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| **Number (Maths)** | **Numerical Patterns (Maths)** | **Comprehension** | **Reading** | **Writing** |
| **Early Learning Goal (ELG)** | **Early Learning Goal (ELG)** | **Early Learning Goal (ELG)** | **Early Learning Goal (ELG)** | **Early Learning Goal (ELG)** |
| Has a deep understanding of number to 10, including the composition of each number.  Is able to subitise (recognise quantities without counting) up to 5.  Is able to automatically recall (without reference to rhymes, counting or other aids number bonds up to 5 (including subtraction facts)  Is able to recall some number bonds to 10, including double facts.  **Possible Examples:**  When cutting out or drawing triangles says ‘This is a triangle. It has three corners’.  When sorting 2D shapes ‘I’ve put these ones here because they all have four sides and this one doesn’t’.  Notices that the small egg box always has 6 spaces to put the eggs in.  Looks at the milk cartons on the table and says ’There are four left!’  States after looking, ‘There are three chairs , but I have four dolls’  Buying bugs for 5p and being able to pay with a 5p coin or a 2p and 3 x 1p coins  Playing skittles: knocking down 3 in round one and 2 in round two. Then saying ‘I scored 5 that means I am the leader.  Rolling 2 dice and getting 3 and 3. The child says ‘Double 3 is 6.  Breaking chocolate into 8 pieces and then saying: ‘Half is for you so I need to give you 4 bits.  Showing a spider they have made out of playdough: ‘Look, it’s got 8 legs. Oh no! One must have fallen off. It’s only got 7 now.’ | Is able to verbally count beyond 20, recognising the pattern of the counting system.  Is able to compare quantities up to 10 in different contexts, recognising when one quantity is greater than less than or the same as the other quantity.  Is able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  **Possible Examples:**  Sharing 12 bricks with four friends and giving them 4 each by sharing out.  Playing a 3-hoop target game where each hoop is worth 5 , 4 or 3 points and being able to work out the total points by adding up the score.  Inviting more people to join a teddy bears’ picnic and adding 3 more plates because they know that is the number needed.  Playing in the water or sand they say: ‘This bottle holds 5 cups and the other holds 4 cups so I can pour more cups of tea.’  Counting the number of children lined up in the packed lunches queue and telling the teacher there are 16 children.  When sharing out pretend sweets between the toys noticing that sometimes all the toys get the same number and sometimes one toy has more. | Is able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Is able to anticipate (where appropriate) key events in stories.  Is able to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems.  Is able to use and understand recently introduced vocabulary during role play.  **Possible Examples:**  Answers questions about stories and books such as: ‘Why do you think she is shouting WHERE’S MY FISH?’ with ‘Because she is hungry and she hasn’t had any yet.’ This demonstrates understanding of cause and effect.  When listening to the story of the Three little pigs is able to explain that the pigs are scared when the wolf knocks on their doors.  When playing with the model penguins in the classroom is over heard to use correct language which has been introduced by the teacher.  In the outdoor area tells the children to huddle together because it is cold and that os what the penguins do to keep warm.  Selects the class book and retells the story to their friends incorporating some specific taught language into their own retelling. | Is able to say a sound for each letter in the alphabet and at least 10 digraphs  Is able to Read words consistent with their phonic knowledge by sound blending.  Is able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  **Possible Examples:**  When looking at a book notices the first letter c and says ‘That is a C my name begins with a C’.  When walking down the corridor, tries to read the sign Library by sounding out the letters.  Reads 2 syllable words such as rooftop by reading ‘r– oo – f (roof), t – o – p (top), rooftop!’  Sounds out words using phonics such as p – u – p–i– t for puppet  Blends CVC (consonant, Vowel, Consonant) words to read such as ‘h – o – t as hot’, or ‘f – i– sh ‘ as fish.  Can read and follow instructions that include common exception words such as: ‘Come to the shop’ | Is able to write recognisable letters, most of which are correctly formed.  Is able to spell words by identifying sounds in them and representing the sounds with a letter or letters.  Is able to write simple phrases and sentences that can be read by others.  **Possible Examples:**  When completing a piece of art work proudly writes their name on the back explaining that their name begins with an S and that letter is recognisable.  Writes a story in the writing area and when reading it to the teacher, some written letters match the first letters of the words read.  Sounds out the words when writing underneath a picture and correctly matches the first and last sound.  Writing independently along the lines of:  I swam and plaid wiv zak.  I went on the slId.  Pleze doant brak the casle.  Onec a pono time ther livd a boy with his mumy he tuc his cow to the marcit he sor a od man who gaiv the majic beens mumy froad the bees awai |