

# Early Years Foundation Stage Assessment Book

Sunny Bright



Day Nursery

Name \_\_\_\_\_

DOB \_\_\_\_\_

Start Date \_\_\_\_\_

## Key

	Baseline
	0-2 room
	2-3 room
	3-5 room
	Parents comments

0-11 months	
8-20 months	
16-26 months	
22-36 months	
30-50 months	developing
	secure
	confident
40-60 months	developing
	secure
	confident

## Personal, Social and Emotional Development

	Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths							
MAKING RELATIONSHIPS	Enjoys the company of others and seeks contact with others from birth.	Seeks to gain attention in a variety of ways, drawing others into social interaction.	Plays alongside others.	Interested in others' play and starting to join in.	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	<table border="1"> <tr><td>d</td><td rowspan="3">Initiates conversations, attends to and takes account of what others say.</td><td>d</td></tr> <tr><td>s</td><td>s</td></tr> <tr><td>c</td><td>c</td></tr> </table>	d	Initiates conversations, attends to and takes account of what others say.	d	s	s	c	c
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	s		s										
	c		c										
	Gazes at faces and copies facial movements e.g. sticking out tongue, opening mouth and widening eyes.	Builds relationships with special people.	Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.	Seeks out others to share experiences.	Initiates play, offering cues to peers to join them.	<table border="1"> <tr><td>d</td><td rowspan="3">Explains own knowledge and understanding, and asks appropriate questions of other.</td><td>d</td></tr> <tr><td>s</td><td>s</td></tr> <tr><td>c</td><td>c</td></tr> </table>	d	Explains own knowledge and understanding, and asks appropriate questions of other.	d	s	s	c	c
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	Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.	Is wary of unfamiliar people.	Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.	Shows affection and concern for people who are special to them.	Keeps play going by responding to what others are saying or doing.	<table border="1"> <tr><td>d</td><td rowspan="3">Takes steps to resolve conflicts with other children, e.g. finding a compromise.</td><td>d</td></tr> <tr><td>s</td><td>s</td></tr> <tr><td>c</td><td>c</td></tr> </table>	d	Takes steps to resolve conflicts with other children, e.g. finding a compromise.	d	s	s	c	c
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c	c												
Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.	Interacts with others and explores new situations when supported by familiar person.		May form a special friendship with another child.	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	<table border="1"> <tr><td>d</td><td rowspan="3"><b>Early Learning Goal</b> <b>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</b></td><td>emr</td></tr> <tr><td>s</td><td>exp</td></tr> <tr><td>c</td><td>exc</td></tr> </table>	d	<b>Early Learning Goal</b> <b>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</b>	emr	s	exp	c	exc	
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Responds to what carer is paying attention to, e.g. following their gaze.	Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.				<b>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</b>								
Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin.													

## Personal, Social and Emotional Development

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths
<b>SELF CONFIDENCE AND SELF AWARENESS</b>	Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions.	Enjoys finding own nose, eyes or tummy as part of naming games.	Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.	Separates from main carer with support and encouragement from a familiar adult.	Can select and use activities and resources with help.	d s c	Confident to speak to others about own needs, wants, interests and opinions. d s c
	Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.	Learns that own voice and actions have effects on others.	Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).	Expresses own preferences and interests.	Welcomes and values praise for what they have done.	d s c	Can describe self in positive terms and talk about abilities. d s c
		Uses pointing with eye gaze to make requests and to share an interest.	Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.		Enjoys responsibility of carrying out small tasks.	d s c	<b>Early Learning Goal</b> <b>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</b>
		Engages other person to help achieve a goal, e.g. to get an object out of reach.		Is more outgoing towards unfamiliar people and more confident in new social situations.	d s c		
				Confident to talk to other children when playing, and will communicate freely about own home and community	d s c		
				Shows confidence in asking adults for help	d s c		

## Personal, Social and Emotional Development

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths	
<b>MANAGING FEELINGS AND BEHAVIOUR</b>	Is comforted by touch and people's faces and voices.	Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.	Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.	Seeks comfort from familiar adults when needed.	Aware of own feelings, and knows that some actions and words can hurt others' feelings.	d s c	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.	d s c
	Seeks physical and emotional comfort by snuggling in to trusted adults.	Growing ability to soothe themselves, and may like to use a comfort object.	Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.	Can express their own feelings such as sad, happy, cross, scared and worried.	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	d s c	Aware of the boundaries set, and of behavioural expectations in the setting.	d s c
	Calms from being upset when held, rocked, spoken or sung to with soothing voice.	Cooperates with caregiving experiences, e.g. dressing.	Responds to a few appropriate boundaries, with encouragement and support.	Responds to the feelings and wishes of others.	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	d s c	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	d s c
	Shows a range of emotions such as pleasure, fear and excitement.	Beginning to understand 'yes', 'no' and some boundaries.	Begins to learn that some things are theirs, some things are shared, and some things belong to other people.	Aware that some actions can hurt or harm others.	Can usually adapt behaviour to different events, social situations and changes in routine.	d s c	<b>Early Learning Goal</b> <b>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</b>	emr exp exc
	Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.			Tries to help or give comfort when others are distressed.				
				Shows understanding and cooperates with some boundaries and routines.				
				Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.				

				Growing ability to distract self when upset, e.g. by engaging in a new play activity.		
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## Communication and Language

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths
<b>LISTENING AND ATTENTION</b>	Turns toward a familiar sound then locates range of sounds with accuracy.	Moves whole bodies to sounds they enjoy, such as music or a regular beat.	Listens to and enjoys rhythmic patterns in rhymes and stories.	Listens with interest to the noises adults make when they read stories.	Listens to others one to one or in small groups, when conversation interests them.	d s c	Maintains attention, concentrates and sits quietly during appropriate activity. d s c
	Listens to, distinguishes and responds to intonations and sounds of voices.	Has a strong exploratory impulse.	Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.	Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.	Listens to stories with increasing attention and recall.	d s c	Two-channelled attention – can listen and do for short span d s c
	Reacts in interaction with others by smiling, looking and moving	Concentrates intently on an object or activity of own choosing for short periods.	Rigid attention – may appear not to hear.	Shows interest in play with sounds, songs and rhymes.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	d s c	<b>Early Learning Goal</b> <b>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b> emr exp exc
	Quietens or alerts to the sound of speech	Pays attention to dominant stimulus – easily distracted by noises or other people talking.		Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.	Focusing attention – still listen or do, but can shift own attention.	d s c	
	Looks intently at a person talking, but stops responding if speaker turns away.				Is able to follow directions (if not intently focused on own choice of activity).	d s c	
	Listens to familiar sounds, words, or finger plays.						
	Fleeting Attention – not under child's control, new stimuli takes whole attention.						

## Communication and Language

	Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths		
<b>UNDERSTANDING</b>	Stops and looks when hears own name.	Developing the ability to follow others' body language, including pointing and gesture.	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.	Identifies action words by pointing to the right picture, e.g., "Who's jumping?"	Understands use of objects (e.g. "What do we use to cut things?")	d s c	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	d s c
	Starts to understand contextual clues, e.g. familiar gestures, words and sounds	Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?').	Understands simple sentences (e.g. 'Throw the ball.')	Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'	Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	d s c	Able to follow a story without pictures or props.	d s c
		Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'.		Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i> ).	Responds to simple instructions, e.g. to get or put away an object.	d s c	Listens and responds to ideas expressed by others in conversation or discussion.	d s c
				Developing understanding of simple concepts (e.g. <i>big/little</i> ).	Beginning to understand 'why' and 'how' questions.	d s c	<b>Early Learning Goal</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	emr exp exc

## Communication and Language

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths	
<b>SPEAKING</b>	Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.	Uses sounds in play, e.g. 'brmm' for toy car.	Copies familiar expressions, e.g. 'Oh dear', 'All gone'.	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i> ).	d s c	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	d s c
	Makes own sounds in response when talked to by familiar adults.	Uses single words.	Beginning to put two words together (e.g. <i>want ball</i> , <i>more juice</i> ).	Holds a conversation, jumping from topic to topic.	Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i> ).	d s c	Uses language to imagine and recreate roles and experiences in play situations.	d s c
	Lifts arms in anticipation of being picked up.	Frequently imitates words and sounds.	Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i> ).	Learns new words very rapidly and is able to use them in communicating.	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	d s c	Links statements and sticks to a main theme or intention.	d s c
	Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like <i>'baba, nono, gogo'</i>	Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. <i>teddy, more, no, bye-bye.</i> )	Beginning to ask simple questions.	Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>'I have it'</i>	Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i>	d s c	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	d s c
		Uses pointing with eye gaze to make requests, and to share an interest.	Beginning to talk about people and things that are not present.	Uses a variety of questions (e.g. <i>what, where, who</i> )	Uses a range of tenses (e.g. <i>play, playing, will play, played</i> ).	d s c	Introduces a storyline or narrative into their play.	d s c
		Creates personal words as they begin to develop language.		Uses simple sentences (e.g. <i>Mummy gonna work.</i> )	Uses intonation, rhythm and phrasing to make the meaning clear to others.	d s c	<b>Early Learning Goal</b> <b>Children express themselves effectively, showing awareness of listeners' needs.</b>  <i>Continued...</i>	emr exp exc



Communication and Language – *continued...*

	Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths	
SPEAKING (Continued...)				Beginning to use word endings (e.g. <i>going, cats</i> ).	Uses vocabulary focused on objects and people that are of particular importance to them.	d	<b>Early Learning Goal (Continued...)</b>  <b>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b>
						s	
						c	
					Builds up vocabulary that reflects the breadth of their experiences.	d	
						s	
						c	
					Uses talk in pretending that objects stand for something else in play, e.g., <i>'This box is my castle.'</i>	d	
						s	
						c	

# Physical Development

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths
<b>MOVING AND HANDLING</b>	Turns head in response to sounds and sights.	Sits unsupported on the floor.	Walks upstairs holding hand of adult.	Runs safely on whole foot.	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	d s c	Experiments with different ways of moving. d s c
	Gradually develops ability to hold up own head.	When sitting, can lean forward to pick up small toys.	Comes downstairs backwards on knees (crawling).	Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.	Mounts stairs, steps or climbing equipment using alternate feet.	d s c	Jumps off an object and lands appropriately. d s c
	Makes movements with arms and legs which gradually become more controlled.	Pulls to standing, holding on to furniture or person for support.	Beginning to balance blocks to build a small tower.	Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.	Walks downstairs, two feet to each step while carrying a small object.	d s c	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. d s c
	Rolls over from front to back, from back to front.	Crawls, bottom shuffles or rolls continuously to move around.	Makes connections between their movement and the marks they make.	Can kick a large ball.	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	d s c	Travels with confidence and skill around, under, over and through balancing and climbing equipment. d s c
	When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.	Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.		Turns pages in a book, sometimes several at once.	Can stand momentarily on one foot when shown.	d s c	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. d s c
	Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.	Takes first few steps independently.		Shows control in holding and using jugs to pour, hammers, books and mark-making tools.	Can catch a large ball.	d s c	Uses simple tools to effect changes to materials. d s c

Physical Development (Continued )

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths	
MOVING AND HANDLING (Continued...)	Reaches out for, touches and begins to hold objects.		Passes toys from one hand to the other.		Beginning to use three fingers (tripod grip) to hold writing tools.	Draws lines and circles using gross motor movements.	Handles tools, objects, construction and malleable materials safely and with increasing control.	
	Explores objects with mouth, often picking up an object and holding it to the mouth.		Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.		Imitates drawing simple shapes such as circles and lines.	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.	Shows a preference for a dominant hand.	
		Picks up small objects between thumb and fingers.			Walks upstairs or downstairs holding onto a rail two feet to a step.	Holds pencil between thumb and two fingers, no longer using whole-hand grasp.	Begins to use anticlockwise movement and retrace vertical lines.	
			Enjoys the sensory experience of making marks in damp sand, paste or paint.		May be beginning to show preference for dominant hand.	Holds pencil near point between first two fingers and thumb and uses it with good control.	Begins to form recognisable letters.	
		Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.				Can copy some letters, e.g. letters from their name.	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	
								<p><b>Early Learning Goal</b>  <b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p>

## Physical Development

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths
HEALTH AND SELF CARE	Responds to and thrives on warm, sensitive physical contact and care.	Opens mouth for spoon.	Develops own likes and dislikes in food and drink.	Feeds self competently with spoon.	Can tell adults when hungry or tired or when they want to rest or play.	d s c	Eats a healthy range of foodstuffs and understands need for variety in food. d s c
	Expresses discomfort, hunger or thirst.	Holds own bottle or cup.	Willing to try new food textures and tastes.	Drinks well without spilling.	Observes the effects of activity on their bodies.	d s c	Usually dry and clean during the day. d s c
	Anticipates food routines with interest.	Grasps finger foods and brings them to mouth.	Holds cups with both hands and drinks without much spilling.	Clearly communicates their need for potty or toilet.	Understands that equipment and tools have to be used safely.	d s c	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. d s c
		Attempts to use spoon: can guide towards mouth but food often falls off.	Clearly communicates wet or soiled nappy or pants.	Beginning to recognise danger and seeks support of significant adults for help.	Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.	d s c	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. d s c
		Can actively cooperate with nappy changing (lies still, helps hold legs up).	Shows some awareness of bladder and bowel urges.	Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.	Can usually manage washing and drying hands.	d s c	Shows understanding of how to transport and store equipment safely. d s c
		Starts to communicate urination, bowel movement.	Shows awareness of what a potty or toilet is used for.	Beginning to be independent in self-care, but still often needs adult support.	Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	d s c	Practices some appropriate safety measures without direct Supervision. d s c
			Shows a desire to help with dressing/undressing and hygiene routines.				<b>Early Learning Goal</b> <b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</b> emr exp exc

						<b>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b>
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# Literacy

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths
<b>READING</b>	Enjoys looking at books and other printed material with familiar people.	Handles books and printed materials with interest.	Interested in books and rhymes and may have favourites.	Has some favourite stories, rhymes, songs, poems or jingles.	Enjoys rhyming and rhythmic activities	d s c	Continues a rhyming string. d s c
				Repeats words or phrases from familiar stories.	Shows awareness of rhyme and alliteration.	d s c	Hears and says the initial sound in words. d s c
				Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'	Recognises rhythm in spoken words.	d s c	Can segment the sounds in simple words and blend them together and knows which letters represent some of them. d s c
					Listens to and joins in with stories and poems, one-to-one and also in small groups.	d s c	Links sounds to letters, naming and sounding the letters of the alphabet d s c
					Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	d s c	Begins to read words and simple sentences d s c
					Beginning to be aware of the way stories are structured.	d s c	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. d s c
					Suggests how the story might end.	d s c	Enjoys an increasing range of books. d s c
					Listens to stories with increasing attention and recall.	d s c	Knows that information can be retrieved from books and computers. d s c

Literacy

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths			
READING (Continued...)						Describes main story settings, events and principal characters.	d	<b>Early Learning Goal</b> Children read and understand simple sentences. They use phonic 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.	Emr	
							s		Exp	
							c		Exc	
						Shows interest in illustrations and print in books and print in the environment.	d			
							s			
							c			
						Recognises familiar works and signs such as own name and advertising logos.	d			
							s			
							c			
						Looks at books independently.	d			
							s			
							c			
						Handles books carefully.	d			
							s			
							c			
						Knows information can be relayed in the form of print.	d			
							s			
							c			
						Holds books the correct way up and turns pages.	d			
							s			
							c			
						Knows that print carries meaning and in English, is read from left to right and top to bottom.	d			
							s			
							c			

# Literacy

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths									
<b>WRITING</b>	<p><i>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language).</i></p>				Distinguishes between the different marks they make.	Sometimes gives meaning to marks as they draw and paint.	<table border="1"> <tr><td>d</td><td>Gives meaning to marks they make as they draw, write and paint.</td><td>d</td></tr> <tr><td>s</td><td></td><td>s</td></tr> <tr><td>c</td><td></td><td>c</td></tr> </table>	d	Gives meaning to marks they make as they draw, write and paint.	d	s		s	c		c
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	s		s													
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	<p><i>Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</i></p>					Ascribes meanings to marks that they see in different places	<table border="1"> <tr><td>d</td><td>Begins to break the flow of speech into words.</td><td>d</td></tr> <tr><td>s</td><td></td><td>s</td></tr> <tr><td>c</td><td></td><td>c</td></tr> </table>	d	Begins to break the flow of speech into words.	d	s		s	c		c
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	d	Continues a rhyming string.	d													
s		s														
c		c														
						<table border="1"> <tr><td>d</td><td>Hears and says the initial sound in words.</td><td>d</td></tr> <tr><td>s</td><td></td><td>s</td></tr> <tr><td>c</td><td></td><td>c</td></tr> </table>	d	Hears and says the initial sound in words.	d	s		s	c		c	
d	Hears and says the initial sound in words.	d														
s		s														
c		c														
						<table border="1"> <tr><td>d</td><td>Can segment the sounds in simple words and blend them together.</td><td>d</td></tr> <tr><td>s</td><td></td><td>s</td></tr> <tr><td>c</td><td></td><td>c</td></tr> </table>	d	Can segment the sounds in simple words and blend them together.	d	s		s	c		c	
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s		s														
c		c														
						<table border="1"> <tr><td>d</td><td>Links sounds to letters, naming and sounding the letters of the alphabet.</td><td>d</td></tr> <tr><td>s</td><td></td><td>s</td></tr> <tr><td>c</td><td></td><td>c</td></tr> </table>	d	Links sounds to letters, naming and sounding the letters of the alphabet.	d	s		s	c		c	
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s		s														
c		c														
						<table border="1"> <tr><td>d</td><td>Uses some clearly</td><td>d</td></tr> </table>	d	Uses some clearly	d							
d	Uses some clearly	d														



				identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	S C
--	--	--	--	--	--------

Literacy

	Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths	
WRITING (Continued...)						Writes own name and other things such as labels, captions.	d s c
						Attempts to write short sentences in meaningful contexts.	d s c
						<p><b>Early Learning Goal</b>            Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>	emr exp exc

## Mathematics

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths	
<b>NUMBERS</b>	Notices changes in number of objects/images or sounds in group of up to 3.	Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.	Knows that things exist, even when out of sight.	Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i> , <i>'please give me two'</i> .	Uses some number names and number language spontaneously	d s c	Recognise some numerals of personal significance.	d s c
	Has some understanding that things exist, even when out of sight.		Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.	Recites some number names in sequence.	Uses some number names accurately in play.	d s c	Recognises numerals 1 to 5.	d s c
	Begins to make comparisons between quantities.	Knows that numbers identify how many objects are in a set.	d s c	Counts actions or objects which cannot be moved.	d s c			
						Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i> .	Beginning to represent numbers using fingers, marks on paper or pictures	d s c
	Knows that a group of things changes in quantity when something is added or taken away.	Sometimes matches numeral and quantity correctly.	d s c	Counts out up to six objects from a larger group.	d s c			
							Shows curiosity about numbers by offering comments or asking questions	d s c
		Compares two groups of objects, saying when they have the same number.	d s c	Counts an irregular arrangement of up to ten objects.	d s c			

# Mathematics

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths							
<b>NUMBERS (Continued...)</b>						Shows an interest in number problems.	<table border="1"> <tr><td>d</td><td rowspan="3">Estimates how many objects they can see and checks by counting them.</td><td>D</td></tr> <tr><td>s</td><td>S</td></tr> <tr><td>c</td><td>C</td></tr> </table>	d	Estimates how many objects they can see and checks by counting them.	D	s	S	c	C
	d	Estimates how many objects they can see and checks by counting them.	D											
	s		S											
	c		C											
						Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	<table border="1"> <tr><td>d</td><td rowspan="3">Uses the language of 'more' and 'fewer' to compare two sets of objects.</td><td>D</td></tr> <tr><td>s</td><td>S</td></tr> <tr><td>c</td><td>C</td></tr> </table>	d	Uses the language of 'more' and 'fewer' to compare two sets of objects.	D	s	S	c	C
	d	Uses the language of 'more' and 'fewer' to compare two sets of objects.	D											
	s		S											
	c		C											
						Shows an interest in numerals in the environment.	<table border="1"> <tr><td>d</td><td rowspan="3">Finds the total number of items in two groups by counting all of them.</td><td>d</td></tr> <tr><td>s</td><td>s</td></tr> <tr><td>c</td><td>C</td></tr> </table>	d	Finds the total number of items in two groups by counting all of them.	d	s	s	c	C
	d	Finds the total number of items in two groups by counting all of them.	d											
	s		s											
	c		C											
						Shows an interest in representing numbers.	<table border="1"> <tr><td>d</td><td rowspan="3">Says the number that is one more than a given number.</td><td>d</td></tr> <tr><td>s</td><td>s</td></tr> <tr><td>c</td><td>c</td></tr> </table>	d	Says the number that is one more than a given number.	d	s	s	c	c
	d	Says the number that is one more than a given number.	d											
	s		s											
	c		c											
						Realises not only objects, but anything can be counted, including steps, claps or jumps.	<table border="1"> <tr><td>d</td><td rowspan="3">Finds one more or one less from a group of up to five objects, then ten objects.</td><td>d</td></tr> <tr><td>s</td><td>s</td></tr> <tr><td>c</td><td>c</td></tr> </table>	d	Finds one more or one less from a group of up to five objects, then ten objects.	d	s	s	c	c
	d	Finds one more or one less from a group of up to five objects, then ten objects.	d											
	s		s											
	c		c											
							<table border="1"> <tr><td>d</td><td rowspan="3">In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</td><td>d</td></tr> <tr><td>s</td><td>s</td></tr> <tr><td>c</td><td>C</td></tr> </table>	d	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	d	s	s	c	C
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s		s												
c		C												
						<table border="1"> <tr><td>d</td><td rowspan="3">Records, using marks that they can interpret and explain.</td><td>d</td></tr> <tr><td>s</td><td>s</td></tr> <tr><td>c</td><td>C</td></tr> </table>	d	Records, using marks that they can interpret and explain.	d	s	s	c	C	
d	Records, using marks that they can interpret and explain.	d												
s		s												
c		C												
						<table border="1"> <tr><td>d</td><td>Begins to identify own</td><td>d</td></tr> </table>	d	Begins to identify own	d					
d	Begins to identify own	d												

						mathematical problems based on own interests and fascinations.	S
							C

**Mathematics**

	Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths	
<b>NUMBERS (Continued...)</b>						<p><u>Early Learning Goal</u>            Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	
							emr
							exp
						exc	

# Mathematics

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths	
SHAPE, SPACE AND MEASURE	<p><i>Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore</i></p> <p>See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.</p>	Recognises big things and small things in meaningful contexts.	Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.	Notices simple shapes and patterns in pictures.	Shows an interest in shape and space by playing with shapes or making arrangements with objects.	d	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.	d
						s		s
		c	c					
		Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.	Uses blocks to create their own simple structures and arrangements.	Beginning to categorise objects according to properties such as shape or size.	Shows awareness of similarities of shapes in the environment.	d	Selects a particular named shape.	d
						s		s
		c	c					
		Enjoys filling and emptying containers.	Begins to use the language of size.	Uses positional language.	d	Can describe their relative position such as 'behind' or 'next to'.	d	
					s		s	
		c	c					
		Associates a sequence of actions with daily routines.	Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.	Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.	d	Orders two or three items by length or height.	d	
					s		s	
		c	c					
Beginning to understand that things might happen 'now'.	Anticipates specific time-based events such as mealtimes or home time.	Shows interest in shapes in the environment.	d	Orders two items by weight or capacity.	d			
			s		s			
c	c							
		Uses shapes appropriately for tasks.	d	Uses familiar objects and common shapes to create and recreate patterns and build models.	d			
			s		s			
c	c							
		Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'	d	Uses everyday language related to time.	d			
			s		s			
c	c							
				Beginning to use everyday language related to money.	d			
					s			
					c			

# Mathematics

	Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths	
SHAPE, SPACE AND MEASURE (Continued...)						Orders and sequences familiar events.	d
							s
							c
						Measures short periods of time in simple ways.	d
							s
							c
						<b>Early Learning Goal</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	emr
							exp
							exc



## Understanding the World

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths				
<b>PEOPLE AND COMMUNITIES</b>	<p><i>The beginnings of understanding of People and communities lie in early attachment and other relationships.</i></p> <p>See Personal, Social and Emotional Development <i>and</i> Communication and Language.</p>			Is curious about people and shows interest in stories about themselves and their family.	Has a sense of own immediate family and relations.	Shows interest in the lives of people who are familiar to them.	d	Enjoys joining in with family customs and routines.	d		
							s		s		
							c		c		
		Enjoys pictures and stories about themselves, their families and other people.		Enjoys pictures and stories about themselves, their families and other people.	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Remembers and talks about significant events in their own experience.	d	<p><b>Early Learning Goal</b>  <b>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p>	emr		
										s	exp
										c	Exc
		Beginning to have their own friends.			Beginning to have their own friends.	Recognises and describes special times or events for family or friends.	d		s		
										c	
										d	
		Learns that they have similarities and differences that connect them to, and distinguish them from, others.			Learns that they have similarities and differences that connect them to, and distinguish them from, others.	Shows interest in different occupations and ways of life.	d		s		
										c	
										d	
					Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	d					
							s				
							c				

## Understanding the World

	Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths		
<b>THE WORLD</b>	Moves eyes, then head, to follow moving objects.	Closely observes what animals, people and vehicles do.	Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.	Enjoys playing with small-world models such as a farm, a garage, or a train track.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	<div style="display: flex; align-items: center;"> <div style="background-color: #ADD8E6; padding: 2px;">d</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #ADD8E6; padding: 2px;">s</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #ADD8E6; padding: 2px;">c</div> </div>	Looks closely at similarities, differences, patterns and change.	<div style="display: flex; align-items: center;"> <div style="background-color: #ADD8E6; padding: 2px;">d</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #800080; padding: 2px;">s</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #800080; padding: 2px;">c</div> </div>
	<i>Reacts with abrupt change when a face or object suddenly disappears from view.</i>	Watches toy being hidden and tries to find it.	Remembers where objects belong.	Notices detailed features of objects in their environment.	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	<div style="display: flex; align-items: center;"> <div style="background-color: #0000FF; padding: 2px;">d</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #0000FF; padding: 2px;">s</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #0000FF; padding: 2px;">c</div> </div>	<p><b>Early Learning Goal</b>  <b>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b></p>	emr
	Looks around a room with interest; visually scans environment for novel, interesting objects and events.	Looks for dropped objects.	Matches parts of objects that fit together, e.g. puts lid on teapot.		Talks about why things happen and how things work.	<div style="display: flex; align-items: center;"> <div style="background-color: #0000FF; padding: 2px;">d</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #0000FF; padding: 2px;">s</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #0000FF; padding: 2px;">c</div> </div>		exp
	Smiles with pleasure at recognisable playthings.	Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.			Developing an understanding of growth, decay and changes over time.	<div style="display: flex; align-items: center;"> <div style="background-color: #0000FF; padding: 2px;">d</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #0000FF; padding: 2px;">s</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #0000FF; padding: 2px;">c</div> </div>		exc
	Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.	Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.			Shows care and concern for living things and the environment.	<div style="display: flex; align-items: center;"> <div style="background-color: #ADD8E6; padding: 2px;">d</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #ADD8E6; padding: 2px;">s</div> <div style="margin: 0 5px;"> </div> <div style="background-color: #ADD8E6; padding: 2px;">c</div> </div>		
	See also Characteristics of Effective Learning – Playing and Exploring, and Physical Development.							

## Understanding the World

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths
<b>TECHNOLOGY</b>	<p><i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.</i></p> <p><i>See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically.</i></p>		Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.	Seeks to acquire basic skills in turning on and operating some ICT equipment.	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control	d s c	Completes a simple program on a computer. d s c
		Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.	Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.		d s c	Uses ICT hardware to interact with age-appropriate computer software. d s c
				Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.		d s c	Completes a simple program on a computer. d s c
				Knows that information can be retrieved from computers.		d s c	Uses ICT hardware to interact with age-appropriate computer software. d s c
							<b>Early Learning Goal</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use Technology for particular purposes. emr exp exc

## Expressive Arts and Design

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths
<b>EXPLORING AND USING MEDIA AND MATERIALS</b>	<i>Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World</i>	Explores and experiments with a range of media through sensory exploration, and using whole body.	Joins in singing favourite songs.	Enjoys joining in with dancing and ring games.	d	Begins to build a repertoire of songs and dances.	d
					s		s
					c		c
		Move their whole bodies to sounds they enjoy, such as music or a regular beat.	Creates sounds by banging, shaking, tapping or blowing.	Sings a few familiar songs.	d	Explores the different sounds of instruments.	d
					s		s
					c		c
		Imitates and improves actions they have observed, e.g. clapping or waving.	Shows an interest in the way musical instruments sound.	Beginning to move rhythmically.	d	Explores what happens when they mix colours.	d
					s		s
					c		c
		Begins to move to music, listen to or join in rhymes or songs.	Experiments with blocks, colours and marks.	Imitates movement in response to music.	d	Experiments to create different textures.	d
					s		s
					c		c
	Notices and is interested in the effects of making movements which leave marks.		Taps out simple repeated rhythms.	d	Understands that different media can be combined to create new effects.	d	
				s		s	
				c		c	
			Explores and learns how sounds can be changed.	d	Manipulates materials to achieve a planned effect.	d	
				s		s	
				c		c	
			Explores colour and how colours can be changed.	d	Constructs with a purpose in mind, using a variety of resources.	d	
				s		s	
				c		c	
			Understands that they can	d	Uses simple tools and	d	

				use lines to enclose a space, and then begin to use these shapes to represent objects.	s	techniques competently and appropriately.	s
					c		c

## Expressive Arts and Design

EXPLORING AND USING MEDIA AND MATERIALS (Continued...)	Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths		
						Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.	Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. <b>Early Learning Goal</b> <b>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>	d s c d s c d s c d s c d s c

## Expressive Arts and Design

		Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths	
<b>BEING IMAGINATIVE</b>	<p><i>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design.</i></p> <p>See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development.</p>	Expresses self through physical action and sound.		Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'	Developing preferences for forms of expression.	d	Create simple representations of events, people and objects.	d
						s		s
						c		c
		Pretends that one object represents another, especially when objects have characteristics in common.		Beginning to make-believe by pretending.	Uses movement to express feelings.	d	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experience.	d
						s		s
						c		c
					Creates movement in response to music.	d	Chooses particular colours to use for a purpose.	d
						s		s
						c		c
					Sings to self and makes up simple songs.	d	Introduces a storyline or narrative into their play.	d
						s		s
						c		c
					Makes up rhythms.	d	Plays alongside other children who are engaged in the same theme.	d
						s		s
c	c							
			Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.	d	Plays cooperatively as part of a group to develop and act out a narrative.	d		
				s		s		
				c		c		
			Engages in imaginative role-play based on own first-hand experiences	d	<b>Early Learning Goal</b> <b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b>	emr		
				s		exp		
				c		exc		
			Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.	d				
				s				
				c				

## Expressive Arts and Design

	Birth – 11mths	8-20mths	16-26mths	22-36mths	30-50mths	40-60mths
<b>BEING IMAGINATIVE</b> <i>(Continued...)</i>					Uses available resources to create props to support role-play.	d
						s
						c
					Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	d
						s
						c

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Planning and Assessment/NEW assessment book