

Reading, Writing and Maths Learning Standards



Reception Year

Year R Expectation / Standard EYFS EYFS: 0 - 14 | EYFS+: 15 - 25 Consider S1

Reading Behaviour: 'Live time' reading with a pupil and pupil observations.

No.	Criteria	READ Skill	
1	Can respond to familiar rhymes and stories.	Read	
2	Can turn pages holding the book the right way up.	Read	
3	Can handle books carefully.	Read	
4	Can look at books independently.	Read	
5	Can recognise familiar words and signs (e.g. their own name, advertising logos, some of YR word list)	Read	
6	Can gain simple meaning by using illustrations, when not yet able to read the text.	D	
7	Can state simple likes / dislikes about familiar texts.	E	
8	Can retell an event in a story or information from a non-fiction text (may only be brief).	R	
9	Can sit attentively and listen to stories (at age appropriate level)	Read	
10	Shows curiosity about content in stories (e.g. May begin to discuss content and answer basic questions about a story E.g. How? Why?)	D	
11	Can understand the terms: book, cover, beginning, middle, end, page, word, letter, line.	Read	
12	Can point to the correct word when 'reading' simple texts from memory.	Read	
13	Knows that text runs from left to right and top downwards in English.	Read	
14	Knows the sounds of most of the letters of the alphabet (for example Phase 2 Letters and Sounds or equivalent)	Read	
15	Can identify initial sounds in familiar words (for example words exemplified in Reception Year high frequency word list)	Read	
16	Can blend CVC words e.g. bag, log, rip.	Read	
17	Can use their knowledge of letter / sound correspondences to help them read simple unknown words.	Read	
18	Is beginning to use the meaning of simple unfamiliar stories to make predictions (e.g. suggest how a story might end)	D	
19	Is beginning to recognise language patterns in stories, poems and other texts.	Read	
20	Is able to read most high frequency words from YR word list.	Read	
21	Can use pictures to predict what is happening in a story.	D	
22	Can use phonic knowledge at current standard to attempt unknown words.	Read	
23	Can put the important parts of a story that is known to the reader in order.	R	
24	Can talk about the main points / key events in a text (e.g. main story setting events principle character)	R	
25	Can use story language when retelling or creating stories, either orally or in writing.	R	
26	Knows that information can be retrieved from different sources of information such as books, posters and computers.	R	

Year R Expectation

N.B. This correlates with the EYFS Early Years' Outcomes. This is a teaching and tracking programme, not a summative assessment tool. There is a minimum, essential threshold at R-22 and R-23 to qualify for entry into Year 1 and children should not be assessed for Year 1 unless they have achieved both these criteria.

It is expected that most mainstream children will be moving into Standard 1 by entry to Year 1.

Listed in an approximate hierarchy:

No	Criteria	EYO	
1	Will tolerate hand manipulation.		
2	Will work with another to allow mark making using body parts or an implement.		
3	Will attempt to mark make independently.	40 - 60 EA & D	
4	Can recognise mark making materials.	22 - 36 W	
5	Can use and enjoys mark making materials.	22 - 36 W	
6	Can show some control in mark making.	40 - 60 M & H	
7	Can produce some recognisable letters.	40 - 60 M & H	
8	Can write initial letter of own name.	30 - 50 M & H	
9	Will attempt to 'write' things, including own name using random letters.	30 - 50 W	
10	Can differentiate between different letters and symbols.	40 - 60 W	
11	Shows some awareness of sequencing of letters.	40 - 60 W	
12	Will write own name with wrong letter formations or mixed lower / upper case.	40 - 60 W	
13	Can copy over/under a model.		
14	Can imitate adults' writing and understands the purpose of writing.		
15	Is aware of different purposes of writing.		
16	Can ascribe meaning to own mark making, ('reads' what has been 'written').	30 - 60 W	
17	Knows print has meaning and that, in English, is read from left to right and top to bottom.	30 - 50 R	
18	Can hold and use a pencil effectively.	40 - 60 M & H	
19	Can write single letters or groups of letters which represent meaning.	40 - 60 W	
20	Is beginning to write coherent statements applying emerging phonic knowledge, although may have some errors in letter shapes and spelling.	ELG W	
21	Can say what they want to write, speaking in clearly defined statements or sentences.		
22	Can spell some common, single syllable words correctly in writing, including many of the words in the Year R High Frequency list and the Early Years Outcomes.	ELG W	
23	Can write 3 or more simple statements that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate.	ELG W	

Assessment: E = Emergent | S = Secure | AP = Assessment Point

When assessment of R-22 and R-23 are secure, the child should be assessed for Year 1.

R-E = 0 - 17 | R-S = 18 - 23 | R-AP = 18+ inc. R-22 and R-23

Early Years' Outcomes (EYO) Key:

R = Reading | W = Writing | M & H = Moving and Handling | EA & D = Expressive Arts and Design