

Reception KPIs

Expected

- Children read and understand simple sentences
- They use their phonics knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words
- They demonstrate understanding when talking with others about what they have read.

Greater Depth

- Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.
- They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
- They can describe the main events in the simple stories they have read.

Reception – Expected

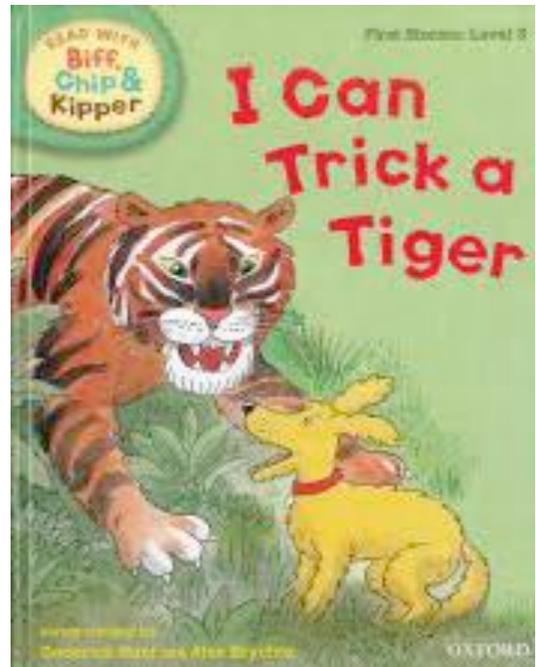
This child, who is working at the expected standard, self-selected this yellow banded book from the book corner. When asked why this particular book was chosen, they explained that it was because they love animals.

KPI: They use their phonics knowledge to decode regular words and read them aloud accurately.

The child was able to use their phonics to decode: dreaming, jumped, nose, trick and out. The child was able to remember any repeated words that were decoded previously.

KPI: They also read some common irregular words

The child was able to read 'there' and 'your' They were also able to decode 'jungle' by using the illustrations to support. The child was then able to describe the jungle from the illustration.



KPI: They demonstrate understanding when talking with others about what they have read.

How do these animals feel?

Scared

Why do they feel scared?

I think because of the tiger because the tiger looks scary.

What is scary about the tiger?

He has big teeth.

He has sharp teeth. Anything else?

He has sharp claws.

Why isn't Floppy scared?

Because I think he see-ed the tiger before in one of his other dreams.

The child is able to make links to what they have just read. They remember from the beginning of the book that Floppy is dreaming.

Depth of Learning: Questioning and making connections

What does 'slid' mean?

The child decodes the word 'slid' but instead of moving on, asks the adult the question above. This shows that they are seeking to understand what they are reading and are interested in finding out more. The child is also willing to admit they 'don't know.'

Well, let's look at the snake. What does he use to move along the ground?

His belly.

Yes, he is moving along on his belly. Does the tiger move on his belly?

No, he has legs.

How about you?

I have legs.

Have you ever moved on your belly?

In PE, on the hall floor. We had to go under.

So you were sliding along the floor. You slid. Once I slid down the slide on my back. Have you ever slid down a slide?

Reception – Greater Depth

This child, who is working at greater depth, self-selected this orange banded book. The children were exploring animal rights through their curriculum topic and had a vet role play area in their classroom.

Clarifying

This child is able to clarify a word by giving an example relating to their own life. What's a thorn?

A pointy plant. I got prickled by one because I was swinging my sister's...then I tried pulling it out and I got a thorn in me.

KPI: They can describe the main events in the simple stories they have read.

Tell me three things that happened in this story?

All the people brought their pets to the Paula the vet. Paula the vet saw them all and knew what was wrong with them. The cat had a thorn in his paw and was sad. Paula made him feel better.

KPI: They demonstrate understanding when talking with others about what they have read.

The child is able to infer how the characters are feeling from the pictures in the book. They also apply their curriculum learning to make sense of what she is seeing.

Let's look at the front page, how do you know that they are at the vet?

You see an animal picture on the wall and they're holding animals.

What else tells you they're at a vet?

The animals have sad faces.

Why do they have sad faces?

The might have a tummy ache or a big nail.

Any other clues?

They are looking at Paula. She is the vet.

How do you know?

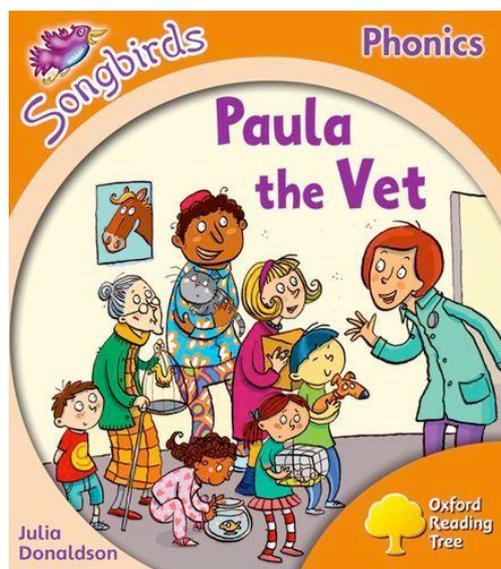
She is wearing something that checks your heart.

Who are these people?

They own the pets.

How do they feel?

They feel happy because they've found the vet and someone who can take care of them.



Deepening Learning

The child is able to link their real-life experience of going to the doctors to what they are reading about the vet. They are able to empathise with the animals.

Child read 'Paula is a very good vet'

What do you think what make Paula a good vet?

She calls the next person and tells them when to come.

What else would make a good vet?

The vet has to take good care of the animals.

How would they take good care of the pet?

Mmm tell them it's your turn now.

I think a good vet would be very kind to the animals.

Yes, and take good care of them like farmers do. Sometimes the pets get frightened of the vets and the owners says It's going to be okay. Just a moment.

...and a good vet would make them feel safe.

Yes like when I go to the doctor. I feel nervous when I get a shot.

Oh if you get an injection in your arm...and what would a good doctor do to make you feel better?

I like them and they give me a little time. If they just take a fast way, if they just make me not nervous of getting a shot. It makes me feel good.

What does the doctor do to make you not nervous?

Like tell the person, when you're getting a shot you don't have to be frightened, it will just take a little time.