

# DISTINGUISHING ATTAINMENT three year olds to end of Reception

## Communication and Language

1 LISTENING, ATTENTION AND UNDERSTANDING	
Nursery	Listens to simple stories with the help of pictures
	Listens to longer stories and recalls and anticipate key events in stories
	Responds to two part instructions
	Conducts conversations listening to partner taking several responsive turns
Reception	Maintains careful listening, understands it is important to listen
	Listens to stories, songs and rhymes and non-fiction to develop understanding of vocabulary and knowledge
	Clarifies understanding and knowledge with questions
	<b>ELG:</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.

2 SPEAKING	
Nursery	Uses simple sentences and phrases
	Retells simple events from stories and own experiences
	Uses sentences 4-6 words
	Use a range of tenses, may be errors with irregular forms
Reception	Acquires and uses new vocab and social phrases
	Extends sentences with connectives
	Uses talk for range of purposes – imagine, retell, discuss, clarify, explaining how and why, expressing feelings, describing details
	<b>ELG:</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.

## Personal, social and emotional development

3 SELF REGULATION	
Nursery	Talks about how they are feeling
	Selects resources needed to achieve goals, sometimes with help
	Is able to focus in play and get involved in longer activities
	Takes account of the feelings of others, can take turns and share resources sometimes with support
Reception	Recognises and identifies feeling: sad, angry, worried, happy, excited. Knows the reasons for these feelings
	Uses strategies to stay calm sometimes with support
	Has plans/wishes and works towards them delaying gratification if necessary
	<b>ELG:</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.

4 MANAGING SELF	
Nursery	Developing desire to do things independently
	Follows rules and ways of sorting out conflict, sometimes with adult help
	Chooses appropriate ways to be assertive, sometimes with adult help
	Typically manages hygiene, toileting and simple dressing independently
Reception	Developing confidence with unfamiliar activities
	Aware of boundaries and of behavioural expectations
	Shows some understanding that exercise, eating, sleeping and hygiene can affect health
	<b>ELG:</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.

5 BUILDING RELATIONSHIPS	
Nursery	Begins to get to know other children beyond family or close contacts
	Takes part in community activities – clearing up , giving out fruit, fetching resources
	Plays in groups beyond one or two other children
	Shows awareness of the needs of others
Reception	Confidence to develop relationships with unfamiliar children and familiar adults
	Developing important social attributes: kindness, sharing, listening
	Takes account of views and needs of others in play and when working together co-operatively
	<b>ELG:</b> Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

## Physical Development

6 GROSS MOTOR	
Nursery	Manoeuvres scooters, trikes, bikes
	Uses large arm/ shoulder movement – throwing, painting
	Developing range of movements – running, jumping, skipping, hopping
	Chooses right tool and movement for task in hand – spade for digging, crawling under an obstacle
Reception	Uses and combines a range of movements
	Shows developing strength, co-ordination, balance, agility
	Capable with ball skills – throwing, catching, kicking, passing, batting and aiming
	<b>ELG:</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.

7 FINE MOTOR	
Nursery	Uses simple one handed tools – glue sticks, brushes
	Shows preference for dominant hand
	Uses scissors, hammers, tools
	Uses comfortable grip – pencils, paintbrushes
Reception	Uses small motor skills – tools: pencils, brushes, scissors, cutlery competently and safely
	Maintains posture/core strength
	Holds pencil effectively to form recognisable letters, often correctly formed
	<b>ELG:</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 brushes and cutlery; Begin to show accuracy and care when drawing.

## Literacy

8 COMPREHENSION	
Nursery	Understands print has meaning
	Repertoire of stories, joins in with some..., recalls some...,
	Reads own name label, logos, signs, choosing books/materials to read independently
	Reading name labels, Reads familiar words, Uses stories – characters and names, story in role play, settings from stories in role play.
Reception	Reads and responds to words/phrases on notices/texts
	Uses ideas/characters/vocab from stories in role play and discussion
	Suggests what might happen next
	<b>ELG:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

9 WORD READING	
Nursery	Fills in missing words from rhymes/songs
	Claps words/syllables in rhymes
	Follows text from left to right
	Hears sounds that are the same – such as first sound of own name
Reception	Reads letters by saying their sounds
	Blends letters into short words; Reads few common exception words
	Reads simple phrases
	<b>ELG:</b> Say a sound for each letter of the alphabet and at least 10 diagraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

10 WRITING	
Nursery	Gives meaning to marks
	Uses different kinds of marks for writing and for drawing/painting
	Uses letter strings for writing
	Writes some letters correctly, for example from own name
Reception	Forms correctly lower case and capital letters of learned sounds correctly
	Spells short words by segmenting the sounds
	Writes simple phrases and sentences with full stops and capital letters
	<b>ELG:</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; write simple phrases and sentences that can be read by others

## Mathematics

11 NUMBER	
Nursery	Reciting numbers, uses random numbers in songs and games
	Subitises to 3
	Counts accurately to 5 in practical contexts
	Begins mathematical mark making
Reception	Subitises beyond 3
	Matches numeral with number
	Counting beyond 10 and begins to know some number bonds
	<b>ELG:</b> Have a deep understanding of number to 10, including the composition of each number;

	Subitise (recognise quantities without counting) up to 5; 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.
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<b>12 NUMERICAL PATTERNS</b>	
Nursery	Notices things that are the same and those that are different
	Notices numerals which are same – as their age, house number, phone number,
	Notices number patterns in stories and songs – The enormous turnip, five green bottles, The hungry caterpillar
	Recognises same number of objects / more / fewer
Reception	Compares amounts – less, more, same as, up to 10
	Recognises composition/bonds of 2, 3, 4 and 5 in context
	Shares in context
	<b>ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

<b>SHAPE, SPACE AND MEASURES</b>	
Nursery	Recognises similar shapes, puts away equipment – matches the shadow
	Construction, building, junk modelling – manipulates 2D & 3D shapes and uses some names and descriptive language – round, straight, corners, sides
	Responds to positional and time language – eg Bear Hunt, shape language – round, big, small, days of week, late , early, first, next, after
	Makes comparisons of weight, capacity, height, length by eye and feel
Reception	Selects, rotates and manipulates shapes in construction and creating patterns and sculptures
	Continues, copies and creates patterns
	Compares and measures – weight, capacity, height, length Recognises meaningful times such as 12 o clock lunchtime, home time, bed time

## Understanding the world

<b>13 PAST AND PRESENT</b>	
Nursery	Shows interest in the lives of people who are familiar to them
	Shows interest in different occupations and ways of life through role play, visitors and stories
	Comments on photographs, pictures in books
	Notices and comments on differences between now and then drawing on their own family experiences
Reception	Knows about the work of familiar community workers
	Comments on pictures, stories, oral tales, artefacts, buildings from past
	Comments on differences/similarities from the past of artefacts, buildings, people, stories within their own lives
	<b>ELG:</b> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.

<b>14 PEOPLE CULTURE AND COMMUNITIES</b>	
Nursery	Talks about special times or events for family
	Is interested in the special times or events of friends
	Notices differences between their family cultures and those of others
	Knows about their own environment and other places/countries through visits, pictures and family experiences
Reception	Talks about, names and describes life of family
	Knows about features of local and other environments including other countries
	Recognises people have different beliefs and ways of celebrating
	<b>ELG:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; 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.

<b>15 THE NATURAL WORLD</b>	
Nursery	Explores natural objects, plants, creatures and materials in the environment
	Talks about things they have seen and explored such as plants, animals, natural objects and materials
	Comments and asks questions about the natural world, seasons and talks about why things happen
	Developing understanding of the cycle: growth, decay and changes. Shows care and concern for living things and environment
Reception	Explores natural world -collects, smells, listens, records
	Talks about features of plants, animals, materials, environments
	Understands the effects of changing seasons on natural world around them, and changes in materials, such as caused by changes in temperature and cooking
	<b>ELG:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Expressive arts and design

<b>16 CREATING WITH MATERIALS</b>	
Nursery	Explores colour, textures and constructions using range of materials
	Uses materials, tools and techniques to express own ideas
	Becomes involved in pretend play using pretend objects
	Talks about what is created and how
Reception	Creates colour, texture, form, design in their work
	Uses and creates props and uses materials in role and pretend play
	Makes safe use of range of tools, materials and techniques and talks about own work
	<b>ELG:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.

<b>17 BEING IMAGINATIVE AND EXPRESSIVE</b>	
Nursery	Participates in action songs and rhymes, dancing, and music making
	Begins to develop complex narratives in small world and role play
	Creates movements, role play, songs, music
	Plays, shares and performs songs, music and dance
Reception	Builds a repertoire of performance arts: songs, dance, role play
	Begins to adapt musical and performance techniques learnt
	Choreographs own dance, develops narratives in role play and storytelling, composes own music
	<b>ELG:</b> Invent, adapt and recount narratives and stories with peers and their teacher; 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.