



HYDE PARK SCHOOLS

Executive Headteacher:

Mrs.Y.Jones



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Dear Parents, Guardians and Carers

Following our information sharing meeting with you, we have had requests to share with you an overview of the expectations for your child for when they enter school for the three areas we discussed: Literacy, Mathematics and Oracy. You should see reference to these expectations in your child's transfer document from their nursery or they may be the targets/agreed next steps that you will have discussed with their keyworker.

Literacy expectation

- Understand the five key concepts about print:
 1. Print has meaning
 2. Print can have different purposes
 3. We read English text from left to right and from top to bottom
 4. The names of the different parts of a book
 5. Page sequencing
- Demonstrate phonological awareness:
 - Spot and suggest rhymes
 - Count or clap syllables in a word
 - Recognise words with the same initial sound, such as money and mummy, train and tiger
- Engage in extended conversations about stories, learning and using new vocabulary
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy, 'b' banana
- Write some or all their name
- Write some letters accurately (please see the formation sheet you received in our meeting)

Oracy expectation

- Listen to longer stories and remember a lot of what happens
- Talk about stories read
- Know many nursery rhymes
- Can "Stop and listen" when asked
- Follow instructions with two parts "Please get your coat and wait at the door."



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- Understand questions such as Why? When? How?
- Use words to explain feelings
- Listen to, and look at the person speaking

Mathematics expectation

- Say numbers more than 5 (6,7,8,9,10)
- Recognise up to 3 objects without counting (this is subitising)
- Show 'finger numbers' to 5 (hold up one finger when saying the number 1, two fingers when saying the number 2)
- Match numeral to quantity to 5 (put the numeral 3 next to three trains or the numeral 2 next to two cupcakes)
- Know the last number reached when counting is the total
- Mark making for numerals (please see the formation sheet you received in our meeting)
- Use mathematical words more than, fewer than (look at two plates of food, one has 3 carrots the other 5 and say which plate has more and fewer)
- Understand positional language (on top of, next to, under, behind, in front of)
- Explore 2D (flat shapes: square, triangle, rectangle, circle) and 3D shapes (solid shapes: cone, cube, cylinder)
- Compare objects relating to size, length, and weight (using words: big, small, long, short, heavier, light, same as)
- Identify and talk about patterns (e.g., blue, red, blue, red, or big, small, big, small)
- Create patterns (see above and train, car, train, car)
- Use words to describe a pattern of events (first, then, after)

Thank you. We look forward to learning together in September.

Kind regards

Miss Easton, Miss Martin and Mr Morris.



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