PSED Checkpoints - Reception

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| **Checkpoint** | **PSED - Self Regulation** | **PSED - Managing Self** | **Building Relationships** |
| **September** | Express their feelings and give simple reasons, e.g. I want Mummy.  Seek help through finding an adult.  Allow an adult to comfort them.  Recognise when a peer is upset. | Use the toilet independently.  Take their coat off and put it on.  Follow a simple instruction as part of a group, e.g. sit down, let’s go outside.  Join in an activity when invited by an adult. | Play alongside new peers and ‘with’ familiar peers.  Show interest in their new peers. |
| **Christmas** | Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.  Explain to an adult what has happened when they are upset.  “Bounce back” quicker after upsets and with more independence.  Follow familiar, routined instructions independently. | Use the toilet independently and wash their hands well, knowing why this is important.  Undress independently for P.E., with help for buttons  Do up their coat.  Abide by most of the rules of the classroom.  Try new activities independently or with peers. | Join in with a group of children who are playing.  Form some closer friendships and seek them out to initiate play.  Speak to peers within a game or activity.  Take turns, with adult support, e.g. when playing a board game. |
| **Easter** | Link events (in books, real life etc) with feelings and discuss them, e.g. *She is angry that he snatched the toy.*  Begin to solve small conflicts through speaking to each other and being assertive, e.g. “*Stop that, I don’t like i*t” or “*Can I have a turn when you are finished*?”  Follow two-step instructions.  Wait with increased patience, when necessary, e.g. When waiting for a turn on the computer. | Dress and undress for PE independently.  Discuss healthy food choices.  Sort healthy foods from less nutritional food.  Discuss sensible choices.  Begin to understand and discuss consequences of our behaviour, e.g.  If I hit someone, it hurts and they are upset.  Begin to persevere when something is challenging.  Work on short activities independently, e.g. a Phonics game. | Hold back & forth conversations, listening to their peers’ ideas and responding appropriately.  Show empathy in simple ways, e.g. finding an adult for a child who is hurt.  Show understanding of another child’s perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.  Take turns with a little support from an adult or with the systems in place, e.g. sand timers. |
| **EOY incl.**  **ELG** | 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 | 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 | Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs |
| **Those working in Greater Depth may…** | Negotiate assertively to organise a game or solve a conflict.  Be resourceful in seeking help, e.g. enlisting peers with a particular strength or finding a useful resource.  Discuss the challenges they have encountered and weaknesses in their approaches, as well as strengths. | Confidently speak in a large group context, e.g. answering a question in assembly.  Enjoy more challenging activities and set goals for themselves that stretch their abilities.  Try different approaches when solving problems and be able to discuss what they have done. | Play and organise games with rules.  Understand that different children have different viewpoints and opinions.  They resolve minor disagreements through listening to each other to come up with a fair solution. |

Literacy Checkpoints - Reception

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| **Checkpoint** | **Literacy – Comprehension** | **Literacy – Word Reading** | **Literacy - Writing** |
| **September** | Listen to a story and comment on the events.  Name the characters from a familiar story. | Identify an object when given the initial sound.  Say the initial sound in a given word.  Clap the syllables in a word. | Attempt to write their name in a way that they or others can recognise.  Discuss the marks they make, e.g. “this is a car” |
| **Christmas** | Identify the characters and setting of a familiar book.  Join in with the repeated refrain from a familiar story.  Begin to use language from the story when discussing it. | Say a sound for all Phase 2 GPCS.  Blend CVC words verbally. | Write their name with correct formation.  Form Phase 2 letters recognisably.  Segment CVC words verbally.  Write the initial and middle sounds for a CVC word. |
| **Easter** | Sequence a familiar story using images or objects.  Tell the story to another person using the book or images.  Make a simple prediction based on the events of a story so far.  Use the language from a story within role play and discussions. | Say a sound for each letter in the alphabet  Blend and read VC/CVC words. | Form all letters of the alphabet.  Write VC/CVC words that can be read by themselves or others. |
| **EOY incl.**  **ELG** | 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. | Say a sound for each letter in the alphabet and at least 10 digraphs;  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. | 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. |
| **Those working in Greater Depth may…** | Recycle familiar stories verbally (or in written form), recalling the structure of the original story.  Substantiate their predictions and opinions with evidence from the story.  Use newly acquired language from books in different contexts. | Recognise all Phase 2 and 3 phonemes.  Recognise all Phase 2 and 3 phonemes when reading unfamiliar words.  Read Phase 4+ common exception words by sight. | Form all letters correctly, with clear ascenders and descenders.  Write words of more than one syllable.  Use a full stop and capital letter in a sentence. |