



J5

Pathway: Informal/ Semi-Formal

Term: Spring 1



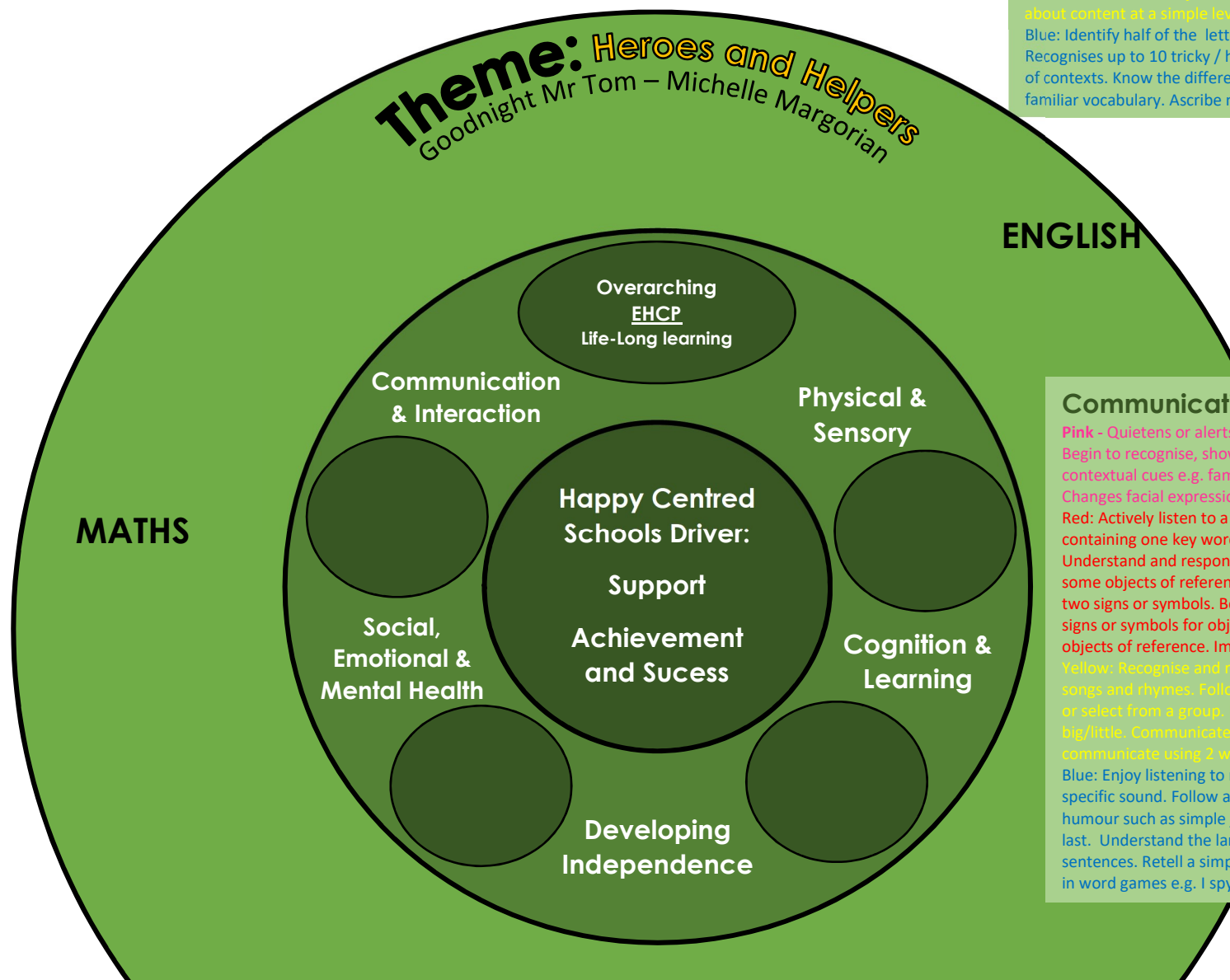
### Maths Half Termly End Point

**Pink** - fully prompted touch objects as they are being counted, show interest in hand tapped numbers, shift visual attention by looking from one object to another, notice changes in number of objects/images or sounds in group of up to 3, tolerate interacting with an adult to play finger rhymes or rhythmic tapping

**Red:** Pupils interacts with familiar number rhymes and songs, Pupil experiences 1:1 correspondence in everyday situations, Pupil touches, observes or gazes at objects one at a time as adult counts, Pupil indicates which group contains one. Pupil indicates one object, Pupil indicates 2 objects.

**Yellow:** Pupil demonstrates an understanding of 1:1 correspondence in everyday situations, Pupil participates in number activities reciting numbers one to five and may use fingers to identify numbers, Pupil creates sets to three, Pupil counts five objects by touching one at a time, arranged in a line and randomly – including 1p coins Set 2 Pupil makes sets up to 5 on request, Pupil begins to recognise numerals 1 – 3, Pupil can count objects reliably up to 5. Pupil joins in rote counting to ten, Pupil makes an identical set of numbers to 5, Pupil begins to match sets of numerals 0 – 5, Pupil responds to key vocabulary e.g. number, how many, count, same number as etc.

**Blue:** Pupil joins in rote counting beyond 10, Pupil writes numerals with some inaccuracies, Pupil begins to count objects to 10 including objects placed randomly, Pupil begins to count and recognise numerals 0 – 10, Pupil begins to label sets with numerals 0 – 10, Pupil recognises that the number of objects in a set is not affected by their size or position Set 2 Pupil counts objects reliably to 10 including objects placed randomly, Reads most numbers to 10, Pupil sequences numerals 0 – 10, Pupil labels sets with numerals 0 – 10, Pupil begins to record numbers to 10



### Reading Half Termly End Point:

**Pink:** Respond to someone reading a book close to me. Listens to the sounds of objects. Attend to the sounds made by others as they read a story. Make choices. Look at books and pictures with a familiar adult. Hand a book to a familiar adult for them to read. Want an enjoyable story to continue.

**Red:** Listen as an adult talks about the book/picture or symbol. Share a book with an adult, paying attention to interesting pictures. Respond to familiar rhymes or songs. Identify photographs and pictures. Begin to have favourite books and looks for them.

**Yellow** – Discriminate between two sounds. Show awareness that letters convey meaning. Match letters and short words. Match objects to pictures and symbols. Choose between two symbols. Begin to show curiosity about content at a simple level e.g. may be able to answer basic two-word question 'what's this?'.

**Blue:** Identify half of the letters on a keyboard. Recognise all graphemes and digraphs taught in phase 2.

Recognises up to 10 tricky / high frequency words. Recognise my own name and other familiar words in a variety of contexts. Know the difference between pictures, writing and symbols. Read some words or symbols linked to familiar vocabulary. Ascribe meaning to marks I see in different places e.g. recognise McDonalds logo.

### Communication Half Termly End Point:

**Pink** - Quietens or alerts to the sound of a familiar voice. Listens to familiar sounds, words, or simple rhymes. Begin to recognise, show anticipation and understanding of objects of reference. Begin to understand contextual cues e.g. familiar gestures, words and sounds. Spontaneously pick up a PECS card in front of me. Changes facial expression when interacting with an adult.

**Red:** Actively listen to a sound, when given a cue to listen e.g. 'Fire engine'. Respond to a simple request containing one key word. Shows enjoyment in rhymes by trying to join in with actions or vocalisations. Understand and respond at one-word level, with visual cues or contextual support. Show understanding of some objects of reference e.g. becoming animated when seeing a familiar object. Make a choice between two signs or symbols. Begin to show an understanding of single words in a context e.g. cup. Use single words, signs or symbols for objects. Communicate purposefully using voice, face or body. Relates symbols to 3 objects of reference. Imitate the actions of an adult. Repeat a vocalisation if an adult doesn't understand.

**Yellow:** Recognise and respond to many different familiar sounds. Show an interest in playing with sounds, songs and rhymes. Follow an instruction with 2 key words. Select a familiar object by name, go to find object or select from a group. Understand a sentence with 3 key words; big red ball. Understand concepts e.g. big/little. Communicate in a range of different situations, requesting, greeting, displeasure etc. Begin to communicate using 2 words, signs or symbols. Begin to 'ask' simple questions.

**Blue:** Enjoy listening to repetitive familiar poems, short verses and jingles. Identify words beginning with a specific sound. Follow an instruction with 3 key words. Name an object from a verbal description. Understand humour such as simple jokes / rhymes. Understand instructions containing a sequence of words; first, after, last. Understand the language of same and different. Begin to use 'and' and 'because' in more complex sentences. Retell a simple event in the correct order. Begin to ask more complex questions. Play with sounds in word games e.g. I spy.

### Writing Half Termly End Point:

**Pink:** Reach for an object leading with one hand. Use my whole hand to hold a mark making tool.

Make marks on paper. Turn towards a familiar sound. Understand some contextual cues e.g. bye bye when leaving. Pick up a PECS card independently. Turn towards a familiar sound. Show awareness of the different sounds made by instruments and noise makers.

**Red:** Explore objects intentionally with my hands. Hold a pen, brush or stick in palmer grasp to make marks. Begin to draw lines in vertical or horizontal. Hold a pen, brush or stick in palmer grasp to make marks. Begin to recognise familiar rhymes. Scribble and make dots. Travel with a PECS card to an adult or peer. Choose another card if I have given the wrong PECS card – 4 step error. Hold a pen, brush or stick in palmer grasp to make marks. Use gross motor movement to make lines and circles.

**Yellow:** Follow a route using a mark making tool. Make marks resembling letters from my name. Draw lines and circles. Hold a pen, brush or stick in early tripod grasp to make marks. Make clear choices about the marks I use e.g. a combination of lines and circles. Listen to the sounds at the beginning of words and hear the differences between them. Recognise rhyming words. Begin to trace over some lines or simple shapes. Distinguish between the marks that I make. Add quantities into my PECS sentence. Use writing in play. Make my own marks in or about a piece of work.

**Blue:** Trace over lines and patterns independently. Trace over letters independently. Recognise tricky words taught in phase 2 and 3. Attempt to write / type phonic based. Represent a word with an initial letter. Use sentence builders to create different sentences e.g. 'I want', 'I see', 'I hear'. Write labels – with some recognisable letters. Use writing to add meaning to pictures. Use writing in role play situations. Retell a simple story. Use words from my environment in my work.