to write name in a way that can be recognised (maybe first few letters in capitals or not correctly formed), cut straight lines with scissors and draw circles, horizontal/vertical lines.</p>	<p><b>Self-regulation</b> - An on track Child should – express feelings and give simple reasons. Find adult for help, allow adult to comfort them.</p> <p><b>Managing self</b> - use toilet independently, take coat on/off, follow a simple instruction as part of a group – sit down, lets all go outside, join an activity when invited by an adult,</p> <p><b>Building relationships</b> - recognise when a peer is upset, play alongside new peers and with familiar peers and show interest in new peers.</p>
<b>Autumn 2 – check points</b>	<p><b>LAU</b> - An on track child – listen carefully and know why listening is important.</p> <p><b>Speaking</b> - Can describe events in some detail. Join in with stories and rhymes and songs. Use some new vocabulary.</p>	<p><b>Gross Motor</b> - An on track Child should – roll, crawl, jump, hop, skip with developing control and grace.</p> <p>Develop good posture when sitting on the floor/table.</p> <p><b>Fine Motor</b> - Develop fine motor skills – knives and forks, scissors, paintbrushes, pens</p> <p>Develop skills to manage the school day – routines, lunchtime, lining up.</p>	<p><b>Self-regulation</b> - Express and moderate their own feelings and consider the feelings of others.</p> <p><b>Managing self</b> - On track child will manage their own personal hygiene.</p> <p><b>Building relationships</b> Will have built relationships with adults and peers.</p>

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<p><b>Spring 1 – check points</b></p>	<p><b>LAU</b> - An on-track child will learn and begin to use new vocabulary in different contexts. Retell a familiar story some in their own words. Listen attentively and respond with relevant comments <b>Speaking</b> - They will use talk to help solve a problem, begin to organise their thinking and explain how things work and what things may happen. They will use connectives such as and.</p>	<p><b>Gross Motor</b> - An on track child will confidently use a range of apparatus safely. They will develop their overall body strength, balance and co-ordination. Develop and refine some ball skills – throwing, catching, rolling, passing, aiming. <b>Fine motor</b> - Develop the foundations of handwriting forming letters with increasing accuracy. Some letters are correctly formed.</p>	<p><b>Self – regulation</b> - An on track child is demonstrating increased resilience and independence. Beginning to be able to follow instructions of more than one action. <b>Managing self</b> - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, oral health, healthy lifestyles. <b>Building relationships</b> - Think about the perspectives of others.</p>
<p><b>Spring 2 – check points</b></p>	<p><b>LAU</b> - An on-track child will learn and use new vocabulary in different contexts. Retell a familiar story with some exact repetition and some in their own words. Listen attentively and respond with relevant comments <b>Speaking</b> - They will use talk to help solve a problem, organise their thinking and explain how things work and what things may happen. They will use connectives such as and, because, so with support from their teacher.</p>	<p><b>Gross Motor</b> - An on track Child will confidently use a range of apparatus safely. They will develop their overall body strength, balance and co-ordination. Develop and refine some ball skills – throwing, catching, rolling, passing, aiming. Beginning to be able to Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <b>Fine motor</b> - Develop the foundations of handwriting forming letters with increasing accuracy. Many letters are correctly formed.</p>	<p><b>Self – regulation</b> - An on track child sees themselves as a valuable individual., demonstrates resilience and independence. Can follow instructions of more than one idea or action, <b>Managing self</b> - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, oral health, healthy lifestyles. <b>Building relationships</b> - Think about the perspectives of others.</p>
<p><b>ELG – End of Reception</b></p>	<p><b>Listening and Attention</b> - 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <b>Speaking</b> -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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.</p>	<p><b>Gross Motor Skills</b> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <b>Fine Motor Skills</b> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint</p>	<p><b>Self-Regulation</b> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <b>Managing Self</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <b>Building Relationships</b> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>

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Specific Areas				
	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design
Reception Baseline	<p><b>Observation checkpoint from Development matters:</b></p> <p><b>Comprehension</b> – Understand the 5 key concepts about print; print has meaning, print can have different purposes, we read English texts from left to write and top to bottom, the names of the different parts of a book, page sequencing. Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Word reading</b> – Develop their phonological awareness so they can spot and suggest rhymes, count and clap syllables in a word, recognise words with the same initial sound such as money and mother.</p> <p><b>Writing</b> – 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 or writing ‘m’ for mummy. Write some or all of their name. Write some letters accurately.</p>	<p><b>Observation checkpoint from Development matters:</b></p> <p><b>Number</b> – Develop fast recognition of up to 3 objects without having to count them. Say 1 number for each item in order, 1,2,3,4,5. Know that the last number you say is the total amount there (cardinal principal). Show finger numbers up to 5.</p> <p><b>Numerical Patterns -</b></p>	<p><b>Observation checkpoint from Development matters:</b></p> <p><b>P&amp;P</b> – Repeat actions that have an effect. Begin to make sense of their own life story and family history. (3-4years)</p> <p><b>PCC</b> – Make connections between the features of their family and other families. Notice differences between people.</p> <p><b>NW</b> - Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.</p>	<p><b>Observation checkpoint from Development matters:</b></p> <p><b>CWM</b> – Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p><b>BIE</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p>

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<p>Autumn 1 - checkpoint</p>	<p><b>Comprehension</b> - On track child for reading – should be able to listen to a story and comment on events, name characters from familiar stories.  <b>Word reading</b> - Identify an object when given the initial sound, say the initial sound in a given word and clap the syllables in a given word  <b>Writing</b> - Attempt to write their name in a way that they or others can recognise and discuss the marks they make, e.g. “this is a car“</p>	<p><b>Number</b> - An ‘On Track’ child for Maths - should be able to subitise to 5, represent 1 - 5 on fingers, on a tens frame and with objects, join in with number songs, attempting to represent numbers using fingers where appropriate, understanding that we use one number for each item, when counting, attempt to count objects, actions and sounds  <b>Numerical patterns</b> - recite numbers to 10 or beyond, demonstrate, use and understand the term “more” in practical contexts.</p>	<p><b>P&amp;P</b> – Talk about their family and things that they have done.  <b>PCC</b> – Show an interest in how things work and different occupations.  <b>NW</b> - An ‘On Track’ child for Understanding the World should Explore and talk about things they notice in the environment.</p>	<p><b>CWM</b> – An ‘On Track’ child for Expressive Arts and Design should enjoy mark-making opportunities, create closed shapes with continuous lines and begin to use these shapes to represent objects, use objects as representations in pretend play, e.g. a cuboid block as a telephone, use blocks/construction toys to build “small worlds” e.g. a pen on a farm  <b>BIE</b> - Respond to music with movement, request a favourite song/rhyme, know and join in with some nursery rhymes or favourite songs and poems, take part in simple, pretend play often based on familiar experiences, e.g. making dinner and develop storylines through small-world or role-play.</p>
<p>Autumn 2 - checkpoint</p>	<p><b>Reading</b> – Read some individual letters and can orally blend cvc words.  <b>Writing</b> – Can write their own name. (copying underneath) Can identify the initial sound in spoken words – cat starts with a ‘c’.</p>	<p><b>Number</b> - An on track child in maths can partition numbers to 5, knows pairs of numbers to 5. Subitise. Compare amounts to 5.  Sort and compare 2d and 3d shapes, order three items for length and weight.</p>	<p><b>PP</b> - An on track child can talk about the stories with have read thinking about the past – bonfire night  <b>PCC</b> - Notice similarities and difference between people/culture/events  They recognise that people have different beliefs and celebrate special times in different ways.  <b>NW</b>- Comment on the weather, the changes in weather and the trees and the clothes we wear.</p>	<p><b>CWM</b> - Mix colours to paint a teddy bear – Make brown.  <b>BIE</b> - They explore music making. An On track child can sing in a group or on their own matching pitch and melody.</p>
<p>Spring 1</p>	<p><b>Reading</b> – Read most individual letters and are beginning to blend cvc words.  <b>Writing</b> – When writing on track children can form some lower case letters correctly, write words and phrases using their phonic knowledge in scaffolded tasks.</p>	<p><b>Number</b>- On track child in Maths will recognise numbers to 10, partition 5,6,7,8 into two groups and recombine. Understand that subtraction is the removal of objects. Recall number bonds to 5 (still using apparatus to support)  <b>Numerical patterns</b> - Make and repeat patterns. Manipulate shapes and orders three items by height or capacity.</p>	<p><b>PP</b> – Talk about firefighting/hospitals in the past. Sort some images into past and present.  <b>PCC</b> - On track children will talk about different occupations. They are beginning to recognise that people have different beliefs.  <b>NW</b> - Make observations about the natural world.</p>	<p><b>CWM</b> - An on track child will make with purpose – have a plan, reflect, adapt.  <b>BIE</b> - When playing with others they will develop a storyline, working collaboratively.</p>
<p>Spring 2</p>	<p><b>Comprehension</b> - Answer simple questions about the texts read – who, what, when, why and how using recently learnt vocabulary</p>	<p><b>Number</b>- On track child in Maths will recognise numbers to 10, partition 10 into two groups and recombine. Understand that</p>	<p><b>PP</b> – Talk about firefighting/hospitals in the past.</p>	<p><b>CWM</b> - An on track child will make with purpose – have a plan, reflect, adapt.</p>

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	<p><b>Word Reading</b> – On track Child in reading – read using their phonic knowledge to work out words and read simple phrases. They can read some key words linked to our phonic scheme and some tricky words.</p> <p><b>Writing</b> - When writing on track children can form many lower case letters correctly, write words, phrases and are beginning to write a simple sentence, using their phonic knowledge.</p>	<p>subtraction is the removal of objects. Recall number bonds to 5 (still using apparatus to support)</p> <p><b>Numerical patterns</b> - Make and repeat patterns. Manipulate shapes and orders three items by height or capacity.</p>	<p><b>PCC</b> - On track children will talk about different occupations. They recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>NW</b> - Make observations about the natural world and compare different places around the world – polar/desert.</p>	<p>Drawings will have form and look like the object they are trying to portray.</p> <p><b>BIE</b> - When playing with others they will develop a storyline, working collaboratively.</p>
<b>ELG – End of Reception</b>	<p><b>Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <ul style="list-style-type: none"> <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. Word Reading</li> </ul> <p><b>Reading</b> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending;</p> <ul style="list-style-type: none"> <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> Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <ul style="list-style-type: none"> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	<p><b>Number</b> Have a deep understanding of number to 10, including the composition of each number;</p> <ul style="list-style-type: none"> <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> Verbally count beyond 20, recognising the pattern of the counting system;</p> <ul style="list-style-type: none"> <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> </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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			<ul style="list-style-type: none"><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>	
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