The Foundation Phase Profile – Record Form

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| **Name of child** |  |
| **Date of birth** |  |
| **Gender** | M/F |
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| **Home language** | Welsh/English/Welsh and English/other (please note) …………………………………. |
| **Attended Flying Start** | Yes/No |

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| **Settings/schools attended** | **From** | **Until** |
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**Social interaction (Compact Profile)**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | engage in social play initiated by older children and/or adults. | reacting with laughter or smiles to simple play such as  peek-a-boo or making funny faces. |  | \_\_ \_\_ \_\_ |
| **Silver** | engage with a range of one-to-one play initiated by older children and/or adults. | showing enjoyment of or joining in with one-to-one play such as rolling a ball to each other. |  | \_\_ \_\_ \_\_ |
| **Gold** | play near other children or adults sometimes showing an interest in what they are doing. | playing near other children often by coincidence rather than choice. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | play alone or parallel to other children often near a familiar adult. | playing near others through choice rather than coincidence. They are typically engaged in a solitary activity and are dependent on familiar adults emotionally. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | usually play with other children. | sometimes demonstrating affection for other children and playing with them. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | often play cooperatively with other children. | negotiating, turn taking and sharing during familiar structured activities sometimes with adult support, e.g. *reminding them to take turns in a game*. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | play independently and cooperatively with other children. | negotiating play roles to keep play going, taking turns and ending play. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | associate, cooperate and communicate appropriately with other children and familiar adults, seeking help when necessary. | showing awareness of the needs of others by adapting their behaviour (and language, for verbal children). More often than not, they will play fairly according to the rules of the game, showing respect to their playmates. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | form friendships which are very important to them. | talking positively about their friendship with particular children; non-verbal children might be seen seeking out the company of particular children. |  | \_\_ \_\_ \_\_ |

**Behavioural regulation (Compact Profile)**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | respond to being calmed. | responding to soothing behaviour such as rocking or talking to them gently. |  | \_\_ \_\_ \_\_ |
| **Silver** | usually respond to regulation from a familiar adult. | complying with simple rules or regulations from familiar adults*, e.g. staying close to adult when asked.* |  | \_\_ \_\_ \_\_ |
| **Gold** | respond appropriately to consistent boundaries. | understanding and complying with consistent boundaries, *e.g. sitting down to eat and drink*. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | understand that some behaviour is unacceptable. | playing associatively, *e.g. they understand not to snatch a toy another child is playing with*. They may express frustration through tantrums and strategies such as distraction and explanation may also be required. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | understand simple behavioural expectations. | usually responding to adult support. Children are willing to share toys, will take turns and show an understanding of familiar behavioural expectations, *e.g. helping to tidy up.* |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | begin to recognise appropriate behaviour for different situations, often modelled on the standards of adults close to them, respond to reason and cope with change in routines. | following classroom rules, *e.g. walking rather than running inside or using a quiet voice when appropriate*. They will usually respond to rules or requests if the reasons are explained. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | show increasing self-control for different situations and can wait for their needs to be met. | showing appropriate self-control and behaviour for a range of situations. They will usually accept a request to wait for their needs to be met, *e.g. when wanting to talk to an adult about a situation will not interrupt.* |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | understand the concepts of  right and wrong as well as fair  play and rules and why they are there. They understand there are consequences to their actions and take responsibility for decisions they make. | showing appropriate behaviour for different situations,  including those that are unfamiliar, and understand the need for rules, *e.g. playing by the rules of a game.* |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | demonstrate appropriate  self-control. | showing appropriate behaviour for different situations,  including unfamiliar situations and demonstrate  self-control. |  | \_\_ \_\_ \_\_ |

**Response to others (Compact Profile)**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | move attention between object and caregiver during one-to-one play. | sharing their attention between a co-player and an object such as a toy or other stimuli. |  | \_\_ \_\_ \_\_ |
| **Silver** | respond differently to caregivers and unfamiliar adults. | showing awareness of whether people are strangers or not through their different response to them. This may be seen especially in new situations, where children may look to a caregiver to see how they have responded. |  | \_\_ \_\_ \_\_ |
| **Gold** | respond appropriately to social greetings from familiar people. | responding with a wave when familiar people say ’Hello’ or ’Bye-bye’ to them. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | respond to social greetings from familiar and unfamiliar people. | responding with a wave or verbal response when familiar or unfamiliar people say ’Hello’ or ’Bye-bye’ to them. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | begin to identify with the emotions of others and may like to help adults and peers but not when it conflicts with their own interests. | beginning to identify with the emotions and feelings of others. They may like to help adults and peers*, e.g. picking up toys, so long as it does not conflict with their own interests*. They do not always judge feelings accurately. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | respond to others with increasing sensitivity to their needs. | showing care, respect and concern for other people, animals and plants with increasing sensitivity. Their responses will show awareness that other people have different emotional responses to the same things. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | respond to the emotions and needs of others, showing support or comfort where appropriate; show awareness of similarities and differences between themselves and peers. | responding appropriately with increasing awareness of cultural differences and diversity. They will notice, support, comfort and help other children when they are sad and upset and enjoy caring for the environment. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | respond to others with respect and value their achievements, showing awareness of other people’s feelings, views and beliefs. | responding positively to the achievements of other children  and talking about how another person may feel about a  situation or occurrence. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | respond to others with respect, understanding different preferences, views and beliefs, and show an understanding of how they should relate to others morally and ethically. They are able to see things from others’ points of view. | taking part in relevant discussions, *e.g. discussing rules*  *for behaviour or different cultural experiences or religious*  *expectations.* Idols or hero figures are significant in their  play/lives. |  | \_\_ \_\_ \_\_ |

**Independence in personal care (Compact Profile)**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | show an understanding of basic cause and effect. | understanding that if they spill their drink on themselves, for example, they will be wet. |  | \_\_ \_\_ \_\_ |
| **Silver** | show an understanding of objects used in personal care routines. | trying to brush their hair with a brush that they find. |  | \_\_ \_\_ \_\_ |
| **Gold** | start to help with personal care routines. | helping or complying with care routines performed by an adult, *e.g. putting their coat on, but will sometimes show frustration or distraction.* |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | with support, complete everyday self-help personal care routines and are usually keen to help. They show knowledge of familiar care routines. | helping with self-care routines that are familiar to them, but will need adult direction for the tasks. Helping behaviour might be putting out feet for shoes, hands for drying, etc. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | start to perform care routines independently and show some awareness of hazards. | still requiring some help with performing some actions or remembering all parts of a routine, *e.g. forgetting to dry off after washing their hands, but will usually say they don’t need help or will attempt the activity independently.* They will respond to warnings about routine safety, *e.g. they won’t run with scissors.* |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | perform most personal care routines independently and understand significant hazards. | performing most personal care needs within their physical ability (toileting, eating, simple dressing, etc.), though there may be occasional requests for help, e.g. with zips or fastenings. Children understand significant hazards of different environments, *e.g. slippery grass, using tools carefully or taking care on playground equipment such as climbing frames.* |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | perform most personal care routines independently and show some awareness of healthy eating. | performing personal care needs within their physical ability (toileting, eating, dressing, etc.), though there may be occasional requests for help. Children will begin to be aware of longer term personal care concepts such as healthy eating, being aware of foods that are healthy and those that are not. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | perform personal care routines independently and understand the impact of food and drink on health. | performing personal care needs independently within their physical ability (toileting, eating, dressing, etc.), with requests for help occurring rarely. They will be able to show understanding of or discuss healthy eating and drinking habits. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | perform personal care routines independently and understand the impact of food, drink and exercise on health. | performing personal care needs independently within their physical ability  (toileting, eating, dressing, etc.). They will be able to show understanding of or discuss the importance of healthy eating and exercise. |  | \_\_ \_\_ \_\_ |

**Engagement**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | explore the environment intentionally. | reaching out and grabbing a brightly coloured toy that is within their reach. |  | \_\_ \_\_ \_\_ |
| **Silver** | explore activities for a short time. | showing their positive attitude through excited movements or vocalisations. They might attend to their self-chosen activity,  *e.g. banging a drum for a few minutes or less.* |  | \_\_ \_\_ \_\_ |
| **Gold** | start to engage with a range of familiar activities. | engaging with adult-led activities with support from a familiar adult. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | engage with a range of familiar activities. | engaging with a range of activities that are familiar to them. They may need reassurance and help to choose these activities. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | engage with a broad range of familiar activities. | engaging with a broad range of familiar activities, as well as some that are new to them, within indoor and outdoor environments. They will be keen to act independently though will sometimes need assistance if they are unsure or if they can’t perform part of a task. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | engage with a broad range of activities and have become more independent in their learning. | engaging with a broad range of activities, including new or unfamiliar experiences. They choose and carry out activities without adult support, sometimes concentrating on them for a longer time. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | engage with a broad range of tasks and activities, demonstrating concentration and showing likes and dislikes. | engaging with a broad range of activities even though they have particular favourites. They are usually able to concentrate on tasks and this might include refocusing on an activity after usual environmental distractions, *e.g. other children playing nearby.* |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | engage with a broad range of tasks and activities, showing some perseverance with tasks. | engaging with a broad range of activities even though they have particular favourites. They are able to concentrate on tasks, even with distractions, and persevere with things they find difficult seeking help when necessary. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | engage with a broad range of tasks and activities, reflecting on how they can improve their learning and show perseverance, concentration  and motivation. Children are  competent in identifying problems and coming up with solutions. | engaging with a broad range of activities even though they have particular favourites. They are able to concentrate on tasks and to persevere with things they find difficult. They are able to reflect on strategies they use to help them approach challenging tasks. |  | \_\_ \_\_ \_\_ |

**Emotional expression**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | show a range of basic emotions clearly. | expressing, at this stage, happiness, sadness, fright or anger. They are shown through tone of vocalisations, facial expressions and other non-verbal communication. |  | \_\_ \_\_ \_\_ |
| **Silver** | begin to express a range of preferences. | realising that they can show their feelings and preferences through their voice and actions*, e.g. pushing away a book they do not want to look at.* |  | \_\_ \_\_ \_\_ |
| **Gold** | express a range of preferences simply. | understanding that their feelings and preferences can be shown through their voice and actions, *e.g. crying, smiling, laughing or shaking their head, etc.* |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | start to express how they feel in simple terms. | starting to use emotional terms such as ’happy’ and ’sad’ although they may not always use them accurately. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | show awareness of their own feelings and emotions. | using a larger vocabulary of emotional terms when talking about their own feelings and preferences although they may not always use them accurately. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | express emotions with some control, starting to recognise that emotions are influenced by different people and things. | expressing likes and dislikes, and understanding that different objects, experiences and people affect how they feel. They demonstrate some control over their emotions. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | express emotions with developing control, recognising that these may be influenced by different people and things. | talking about their likes and dislikes and the way in which different objects, experiences and people affect how they feel. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | recognise and express their feelings appropriately; typically they are able to control their emotions and cope with disappointment. | controlling and expressing their emotions in an appropriate fashion. For example, they can identify when they feel disappointed and can express their disappointment appropriately *e.g. through speech rather than behaviour*. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | often control their emotions. | controlling their feelings and emotions accurately. They can label and reflect on the different emotions they feel and manage to express their feelings and emotions in appropriate ways. |  | \_\_ \_\_ \_\_ |

**Oracy - Listening and understanding (Compact Profile)**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | respond with understanding to some words used in their usual context. | using vocalisations, non-verbal gestures or facial expressions to respond to an adult*, e.g. smiling*. They rely heavily on visual and other clues within the immediate environment. |  | \_\_ \_\_ \_\_ |
| **Silver** | respond to simple and familiar  one-step communications. | showing an understanding of what is said by responding appropriately, or by joining in basic actions one-to-one or in a small group of their peers *e.g. joining in with a clapping song.* |  | \_\_ \_\_ \_\_ |
| **Gold** | respond to simple and familiar  one-step instructions. | performing one-step instructions, *e.g. “Emma, get your shoes”,* which may be supported by gesture. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | respond to spontaneous  one-step instructions and show an understanding of simple phrases. | following one-step instructions that they have not heard very often as long as they are familiar with the setting and *vocabulary e.g. “Dafydd, fetch me the book”*. Children at this stage understand many more words than they will use themselves. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | listen with growing attention and concentration. They show understanding of two-step instructions and basic concepts and ask simple appropriate questions. | showing comprehension of two-step instructions*, e.g. “Hari, fetch the book and sit on the carpet”*. They will begin to ask ’Who?’, ’What?’ and ’Why?’ questions in response to stimuli. Their understanding of basic concepts will include in, on, big, little, wet, dry, hot and cold. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | demonstrate that they have listened to others. They understand three-step instructions and basic concepts. They usually respond appropriately to people and stimuli and ask an appropriate question about something that has been said. | following instructions in regular situations*, e.g. “Fetch your wellies, put them on, and line up to go outside”*. They will take part in discussions with small groups and show they have listened by asking questions to clarify their understanding or by responding simply, *e.g. adding something to a picture because someone suggested it*. Their understanding of basic concepts includes over, under and behind. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | listen to other speakers or  stimuli, with growing attention,  usually responding appropriately  to complex information and  instructions They ask detailed  questions to clarify understanding. | listening to and understanding increasingly complex information and instructions which may include new and unfamiliar information. More detailed questions will include asking ’Who?’, ’What?’, ’Where?’, ’Why?’, ’When?’ and  ’How?’ about information they have heard. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | listen to other speakers or stimuli  with concentration, asking more  detailed questions to clarify  understanding, responding to key  points and relating understanding  to own experience. | listening to a variety of stimuli and audiences with concentration. They will show understanding of the main points of spoken information, asking a variety of relevant questions for clarification or for more information and will  sometimes prepare these carefully. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | use relevant comments and  questions to show that they have  listened carefully to a range of  speakers or stimuli and begin  to make connections between  information from a speaker and  what they already know. | listening to a variety of stimuli and audiences and showing  understanding by asking relevant questions. They will ask  further questions to gain more specific information and will  often prepare these carefully. |  | \_\_ \_\_ \_\_ |

**Oracy – Phonological awareness (Compact Profile)**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | show an interest when listening to songs and rhymes. | showing interest through verbal or non-verbal gestures *e.g. smiling, moving in excitement.* |  | \_\_ \_\_ \_\_ |
| **Silver** | show engagement with familiar songs and rhymes and join in with familiar parts. | joining in with parts of two or three favourite songs or rhymes by remembering some words or specific actions. |  | \_\_ \_\_ \_\_ |
| **Gold** | show engagement with familiar and new songs and rhymes and join in with singing or actions. | showing an interest in new songs and rhymes, usually within a group. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | listen to and join in with songs and rhymes, and with support begin to engage in word play. | taking part in action songs, *e.g. Head, shoulders, knees and toes*, and finger rhymes, e.g. One, two, buckle my shoe. They will occasionally engage with word play when supported by an adult. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | listen to and join in with songs and rhymes and engage in sound and word play. | showing an understanding and knowledge of sounds within words and enjoying listening to, recognising and using rhyming words*, e.g. listening to and saying or singing nursery rhymes, Humpty Dumpty or Jack and Jill, and join in familiar parts*. They may engage in sound and word play and hear and discriminate general, environmental and speech sounds, either verbally or through gesture. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | memorise and perform songs and rhymes and show recognition of rhythm, spoken alliteration and rhyme with support. They play with sounds in words including isolating and identifying initial sounds. | isolating and identifying initial sounds and blend and segment combinations of known letters in words. They perform and join in with a repertoire of songs and rhymes which they know parts of completely, with some support, often in a group. They recognise rhythm in spoken words and continue a rhyming string. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | join in, repeat or memorise  rhymes, songs and poems and use alliteration and rhyme to create their own. They can segment and  blend sounds in words. | hearing and identifying sounds in spoken words, including medial vowels and final sounds. They recognise the difference between onset and the rime of the word that rhymes, *e.g., mark, park, bark.* They may create rhyming words and poems in whole or in part, *e.g. by completing lines in rhymes by adding the rhyming word,* and also create their own simple songs, rhymes and poems, although these may be based on a familiar model. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | recall an expanding repertoire of rhymes, songs, and poems and use alliteration, rhythm and rhyme to create their own. They can segment and blend sounds in polysyllabic words. | using their phonological awareness which is reflected in their reading and writing and they orally blend and segment polysyllabic words. They perform a growing number of rhymes, songs and stories. They will create their own rhymes and poems including nonsense verse. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | use a wide repertoire of rhymes, songs, poems and create their own chants, rhymes and poems. They confidently use their phonological awareness. | confidently using their phonological awareness which is reflected in their reading and writing and they orally blend and segment polysyllabic words. They perform many songs, rhymes and poems and will create their own versions independently. |  | \_\_ \_\_ \_\_ |

**Oracy – Expressive language (Compact Profile)**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | use simple sounds or words purposefully and attempt to name familiar objects. | creating their own sounds or using simple words for familiar things such as foods, pets, family members or toys. The sounds they create may not always be understood by others. |  | \_\_ \_\_ \_\_ |
| **Silver** | use some recognisable words to name familiar objects and link two words together to convey meaning. | using two words together, often when presented with a familiar object in a familiar context*, e.g. ’cup’* when given a drink. Sometimes the same noun may be used to describe many different but similar things*, e.g. ’dog’ can be used to describe a dog, a fox, a tiger, etc.* |  | \_\_ \_\_ \_\_ |
| **Gold** | talk about familiar objects in simple terms stringing together two or more words to form simple sentences. | using words for most familiar things, talking in simple sentences of two to three words *e.g. ’Nia go out’*, to communicate interests, give information or ask questions. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | begin to use newly learned words in their play. They ’talk’ to themselves, other children and familiar adults using simple sentences. | repeating words which are new to them when playing freely or taking part in activities. They will talk about activities or stories using one or two simple sentences of three or more words. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | use newly learned words and relevant vocabulary in their play in complete sentences with five or more words. | using simple descriptive phrases including adverbs and adjectives in incomplete sentences, *e.g. ’Big ball is red’*. They will often experiment with newly learned vocabulary in their play. They use longer sentences, including simple plurals and simple questions, of five or more words, sometimes showing grammatical immaturities. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | use an appropriate and increasing range of vocabulary in phrases and complete sentences. | using a wider vocabulary that includes more adjectives and adverbs. They talk about experiences, respond to creative stimuli or create/retell stories. They will choose the appropriate words talking in complete sentences to share more detailed information, ideas and events from their experience. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | use an increasing and varied range of appropriate vocabulary. They  usually make themselves clear by choosing words deliberately and organising what they say. | showing an awareness of appropriate vocabulary in different situations by including relevant detail in their accounts or using specific vocabulary in their play, choosing words to make themselves understood by a wider audience. They will show awareness of correct sequencing, often correcting themselves. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | use a growing range of appropriate vocabulary, using variety to add interest. They make themselves clear by choosing words deliberately, organising what they say and using more complex sentences including relevant details. | showing an understanding of formal and informal vocabulary and when it is appropriate to use both, *e.g. ’Hello Tomos’ when greeting a friend or ’Good morning Miss/Mr…’ when greeting a practitioner.* |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | modify talk to the requirements  of the audience, organising what  they say and varying the use of  vocabulary and level of detail,  choosing words deliberately and  using more complex sentences. | showing an understanding of the needs of audience and  change the vocabulary appropriately, *e.g. the difference in the*  *use of vocabulary when talking to friends or when presenting*  *in class,* and using more complex sentences. |  | \_\_ \_\_ \_\_ |

**Reading - Understanding reading materials (Compact Profile)**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | respond to visual and tactile stimuli. | paying attention when shown visual or tactile stimuli, showing their response by following the images with their eyes, reaching out to or touching the tactile stimuli or responding verbally simply. |  | \_\_ \_\_ \_\_ |
| **Silver** | explore tactile and interactive books with support. | with the support of a familiar adult, looking at, touching or responding verbally to interactive books including those with different textures, pop-ups and sounds. |  | \_\_ \_\_ \_\_ |
| **Gold** | independently explore tactile and interactive books. | independently looking at, touching or responding verbally to interactive books including books with different textures, pop-ups and sounds. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | understand the basic structure of reading materials. | showing an understanding of the structure of reading materials*, e.g. looking at the cover, top and bottom, and pages*. They will be most familiar with simple reading materials available in the environment, *e.g. books, magazines and catalogues.* They may imitate a familiar adult reading a book aloud, though they may not hold the book correctly. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | choose different kinds of simple reading materials and make meaning from pictures, hold books the correct way up and turn pages. | exploring different kinds of books, including picture books, poem-stories, interactive books or on-screen texts and will act as a reader, *e.g. by imitating reading by holding a book, looking at pictures and turning the pages.* Children will make meaning from pictures, mimic reading out a ’sentence’ or describe what is happening. They will do this with or without an adult. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | choose reading materials including books, understanding print conventions. They are aware of the difference between texts. | exploring reading materials including books above their reading level. They understand that print is read left to right, top to bottom. They show an awareness of the differences between stories and information texts. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | choose reading materials and talk about simple text features. | approaching texts by looking at simple features, *e.g. titles and pictures,* to help them make their choices and understand texts. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | choose reading materials  independently giving reasons for their choices and use text features. | choosing reading materials independently and can explain  their choice in their own words. They will show knowledge of  more features*, e.g. titles, headings and pictures*, and use text  features to locate and understand specific information. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | identify the different purposes and features of texts and how they are organised, skim content, and select texts based upon their needs. | using texts purposefully to gather information and using their  understanding of text features, *e.g. lists, numbered points,*  *diagrams on-screen features, toolbars and side bars headings.*  They understand the different purposes of texts, *e.g. for*  *entertainment or a news report,* and use them accordingly*.* |  | \_\_ \_\_ \_\_ |

**Oracy – Collaboration and presenting information and ideas**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** | |
| **Bronze** | show an interest in what is going on around them. They start and stop eye contact during social interactions. | sometimes looking for a sustained period of time (at least a few minutes) towards people who are doing things near to them, watching their actions. They make deliberate eye contact. |  | | \_\_ \_\_ \_\_ |
| **Silver** | show an interest in group activities led by adults or older children. They move attention between things of interest, showing likes and dislikes simply. | sometimes moving towards a group activity (such as singing, clapping or dancing) and watch for at least a few minutes at a time. They move their gaze between objects and people during one-to-one play. They will respond simply to the objects or people using sounds or simple words *e.g. ’No’, or gesture*. |  | | \_\_ \_\_ \_\_ |
| **Gold** | join in with group activities led by adults or older children. They respond verbally in simple terms. | joining with group activities as an individual without cooperating with other members of the group, *e.g. clap along to a song without paying attention to other children in the group.* They may express what they like and dislike by using appropriate words to convey meaning*, e.g. ’Want milk’.* |  | | \_\_ \_\_ \_\_ |
| **Outcome 1** | begin to take part in activities alongside adults or other children. They begin to show curiosity in stimuli and express enjoyment or interest. | joining in with group activities and beginning to show an interest in other children taking part in the activity. They mostly participate as individuals rather than engaging with other children in the activity. They will state what they like and dislike on occasions but this may not be consistent, as their likes and dislikes are still affected by their current mood. |  | | \_\_ \_\_ \_\_ |
| **Outcome 2** | participate in discussions and activities alongside adults or other children. They respond to creative stimuli, expressing enjoyment or interest. They retell events or experiences and talk about what they have made or done in simple terms. | taking part in activities alongside other children and discussing activities simply. They respond to creative stimuli by talking using words, phrases or simple sentences. |  | | \_\_ \_\_ \_\_ |
| **Outcome 3** | exchange ideas and interact with others during activities. They respond to creative stimuli, retell stories, share information and talk about things they have made or done, and express likes and dislikes. | contributing to conversations and exchanging ideas with other children, *e.g. making suggestions for building a model, asking a question about what another child is doing.* Their interactions may be simple. They express an opinion through talking about their likes and dislikes. |  | | \_\_ \_\_ \_\_ |
| **Outcome 4** | talk to and respond to others during shared activities. They extend ideas or accounts on familiar topics by including some detail, express opinions and explain processes, showing awareness of the needs of listeners. | talking about what they are doing with other children, contributing to conversations and responding to others. They will work together on the same activity, using their talk to complete their work together. Their talk may be extended by using longer complete sentences to express their ideas or accounts. They take part in group discussions, showing awareness of conventions or needs of others. |  | | \_\_ \_\_ \_\_ |
| **Outcome 5** | contribute to discussions and share activities and information to complete tasks. They show awareness of the needs of listeners by including relevant detail and expressing opinions and talk in detail about a wider range of subjects. | focusing on the topic and collaborating and sharing activities and information with other children, taking turns to speak, to achieve a common goal. They use expressive skills across a wider range of stimuli and retell stories or accounts to different audiences adapting the delivery depending on the needs of the audience. They talk about an idea, things they have made or done and explain processes in detail using relevant vocabulary. |  | | \_\_ \_\_ \_\_ |
| **Outcome 6** | use discussion, ideas and information purposefully to complete a task. They explore, explain and communicate ideas, emphasising their key points. | talking before and throughout group tasks to achieve a shared goal rather than making changes as they go along. They will talk extensively about ideas and other stimuli within their own experience, using expressive language to help emphasise key points. |  | | \_\_ \_\_ \_\_ |

**Oracy – Speech**

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| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | repeat simple sounds. | experimenting with a small number of simple sounds, often consonant-vowel or consonant-vowel-consonant. Their sounds may only convey meaning to familiar adults. |  | \_\_ \_\_ \_\_ |
| **Silver** | use some simple words which are intelligible to familiar adults. | using two words together in a meaningful way, with a familiar adult able to guess the meaning. |  | \_\_ \_\_ \_\_ |
| **Gold** | be more intelligible to familiar and unfamiliar adults, including use of simple sentences. | using conventionally understandable pronunciation. They will use two to three words to talk about things and to ask for things clearly enough to be understood by an adult. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | use simple sentences which are mainly understood by others. | using simple sentences (sentences with more than four words) which are usually understood by adults outside the family. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | speak clearly with other children and familiar adults. | talking clearly to familiar others. Their speech may not be clear enough to be understood by unfamiliar people, or may be quiet. Children who can differentiate between different environmental sounds, *e.g. speech, background noise and outdoors, etc.*, will be better able to make themselves clear. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | speak clearly and audibly with growing confidence and clarity with most sounds and words correctly pronounced. | communicating with others, usually adults and children who are familiar. Many sounds and words will be pronounced correctly. Children who are better at identifying initial sounds in others’ speech will often be able to speak more clearly themselves. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | speak clearly and audibly, conveying meaning to a range of listeners. | gaining confidence as a speaker and beginning to communicate with listeners beyond their friendship group. The more sounds they can identify in others’ speech, the more easily they will be able to speak clearly themselves. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | speak clearly to a wider range  of audiences, with increasing  confidence and fluency. | gaining in confidence when speaking to others outside immediate circle. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | speak clearly to a wide range  of audiences, using tone and  intonation and adapting language used for specific situations. | using language appropriate to more formal situations, *e.g. when talking to a guest in school.* They will use differentiating tone and intonation for different situations. |  | \_\_ \_\_ \_\_ |

**Oracy – Talking and play**

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| --- | --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | explore common objects. | touching, putting to their mouth and banging objects such as a plastic cup or hair brush. They do not yet use the objects in a functional manner. | |  | \_\_ \_\_ \_\_ |
| **Silver** | use common objects in a functional manner. | using a hairbrush to brush their hair or using a wipe on a doll’s face. | |  | \_\_ \_\_ \_\_ |
| **Gold** | imitate familiar routines, using common objects in a functional manner. | imitating everyday activities. They will use objects and toys for their expected use*, e.g. they might sweep the floor with a brush, feed a doll with a spoon or hand out cups of ’tea’ to adults.* Their play sequences may be initiated by an adult. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | imitate short real-life and make believe experiences through play. They verbalise in symbolic play. | acting out two- or three-stage symbolic play sequences using substitute objects, *e.g. they might ’drive’ a stone around, pretending it is a car, and then ’park’ the stone in a garage, making a car-like sound as they do so.* Their play sequences may be initiated by an adult. | |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | imitate real-life and make believe experiences within play. They use appropriate talk in symbolic play. | acting out sequences from real life or TV; they will not yet act out situations which they have never seen before. It is typical to involve other children in this play. They use talk in symbolic play. | |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | imitate real-life and imaginative experiences, using some relevant language. They use talk to create a storyline in symbolic and imaginative play. | planning, talking about and developing their role play, rather than simply copying real life or TV. They use talk to create a storyline in creative and imaginative play. They will draw on an increasingly relevant vocabulary in their play. | |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | adopt real or imaginative roles using appropriate language. | acting out roles which may combine own experiences with imaginative situations. The role adopted may show some changeability in the course of the imagined scenario, but will be broadly consistent. They will more often than not use language appropriate to the scenario they are creating. | |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | act out specific real or imaginative roles, using appropriate language. | acting out specific roles which may combine own experiences with imaginative situations. | |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | sustain specific real or imaginative roles, using appropriate language. | supporting others to act out extended sequences which combine their own experiences with imaginative situations. They will be able to sustain the role for the duration of the role play. | |  | \_\_ \_\_ \_\_ |

**Reading – Comprehension**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | show an interest in simple picture books. | pointing to familiar pictures, e.g. a teddy, in early reading resources such as picture books, picture mats or bath books when a familiar adult talks about the images. |  | \_\_ \_\_ \_\_ |
| **Silver** | show engagement with picture or tactile books and materials read to them. | purposefully engaging with simple picture books or stories sitting down and taking notice of or listening to a story. They may show appreciation of books by gestures or responding verbally, and pushing it away or saying ’no’ if they don’t like it. |  | \_\_ \_\_ \_\_ |
| **Gold** | recognise favourite books and materials and identify them by how they look. | showing recognition of a familiar story, *e.g. joining in at a familiar part.* |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | follow texts read to them and start to volunteer some information about familiar texts. | responding by gesturing or by responding verbally to texts which can be familiar or new to them, *e.g. ’nice story’*. They may not always engage with a book if there are distractions. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | recall details of texts, beginning to make simple links to their own experiences and respond appropriately. | recalling details of a story or text, answering open-ended questions or referring to picture prompts. They will show understanding of the difference between fiction and real life when there is a clear and simple connection, *e.g. ’I have a doggy too’*, and show understanding by talking about ’what might happen next’. They will respond simply and appropriately to picture books and texts, *e.g. surprise or clapping when happy.* |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | retell familiar stories in simple ways. They identify information from texts using words and visual features, making links to personal experiences. | recognising words and pictures in books and on screen, using pictures to aid understanding of text, and becoming more confident when looking at unfamiliar texts. They show understanding of simple connections between fiction or information and ideas and real life, *e.g. ’It rained yesterday like in the story’*, or by predicting an end to stories. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | retell events from narratives in the right order. They recall information in texts, using personal experiences  to support their understanding. | exploring language, information and events in texts, identifying information in the process. They will recall details from information texts and use personal experiences to support their comprehension and their views about the content. They talk about personal experiences in relation to the content. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | explain relevant details from texts and, recall and retell narratives and information drawing upon personal experiences, prior knowledge and new information to support  understanding. | performing different elements of this skill appropriately in response to different texts. They will start to show more sophistication in their comprehension and responses, identifying which information from a text or which personal experience is relevant to their explanation. They will show adaptability by making links between read and new information about a topic and can sort information gathered from texts. Children express views about information and ideas and communicate opinions about language, information and events in texts. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | identify the topic and main ideas of texts, deducing information by  making links between texts and using information beyond their personal experience. | identifying both the topic/theme of texts as well as the ideas within it, responding orally and in writing. They will start to show more sophistication in their understanding and responses, understanding what does and does not match their own and others’ experiences from a text. They will show  adaptability by making links between texts read and new information about a topic. Children express views about information and ideas in texts, understanding that they are adapted for different audiences. |  | \_\_ \_\_ \_\_ |

**Reading – Reading words**

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| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | begin to recognise differences and similarities in pictures, shapes, patterns and textures. | talking about pictures in books as well as shapes, patterns and textures in resources or the environment. They may indicate or identify the initial letter of their name, *e.g. notice their initial within the environment or in a book.* |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | recognise differences and similarities in objects and visual and tactile stimuli and link objects and images with some spoken initial sounds. | linking some initial phonemes with and talking about objects and images. They will be able to match shapes, patterns and textures and differentiate between print and pictures. Children will recognise familiar words, *e.g. own name and print displayed in the environment.* |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | recognise that words are constructed from phonemes and these are represented by graphemes. They will read some familiar, simple words using strategies with support and show awareness of simple punctuation. | knowing most lower-case graphemes and will be able to use these to blend and segment combinations of known letters. They identify familiar and simple words, including high-frequency words, sight words and consonant-vowel-consonant*, e.g. mum, dad, cat or dog*. With the support of an adult, they will use the following reading strategies; phonic strategies to decode simple words, recognition of high-frequency words, context cues*, e.g. pictures, initial sounds,* repetition in text and one-to-one correspondence between written and spoken word. Children will show awareness of capital letters and full stops when reading aloud, pausing and tracking print appropriately. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | recognise familiar words and use strategies to decode unfamiliar words, tracking print with their  eyes and reading punctuation  expressively. | using a variety of strategies when reading including blending adjacent consonant words, *e.g. grey and strong, tracking print with their eyes and pointing at difficult words, phonic strategies to decode words* (segmenting phonemes, onset and rime), recognition of high-frequency words (including sight words), context clues*, e.g. prior knowledge, graphic and syntactic clues,* self-correction, including re-reading and  reading ahead. Punctuation including question marks, speech marks and exclamation marks will be read expressively. Children will show understanding of the punctuation by changing the inflection or pacing of their reading. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | use a range of strategies when reading suitable unfamiliar texts to establish meaning, tracking print more quickly with growing accuracy, fluency and emphasis. | recognising a larger number of words from sight and the speed of reading is improving. Strategies used include: phonic strategies, using all phonemes and their corresponding graphemes when blending and segmenting two-syllable and  three-syllable words, recognition of high-frequency words, context clues, *e.g. prior knowledge,* graphic and syntactic clues, self-correction, including re-reading and reading ahead.Children will make a conscious effort to pace their speech, use  correct inflection for question marks, exclamation marks and will vary their voice when reading text in speech marks. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | read independently and use  appropriate strategies to establish meaning, reading fluently and expressively. | reading independently using strategies including: using knowledge of word roots and families, grammar, sentence and whole-text structure, content and context to make sense of words, sentences and whole texts, using speed reading, close reading, annotation, prediction to skim texts for gist, key ideas and themes, and scan for detailed information. Children will use punctuation with increasing accuracy to read aloud expressively. |  | \_\_ \_\_ \_\_ |

**Writing – Handwriting**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | experiment with mark making without purpose. | making marks but are not creating them with purpose, *e.g. swirling fingers through finger paint.* |  | \_\_ \_\_ \_\_ |
| **Silver** | start to experiment with purposeful mark making. | making marks, without tools, creating them with some purpose, *e.g. finger painting, stepping in puddles to create footprints.* |  | \_\_ \_\_ \_\_ |
| **Gold** | experiment with making purposeful marks, starting to use implements with either hand. | using brushes, crayons, finger painting, etc., to make marks using either hand. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | experiment with making writing-like patterns. | using brushes, crayons, finger painting, etc., to make marks and will begin to show preference for their right or left hand, by only using their other hand for a short while, perhaps to reach another part of the surface. They will draw shapes and symbols purposefully, *e.g. dots and lines in different orientations and circular patterns.* |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | experiment with a range of mark-making implements and materials across a range of contexts. They write letters or symbols randomly, demonstrating an understanding of the directionality of written print. | beginning to write some letters and numbers which may correlate with sounds, using a variety of materials, *e.g. paper, on-screen, in sand.* Their traversing scribbles may include some known letters and numbers. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | recognise the alphabetic nature of writing and write letters and simple words and phrases, writing from left to right. | discriminating between letters, applying their phonic knowledge to write letters and simple words/phrases, *e.g. from the environment or high-frequency words.* They will consistently write from left to right when producing pieces of emergent writing. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | write words, phrases and letters, forming upper- and lower-case letters, which are usually clearly shaped and correctly orientated. | forming single upper- and lower-case letters which are clearly and correctly formed. Letters may not show correct sizing between upper- and lower-case letters, but will mostly follow a ’baseline’ and be correctly orientated. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | write words, phrases and letters, forming upper- and lower-case letters accurately, with consistent size and orientation. | forming letters correctly and with consistent size and orientation the majority of the time. Errors will be infrequent at this stage. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | produce legible handwriting which is consistent with handwriting modelled by an adult. | forming letters correctly and consistently, that are legible to most readers. They will be able to produce appropriate handwriting modelled by a practitioner. |  | \_\_ \_\_ \_\_ |

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | identify some letter sounds through exploration of their shape. | beginning to notice environmental print and explore letter shapes using tactile letter forms and multi-sensory play activities, *e.g. large jigsaw pieces or tactile fabric letters.* Children may talk about letter shape and those found in their name. They may show random letter shapes in their ’writing’, without attempting a whole word. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | discriminate between letters and use correct initial consonant and they begin to use spelling strategies to spell vowel-consonant,  consonant-vowel-consonant and high-frequency words. | spelling familiar and high-frequency words correctly most of the time. They will use strategies such as sound–symbol correspondence, oral segmentation, familiar sounds in vowel-consonant and consonant-vowel-consonant words and phonic knowledge to find the correct initial consonant to establish the spelling of an unfamiliar word. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | use a range of spelling strategies including phonemic awareness for phonically regular words and visual discrimination for  high-frequency words. | using strategies such as sound–symbol correspondence, oral segmentation, phonic knowledge, picture dictionaries, spelling mats and other resources in order to spell longer words correctly more often than not. They can use some blends and digraphs correctly. Longer high-frequency words are also usually spelled correctly. Children can hear the single sounds within words and can spell some long-vowel words correctly e.g. wait, boat, but will try out different patterns when not sure, e.g. writing ’nite’ for ’night’. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | use knowledge of syllables to spell polysyllabic words and  high-frequency words and include some simple suffixes. | using spelling strategies such as segmenting, simple roots and suffixes, *e.g. -ing, -ed*. Polysyllabic words are usually spelled correctly. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | use spelling strategies to spell  high-frequency, polysyllabic and plural words correctly. | using strategies including knowledge of word families, roots, morphology and graphic knowledge to spell most common polysyllabic words and all high-frequency words correctly. This will include some plural forms, *e.g. -s, -es, -ies*. |  | \_\_ \_\_ \_\_ |

**Writing – Spelling**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | distinguish between upper- and lower-case letters and show an awareness of full stops and spaces between words. | using spaces between words using capital letters and full stops, but not always correctly. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | start to use connectives and some ordering words when writing, and use capital letters and full stops with some degree of consistency. | beginning to use connectives to expand a point, *e.g. I like fruit and I like eating lots of grapes*. More often than not, they will use capital letters and full stops correctly. Some ordering words will be used*, e.g. first, then*. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | use connectives and ordering words when writing and use expressive punctuation and simple grammar accurately. | using connectives consistently where appropriate, *e.g. I was going to play with Hannah but she is poorly*. They will use ordering words including first, next, then; lastly their use of simple grammar includes standard forms of some verbs,  *e.g. see/saw, go/went, and subject-verb agreement,*  *e.g. I was/we were*. Expressive punctuation includes swapping full stops for exclamation marks and question marks where appropriate. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | start sentences in a variety of ways, using connectives for causation and using different types of words and punctuation correctly. | varying the start of sentences they write, *e.g. My friend*  *Vicky…, When I went to …* They will also use connectives  including ’because’ and ’after’, and use nouns, pronouns,  adjectives, adverbs, prepositions, connectives and verb  tenses in their writing. Punctuation will include full stops,  exclamation marks, questions marks and commas for lists. |  | \_\_ \_\_ \_\_ |

**Writing – Punctuation and grammar**

**Writing – Genre**

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| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | orally contribute to a form modelled by an adult, showing simple understanding of different purposes of writing, conveying meaning using symbols and pictures. | showing through play that they understand that writing can be used for different purposes*, e.g. to write a shopping list in role play or to sign a birthday card*. They will orally contribute to a form modelled by an adult*, e.g. writing a letter to a story character*. Children will attribute meaning to marks, drawings, on-screen pictures and art work, often asking an adult to help them annotate. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | contribute in writing to a form modelled by an adult, showing developing understanding of different formats and conveying meaning by sequencing words, symbols and pictures. | contributing to a form modelled by an adult, *e.g. through shared writing*. They will show understanding of different formats used to write for different meanings, *e.g. cards, lists, invitations or responses*. Children may either mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences. Their developing sense of sequencing will be shown appropriately in different formats. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | use written language for different purposes independently, following a form modelled by an adult, and can sequence content correctly. | independently using formats modelled by an adult, *e.g. records of events, descriptions or narratives*. They will write in response to a variety of stimuli, develop their use of storyline and communicate their responses and meaning purposefully. Children will sequence content correctly when using forms they are familiar with. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | use written language for different audiences, building on a form modelled by an adult, and can sequence and structure content correctly and extend their writing. | building upon formats modelled by an adult, *e.g. extending creative writing after seeing the introduction modelled.* They extend their response to a variety of stimuli. Children will experiment with different forms showing an awareness of the audience, using different types of writing, appropriate vocabulary and layouts of a particular form. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | use the characteristic features of a wide range of forms creatively in their writing, adapting the structure and content of their work according to the audience. | independently writing in a range of formats, showing  understanding of which format is appropriate and also using formats creatively, *e.g. a news report of a historical event*. Features of formats such as imaginative writing, sequencing, layout and appropriate vocabulary will be used correctly more often than not. |  | \_\_ \_\_ \_\_ |

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | use scribbles, shapes, or pictures to express a sentence. | scribbling, drawing shapes or pictures that represent a sentence to them and will talk about or sign it, *e.g. Mummy and dog.* They may ask an adult to write the sentence on the picture for them. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | realise that the spoken word can be written down. | orally composing a sentence, with support. They observe adults when writing and when producing pieces of emergent writing they may talk to themselves or about what they have done. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | orally compose and dictate a sentence, describing events, experiences and pictures to communicate meaning. | orally composing a sentence that an adult may scribe, or they will write themselves. They may link their sentence to a picture they have drawn either on paper or on-screen. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | talk about what they are going to write. | thinking aloud when collecting ideas or talking about a piece of writing either on paper or on-screen. They will use the language associated with their writing, *e.g. letter, word and sentence*. They will be able to describe a simple sequence such as recounting an event. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | use talk to plan their writing. They re-read and improve their writing to ensure it makes sense. | discussing or explaining what they are planning, *e.g. talking about their proposed storyline or content*, including details of the beginning, middle and end. They will read their own writing and improve on it. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | organise their writing, showing awareness of the audience, reflecting upon their work and improving it. | composing text that makes sense to another reader,  re-reading their work and improving it to ensure it makes sense. |  | \_\_ \_\_ \_\_ |

**Writing – Planning, evaluating and editing**

**Reciting and sequencing numbers (Compact Profile)**

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| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | listen to familiar number rhymes, songs and stories and say or indicate at least one number. | joining in at a particular point when they hear a number they remember within a song, or nursery rhyme. |  | \_\_ \_\_ \_\_ |
| **Gold** | listen to familiar number rhymes, songs and stories and say or indicate more than one number. | joining in at a particular point when they hear numbers they remember within a song, nursery rhyme or story. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | recite numbers 1 to 3 with support. | reciting or signing numbers 1 to 3 when an adult prompts them, or as part of a familiar number rhyme. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | recite numbers up to 10, forwards and backwards, using songs and rhymes. They compare and order sets of up to five objects. | reciting or signing up to and back from 10, possibly supported by number rhymes and games, e.g. One Man Went to Mow, Un bys, dau fys, tri bys yn dawnsio. They can compare and order sets of up to five objects. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | recite up to 20 and in simple sequences. They compare and order sets of up to 10 objects. | saying or signing numbers from 0 to 20 in the right order, including number songs, e.g. Un a Dau a Thri Banana. Reciting includes sequences of numbers in 2s up to 10, and in 10s to 100. They can compare and order sets of up to 10 objects. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | recite in simple sequences to 100, including different starting points. They compare and order numbers up to at least 20. | saying or signing numbers from 0 to 100 both forwards and backwards, from different starting points and in the right order. Reciting in simple sequences can include numbers in 2s, 5s and 10s to 100, but always within the times table, e.g. 5, 10, 15, not 1, 6, 11, etc.. They can compare and order numerals up to 20. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | recite in simple sequences beyond 100, including different starting points. They compare and order two-digit numbers. | saying or signing sequences of numbers beyond 100, forwards and backwards and from different starting points. They can compare and order two-digit numerals. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | recite in less predictable sequences to 1000, including different starting points. | saying or signing numbers to 1000 and in the right order. Children will be able to recite in sequences of 2s, 3s and 4s from different starting points. |  | \_\_ \_\_ \_\_ |

**Counting (Compact Profile)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | explore countable objects. | exploring countable objects such as cups or bricks, pushing  them apart and together, showing recognition of separate  objects. |  | \_\_ \_\_ \_\_ |
| **Silver** | mimic an adult counting. | imitating an adult counting by mimicking tapping objects one  by one, or pretending to recite numbers in order (they do not  need to get the numbers right or even use real numbers). |  | \_\_ \_\_ \_\_ |
| **Gold** | count or indicate two objects with support. | using quantity in relation to personal wants or needs at this  stage*, e.g.’Can I have two?’* They also understand the concept  of counting through physical objects. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | use one-to-one correspondence to  count up to three objects. | using one-to-one correspondence to count up to three objects  reliably, and beginning to realise that objects are not the only  things that can be counted*, e.g. hops, jumps or claps.* |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | use one-to-one correspondence to  count up to five objects. | ’counting’ by matching up to five objects/pictures with  other objects or people, *e.g. giving five children an apple*  *each or touch counting three apples.* They will apply their  understanding of counting to more than just objects; they  realise that anything can be counted, *e.g. claps, steps in*  *hopscotch.* |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | count up to 10 objects reliably. | counting up to 10 objects. They understand that the last  number counted is the total number of objects. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | count up to 20 objects, possibly using grouping. | counting up to 20 objects. They may use small groupings of  2s and 5s to reach the total for the set, *e.g. 5 and 5 and 5*  *makes 15.* |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | count larger sets of objects reliably, using grouping. | using groups of objects in 2s, 5s and 10s, and will be able to  include the remainder to get the right result, *e.g. 10, 10, 10*  *and 2 make 32.* |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | count large sets of objects using a range of strategies. | counting objects in groups including in 3s and 4s, as well as  2s, 5s and 10s. |  | \_\_ \_\_ \_\_ |

**Shape (Compact Profile)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | explore simple tactile shapes. | reaching to, touch or feel shapes with their hands or mouth. |  | \_\_ \_\_ \_\_ |
| **Silver** | fit simple 2D shapes into spaces. | using a trial-and-error approach to try a simple inset puzzle. |  | \_\_ \_\_ \_\_ |
| **Gold** | explore 2D shapes and 3D objects in play. | exploring 2D shapes and 3D objects in their play e.g. squeezing a beanbag to fit in a box, completing a simple shape sorter. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | explore the properties of 2D and 3D shapes in play. | exploring the properties of 2D and 3D shapes in their play, e.g. rolling a ball or stacking different blocks. They will not name shapes and do not yet spontaneously sort or match them. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | recognise and name simple 2D shapes and use 2D and 3D shapes in their play. | recognising and naming circles, squares and triangles. They will use 2D and 3D shapes in their play, e.g. building with cubes and cuboids, matching shapes together. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | recognise simple 2D and 3D shapes, describe them in simple language and use them in their play. | using simple words in relation to shape *e.g. side or round.* Simple 2D shapes are circles, squares, triangles and rectangles. Simple 3D shapes include cubes, cuboids and spheres. Children will use 2D and 3D shapes within play-based activities such as making models or pictures. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | recognise and name the common regular 2D and 3D shapes and describe and experiment with how they fit together in their play. | recognising 2D shapes which include square, triangle, rectangle, circle and semi-circle. They recognise 3D shapes including cube, cuboid, cone and sphere. They will experiment with fitting different shapes together in their play*, e.g. using cubes and cuboids to make a wall,* and will describe how they fit together, *e.g. squares fit together any way around.* |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | recognise, name and describe the  properties of regular and irregular 2D and 3D shapes and use them in increasingly more complex or accurate ways in their play. | using their understanding of the properties of shape to make increasingly more complex or accurate models with 3D shapes and to tessellate 2D shapes. This could be copying a model they have seen, or creating a new model. They will understand that irregular 2D and 3D shapes have similar properties to their regular counterparts, e.g. a regular pentagon has five equal sides; the sides of an irregular pentagon are not of equal length. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | recognise and classify regular and  irregular 2D and 3D shapes. | classifying and showing understanding of 2D shapes including triangles, squares, rectangles, pentagons and hexagons and 3D shapes including prisms, using language or otherwise. |  | \_\_ \_\_ \_\_ |

**Pattern (Compact Profile)**

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| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | clap or drum | clapping or drumming spontaneously or in imitation. |  | \_\_ \_\_ \_\_ |
| **Silver** | attempt to copy a simple auditory pattern. | trying to join in with or copy an adult who is clapping or drumming an auditory pattern of one or two beats. |  | \_\_ \_\_ \_\_ |
| **Gold** | copy a simple auditory pattern. | trying to join in with or copy an adult who is clapping or drumming an auditory pattern of one or two beats. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | begin to show recognition of pattern in environment. | showing awareness of patterns indoors and outdoors, e.g. on flooring, clothing or buildings, or realising that night follows day. They may notice when a simple pattern is wrong e.g. a red crayon has been put with blue crayons, a tiger has been put with elephants. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | copy a range of simple patterns visually andor aurally. | copying simple patterns of two easily recognised colours, sounds or shapes, e.g. yellow and blue beads, singing ’do-re-do-re’ when given a model to follow. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | recognise and repeat patterns of up to three, visually and/or aurally. | recognising and repeating a sequence of three colours, objects or sounds, e.g. yellow, blue, red bricks. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | reproduce, describe and extend patterns including shape and number. | reproducing and extending patterns independently. This might include using language to describe the patterns. They will use their knowledge of number facts within 20 to support number patterning at this stage, e.g. 2, 4, 6, 8. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | order and identify patterns in mathematical objects, including number , and discuss them. | comparing and describing different patterns, e.g. 2, 4, 6, 8 then 5, 10 ,15, 20 and 10, 20, 30, 40 are in order of biggest steps, or 13, 15, 17, 19 and 23, 33, 43, 53 are patterns of odd numbers. They will show understanding of these patterns through discussion or otherwise. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | explore and extend number patterns including addition and subtraction. | identifying patterns of addition and subtraction*, e.g. 33, 37, 41, 45 or 46, 40, 34, 28, etc*. and extending those patterns. |  | \_\_ \_\_ \_\_ |

**Reading and writing numbers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome | |  | \_\_ \_\_ \_\_ |
| **Gold** | recognise numbers 1 and 2 with number activities. They explore tactile number shapes. | when exploring tactile number shapes, recognise numbers 1 and 2. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | recognise numbers 0 to 3 and may begin to make marks to represent  numbers. | recognising numbers 0 to 3 and commenting on numbers of personal significance in the environment. They attribute numbers to marks they have made. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | recognise numbers 0 to 5. They make marks to represent numbers within play. | recognising numbers 0 to 5 in their environment or tactile number forms, e.g. magnetic or wooden numbers. This may be supported by visual representations of the number. They talk about marks they have made in terms of number. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | read and write numbers to 10. | noticing and reading numbers up to 10 in print and number-rich indoor and outdoor environments. They will write numbers to 10 in play activities and focused tasks. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | read and write numbers to 20. | reading and writing numbers to 20 in play activities and focused tasks. Numbers are formed and orientated correctly. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | read and write numbers to 100. | reading and writing numbers to 100 in play activities and focused tasks. Numbers are formed and orientated correctly. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | read and write numbers to 1000. | reading and writing numbers to 1000 in play activities and focused tasks. |  | \_\_ \_\_ \_\_ |

**Properties of number**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | understand that zero means none. | showing an understanding that ’no objects’ can be represented by the number 0. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | understand and describe how to partition numbers below 20 into tens and units. They recall halves and doubles up to 10 and recognise and understand odd and even numbers up to 20. | demonstrating an understanding of place value, *e.g. one ten and four units equal 14, up to 20.* They will describe the ’1’ as 10, and the ’4’ as ’4’. They may do this with the support of simple partitioning resources. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | understand and explain that the position of the digit determines the value up to 100. They partition 2-digit numbers and know the value of each digit and recall doubles up to 20. They recognise and understand odd and even numbers up to 100. | demonstrating an understanding of place value*, e.g. five tens and three units equal 53, up to 100.* They will be able to explain their understanding in their own words, *e.g. ’the first number is the ten so 5 means 50, and the second number is the unit so 3 means 3’.* They partition two-digit numbers and explain the value of each digit. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | understand and explain that the position of the digit determines the value up to 1000 and make approximations based upon place value. | demonstrating an understanding of place value, *e.g. six hundreds, no tens and three units equal 603, up to 1000.* They will be able to explain their understanding in their own words. Their knowledge of place value will support approximations, *e.g. we need 47 metres of material. It is sold in lengths of 10 metres. How many do we need?* |  | \_\_ \_\_ \_\_ |

**Fractions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | find halves in practical situations. | dividing single whole objects in two equal halves, allowing for small errors, *e.g. if they intend to cut something into two pieces but go over the edges.* |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | find halves and quarters in practical situations. | dividing single whole objects in two equal halves or four equal quarters, allowing for small errors as long as they make their intentions clear. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | find halves and quarters in practical situations, recall more number halves and recognise simple joining  of fractions. | dividing single whole objects in two equal halves or four equal quarters. Children will also understand that two quarters are the same as one half, and two halves are a whole, *e.g. dividing a mud-pie into four quarters, then putting two quarters back together to make a half.* |  | \_\_ \_\_ \_\_ |

**Measures and units**

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| --- | --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | | |  | \_\_ \_\_ \_\_ |
| **Silver** | explore the distinctions between two objects. | putting or holding two similar items together or trying to fit objects into containers. | |  | \_\_ \_\_ \_\_ |
| **Gold** | start to understand the language of size and can find the ’big’ object. | demonstrating their understanding of simple size-related terms including terms such as ’big’ or ’small’. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | use everyday language to compare sizes of objects. | using everyday language such as ’long’, ’short’, ’heavy’, etc. | |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | compare, sort and order two objects by direct observation of simple measures. | talking about simple measures relating to size and weight when using them to compare two objects by direct observation. Direct observation involves looking at or physically lifting or lining up objects rather than measuring them against a scale. | |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | use direct comparisons and simple measuring terminology and understand that measurements must start at the same point. | beginning to use a ’baseline’ to measure and talk about objects, including length, height and distance from the same starting point, e.g. longer than, shorter than, weight and mass, *e.g. heavier than/lighter than, and capacity, e.g. holds more/less than.* | |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | use non-standard units when measuring. | using a non-standard unit when measuring, *e.g. a straw or stick to measure length or a cup or bucket to measure water/sand.* | |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | use standard units to measure and show awareness of different scales of units. | using standard measures accurately to measure objects,  including metres, centimetres, kilograms, temperatures, angles  and use the symbols related to them. | |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | understand some large and small units in relation to each other. | beginning to use different sizes of units accurately together, *e.g. metres and centimetres.* | |  | \_\_ \_\_ \_\_ |

**Time**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome | |  | \_\_ \_\_ \_\_ |
| **Gold** | anticipate a routine event from an adult action. | showing understanding of routine, *e.g. lunchtime will follow an adult preparing food or laying the table.* |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | understand simple time-related vocabulary. | responding to and beginning to understand to wait their turn, *e.g. ’it is your turn after Bethan’.* |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | anticipate events related to  elements of daily routines and begin to use simple time-related  words. | showing an understanding that certain events happen at the same fixed point each day, *e.g. snack time is after tidy up time.* They use and understand the terms ’before’ and ’after’. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | use the concept of time in terms of daily events and demonstrate a sense of how long tasks and events take. | showing an understanding that the school day can be broken down into fixed durations. They may use talk or resources such as a sand timer to demonstrate how they understand of the concept of time. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | use the concept of time in daily and weekly activities and use standard units of time to read hours on a clock. | reading the hour but not the minute from both analogue and 12-hour digital clocks, when reading time as part of everyday activities. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | use standard units of time to read hours and minutes on a clock. | reading quarters of an hour (quarter past, half past and  quarter to) on an analogue clock. On a 12-hour digital clock,  they can read hours and minutes, *e.g. they can read 10:37.* |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | use standard units of time to read hours and minutes on a digital clock and can calculate simple everyday  durations. | reading the hour and minutes to the nearest 5 on analogue  and accurately on a 12-hour digital clock. They will be able  to use their more accurate reading of times to calculate  durations of 15 and 30 minutes and hours from given start  and end times. |  | \_\_ \_\_ \_\_ |

**Data recording and representation**

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| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | use mark making to represent numbers in play activities that can be interpreted and explained. | attributing meaning to marks in relation to number in their play. They may not do this accurately. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | use mark making to begin to record collections. | keeping simple records of quantities, including a ’tally’ of one mark per object for example or by drawing a picture with each part representing something in the real world. Children with poor fine motor skills may record their totals more simply, *e.g. taking a counter per teddy or drawing a line in sand with their finger.* |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | record collections using marks, numbers or pictures. | keeping simple records of quantities, and applying a number quantity up to 10 to what they have recorded. These might include a ’tally’ of one mark per object for example, or by drawing a picture with each part representing something in the real world, *e.g. a drawing of their family with one drawing per person.* They will be able to explain in their own words that their record represents the number in the set. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | collect information by voting or sorting and represent the total in pictures, objects or lists and tables. | keeping simple records of quantities and applying a number quantity up to 20 to what they have recorded. Their record keeping will include data they have purposefully collected, *e.g. from a vote on which drink is the favourite,* as well as objects that are readily available. Children will record the information in a representative way through pictures, drawings or objects- or they will use lists and tables to categorise data, *e.g. a counter for a vote, a table of votes for each drink.* |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | gather and record data and extract and interpret information from a range of sources. | recording their findings using methods such as tables, lists, diagrams and pictograms and will be able to extract and interpret information from existing sources. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | represent data using more complex methods, and extract and interpret information from data  representations. | representing their data in a variety of ways including lists, tally charts, tables, diagrams, bar charts/line graphs labelled in 2s, 5s and 10s and pictograms where the symbol represents more than one unit. They will be able to extract and interpret information from charts, timetables, diagrams and graphs. |  | \_\_ \_\_ \_\_ |

**Data sorting and grouping**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | select objects and materials. | selecting from one or more objects. |  | \_\_ \_\_ \_\_ |
| **Silver** | recognise and indicate familiar objects. | developing a sense of familiar objects in their world and will reach out for them, or indicate by speech or signing. |  | \_\_ \_\_ \_\_ |
| **Gold** | find and retrieve an object when prompted by an adult. | finding and retrieving a familiar toy or piece of clothing when asked, showing their ability to identify objects. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | find similar objects when prompted by an adult. | identifying and finding multiple objects when asked without sorting the whole set *e.g. finds all the shells but leaves other objects unsorted*. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | sort and match objects and pictures by recognising similarities. | sorting and matching objects such as matching shoes and socks or tidying up games and toys. They will often be motivated by play, but can be encouraged to talk about what is the same and what is different. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | sort and classify objects using one criterion. | sorting when setting up a game, *e.g. sorting the plastic farm animals into sheep in one field, cows in another, or giving their friend the red counters for a game.* They will use a single criterion, *e.g. colour or shape,* to split a group of pictures or objects into two or more groups. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | sort or match objects using more than one criterion. | sorting objects using more than one criterion sometimes sorting into one criterion before deciding to split them again, *e.g. toy animals sorted into farm and not farm animals can be further sorted into birds and not birds.* They may talk about their reasoning throughout the process. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | sort and classify using more than two criteria. | purposefully choosing all the criteria before starting to sort, though changing as they go along is still common. They talk about their sorting and give reasons for the decisions they have made. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | sort and classify using more than two criteria, explain their reasoning in mathematical language and use sorting diagrams. | purposefully choosing all the criteria before starting to sort and classify. They will be able to use Venn and Carroll diagrams to support this. |  | \_\_ \_\_ \_\_ |

**Addition and subtraction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | ask for’ more’ in relation to personal wants. | asking for ’more’ in the context of a personal need, e.g. when they want more food. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | begin to recognise ’more’ and ’less’ in their play. | showing their understanding in their own words or actions that there is a mismatch when matching items one-to-one or when comparing groups of objects, *e.g. when putting out plates for a tea party, they realise not everyone has a plate, so they search for another.* They need to be able to recognise differences in quantity before they can begin to name the difference. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | understand and use the concept of ’one more’ and ’one less’ in their play. | understand that the total number of objects/pictures in a group has increased when another is added or decreased by one when one is removed. This will be shown through understanding of objects or pictures as opposed to number calculations, *e.g. taking away one counter.* |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | understand very simple addition and subtraction and mentally recall ’one more’ and ’one less’ within 10. | completing one step addition or subtraction within the range of 0–5. They will be able to sign, say or indicate ’how many altogether’ or ’how many are left’ when objects are added or taken away. They will have mental recall of ’one more’ or ’one less’ within 10. This will normally be shown through understanding of pictures, objects or coins, as opposed to number calculations, *e.g. Ten Green Bottles.* |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | perform simple addition and  subtraction using their preferred strategy within 10 and mentally recall ’one more’ and ’one less’ of a number within 20. | using mental recall of ’one more’ or ’one less’ within 20. They will use a range of strategies to complete addition and subtraction including using solid objects, pictorial representations, ’counting on’ or ’counting back’ and mental recall of number facts to solve problems within 10. They complete addition of two or three numbers within 10. Children will realise that addition can be done in any order, but will often start with the largest number, *e.g. 8 +5.* |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | perform additions and subtractions using their preferred strategy within  20. They mentally recall 10 and 20 more or less within 100. | using mental recall of ’10 less’ and ’10 more’ or ’20 less’ and ’20 more’ within 100. They will use a range of strategies when completing addition and subtraction, including ’counting on’ and ’counting back’, understanding of place value, number facts within 10, adjusting simply from round numbers and mental recall of number facts within 10 to help add two-digit numbers. They may give a simple explanation for an answer, *e.g. it’s 55 because 55 is 10 less than 65*. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | perform more difficult additions and subtractions using their preferred strategy including mental strategies. | using a range of strategies when subtracting, including ’counting back’, understanding of place value, adjusting simply from round number and mental recall of number facts within 10 to help subtract two-digit numbers. They can give a simple explanation for an answer, *e.g. 64 – 15 = 49 – ’I took away 15 from 65, then took away 1’.* |  | \_\_ \_\_ \_\_ |

**Managing money**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | find coins from a limited collection. | identifying coins among collections of objects, e.g. finding coins among a collection that includes large buttons and shells. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | find similar coins when prompted by an adult. | sorting coins by colour, shape or size. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | demonstrate an awareness of money through role play. | exchanging money in role-play scenarios. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | use 1p, 2p, 5p and 10p coins to pay for items. | using coins in different combinations to pay for items up to 10p. They begin to relate pennies to units and understand two pennies are the same as 2p, five pennies are 5p and ten pennies are 10p. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | ’pay’ for items up to 20p and find totals and give change from 10p. | using different combinations of money to ’pay’ for items up to 20p and find totals and give change from 10p. They relate their understanding of money to their understanding of place value. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | ’pay’ for items up to £1 and find totals and give change from multiples of 10p. | using different combinations of money to pay for items up to £1 and find totals and give change from multiples of 10p. They relate their understanding of money to their understanding of place value. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | ’pay’ for items up to £2 and calculate change. They can order and compare items up to £10. | using different combinations of money to pay for items up to £2 and calculate change. They can order and compare items up to £10. They record money spent and saved using decimal notation. |  | \_\_ \_\_ \_\_ |

**Multiplication and division**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | recall and use the 2, 5 and 10 multiplication tables and begin to link multiplication and simple division. | understanding that multiplication is repeated addition,  and that division is the opposite of multiplication, *e.g.*  *3 x 2 = 6, and 6 ÷ 3 = 2.* They will understand the more  straightforward multiplication tables first, *e.g. 2, 4, 6, 8 or*  *5, 10, 15, 20.* They will be able to use their knowledge of  number bonds to support doubling and halving of two-digit  numbers, *e.g. 40 + 40 from knowing 4 + 4, and their*  *knowledge of near-halves.* |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | use 2, 3, 4, 5 and 10 multiplication tables to solve multiplication and  division problems, and begin to understand remainders. | recalling the 2, 3, 4, 5, and 10 multiplication tables and  using them to solve problems within 100. They will realise  that divisions can give rise to remainders, but will leave  the remainder as a whole number*, e.g. 17 ÷ 4 = 4 with 1*  *remainder.* |  | \_\_ \_\_ \_\_ |

**Temperature**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | use simple words and gestures that describe temperature during everyday activities. | using very simple language, gestures or facial expressions in terms of temperature. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | use words that describe temperature during everyday activities. | using words within simple phrases to describe temperature,  *e.g. ’The water is cold today’ or ’I feel hot’.* |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | use direct comparisons when describing temperature. | using words such as ’hot’ or ’cold’ when describing temperature. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | use descriptive words for a range of temperatures. | drawing on a range of descriptive words for temperatures,  *e.g. cooler or warmer.* |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | compare daily temperatures using a thermometer. | using records to compare and talk about daily temperatures. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | recognise negative numbers in the context of temperature. | talking about temperature in detail which includes understanding reading below zero degrees. |  | \_\_ \_\_ \_\_ |

**Angle and position**

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| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | imitate simple movements when modelled. | copying adults movements or moving in a particular way  when the instructions are accompanied by gesture. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | follow one-step instructions for simple movements. | following directions for simple movements. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | follow two-step instructions for simple movements. | beginning to understand the term ’turn’ in two-step  instructions, *e.g. ’march straight ahead … and turn’,* but not  in a given direction. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | move in given directions. | following instructions to move in particular directions, e.g.  ’skip ahead … turn towards the door …’, and talk about  things that turn*, e.g. clocks, wheels, cogs, etc.* |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | make whole and half turns. | understanding objects or themselves can complete whole or  half turns, *e.g. will turn a printing tool when making repeating*  *patterns.* |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | recognise half and quarter turns and that a quarter turn is a right  angle. | understanding and talking about half and quarter turns. They  understand right angles, identifying them practically and can  relate them to quarter turns. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | relate right angles to full, half and quarter turns. | identifying right angles and recognising that two right angles  make a half turn and four right angles make a full turn. |  | \_\_ \_\_ \_\_ |

**Estimating and checking**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | begin to make a sensible estimate of up to five objects. | guessing ’five’ when there are four objects, but will not guess ’wildly’. They will give their guess quickly, without actively counting using one-to-one correspondence. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | make a sensible estimate up to 10 and understand that this can be checked by counting. | counting or using number facts within five to check their estimate is correct. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | make sensible estimates of larger groups of objects, and use estimation and checking with calculations and measurements. | estimating larger groups of objects up to 20 items and giving a reasonable estimate (within three of the correct number), then checking by counting. They will use their knowledge of number facts to estimate and then checking their calculations and measurements such as length, weight, height and capacity*, e.g. guessing a jug contains about five cups of water, then measuring by pouring out cupfuls*. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | use a variety of estimation and checking strategies that are appropriate to calculations and measurements. | making estimates of length, height, weight and capacity, and check them using standard measures*, e.g. guessing that Krishnan is 120cm tall, because he's taller than Lucy who is 110cm tall, then measuring against a height ruler*. They may check addition by repeating in another order, or multiplication/division by halving and doubling within 20. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | use finer estimations and checking strategies including inverse addition/subtraction and halving/doubling. | using inverse addition/subtraction and halving/doubling within their calculation, *e.g. ’I took away 12 from 53 to get 41, then added it again to check it made 53 altogether.’* Multiplication may be checked by repeating the addition, *e.g. 5 x 5 = 25, and 5 + 5 + 5 + 5 + 5 = 25.* Children will estimate standard measurements on finer scales*, e.g. to the nearest centimetre, 10g and 100ml.* |  | \_\_ \_\_ \_\_ |

**Holding a mark-making implement (Compact Profile)**

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| --- | --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | release objects intentionally. | releasing an object smoothly without needing to press it against a hard surface or drop it. | |  | \_\_ \_\_ \_\_ |
| **Silver** | grasp a crayon/chalk in their fist, as if to use it for mark making. | grasping at other objects as well as crayons/pencils. | |  | \_\_ \_\_ \_\_ |
| **Gold** | grasp a crayon/chalk in their fist when mark making. | alternating between hands, and are likely to be making marks by moving their whole arm. They will probably imitate mark making before doing it spontaneously. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | begin to hold a crayon/chalk using all fingers and thumb. | mark making with the crayon/chalk grasped in a fist. Some grips which fit this description are inefficient and should be discouraged. | |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | start to hold a large crayon/pencil using two to three fingers and thumb. | starting to hold a crayon or large pencil with two to three fingers and thumb. | |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | hold a crayon/pencil using two or three fingers and thumb. | holding a crayon/pencil using their thumb and two or three fingers. They sometimes revert to earlier grips but do not yet show a dynamic grip. Some grips which fit this description are inefficient and should be discouraged.  . | |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | sometimes hold a pen/pencil with a dynamic (mature) grip. | with their thumb and two or three fingers making contact with the pencil/pen. The pencil/pen may be held further from the point than is usual for an adult’s writing hold. | |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | often hold a pen/pencil with a dynamic (mature) grip and good control. | with their thumb and two or three fingers making contact with the pencil/pen, with movement of the writing tool coming from the finger tips. They should usually hold the pencil/pen close to its point. | |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | consistently hold a pen/pencil with a dynamic (mature) grip and good  control. | with their thumb and two or three fingers making contact with the pencil/pen, with movement of the writing tool coming from the finger tips. They should consistently hold the pencil/pen close to its point. | |  | \_\_ \_\_ \_\_ |

**Coordinated movement (Compact Profile)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | crawl or otherwise get around well and pull up to standing position using furniture. | crawling or shuffling on their bottom and pulling up to standing without help. They may not yet be able to sit down without falling. |  | \_\_ \_\_ \_\_ |
| **Silver** | walk competently without help. | starting and stopping safely but there may be occasional falls, especially if they are carrying something or walking on an unfamiliar surface. |  | \_\_ \_\_ \_\_ |
| **Gold** | run in a straight line and bend or squat to pick up an object and stand up again without falling. | running in a straight line for a short distance, starting and stopping safely but there may be occasional falls; and bending or squatting down to pick up an object without the support of an adult. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | run in a straight line, stopping and starting with ease avoiding stationary obstacles. They can perform more than one action and can coordinate limbs to travel in a variety of ways including jumping with both feet. | increasingly controlled coordinated large body movements and these may include running, stepping, rolling, or jumping. Jumping at this stage would involve both feet leaving the floor at the same time, either on the spot or forward; they may wobble but land safely. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | change direction to run around stationary obstacles. They show improved balance and coordination to access a variety of equipment. They can stand on one foot for a moment. | climbing over low apparatus or pedalling an appropriate-sized tricycle; they balance on one foot for a second. Their coordinated movement includes travelling, jumping and landing. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space. | climbing over and jumping down from low apparatus, showing good manoeuvring of themselves, bikes or hopping into a hoop. During these activities they should work safely in their own space; they may not yet have the ability to take account of other children who may be about. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | play and move in a variety of ways, developing their performance of simple skills. They use the basic actions of travel, jump and land, balance and stillness in their play and activities. They show increasing spatial awareness in a range of environment and activities. | climbing over higher apparatus, hopping forwards or jumping  backwards and running or walking towards a ball to kick it  and running lightly on their toes. Movements should take  account of the position of others who may be about to run or  walk towards them. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | explore different activities, move with increasing confidence and physical control and begin to link  actions. | becoming stronger, more agile and confident when climbing  over and jumping down from high apparatus. Actions such  as catching and throwing and jumping and landing should  appear linked rather than separate. Movements should take  account of the position of others who may be about, *e.g.*  *when running around not bumping into others.* |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | use and develop their skills with improving coordination and control. Gymnastic actions show improved tension and shape with linked actions showing fluency. | climbing over and jumping down from high apparatus.  Movements should be fluent and show clear shape all the way  to hands and feet and should take account of the position of  others who may be about. |  | \_\_ \_\_ \_\_ |

**Drawing (Compact Profile)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome | |  | \_\_ \_\_ \_\_ |
| **Silver** | scribble with a random motion. | ’scribbling’ which can include any mark making on a surface. They have little control over their scribbles – they are not able to make the scribbles go in any particular way on purpose. |  | \_\_ \_\_ \_\_ |
| **Gold** | scribble independently, with some control. | ’scribbling’ which can include any mark making on a surface. They are starting to gain control over their scribbles and to make a connection between their movements and the marks on the page. The scribbles start to include curves, straight lines and dots. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | scribble independently, including curves, straight lines and dots. | having made a connection between their movements and the marks on the page. Drawing is a physical activity; children do not name their marks. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | draw pictures that include basic shapes such as circles, ovals and lines. | including intentional shapes in their pictures that they repeated at will. Generally, shapes are drawn for the sake of drawing shapes although sometimes children name parts of their drawings. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | draw pictures including objects made up of two or three basic shapes joined together. | joining together basic shapes such as lines, circles and rectangles to form pictures of objects. They can draw a person showing head, legs and body. Objects are generally randomly placed on the page with little attempt at realistic sizing. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | draw pictures including objects made up of more than three basic shapes joined together. | joining together basic shapes such as lines, circles and rectangles to form pictures of objects that are important to them, *e.g. people or houses*. Pictures of people may now include body, legs, arms, head with eyes, nose and a mouth. Proportions of objects are generally not yet realistic. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | draw pictures including objects made up of more than three basic shapes and that are increasingly drawn in proportion. | drawing with increased realism, *e.g. in pictures of people, the head is no longer completely out of proportion with the body and limbs.* |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | draw pictures including objects that are largely drawn in proportion with an awareness of the position of objects in relation to each other. | including a definite baseline and often a sky line too: they show awareness of the concept of space rather than different parts of a picture ’floating’ without order on a page. Drawings of people are often more detailed, including hands and fingers. |  | \_\_ \_\_ \_\_ |

**Fine manipulation (Compact Profile)**

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| --- | --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | use one or both hands to explore objects. | prodding, stroking and turning objects such as toys or food, or passing them from hand to hand. | |  | \_\_ \_\_ \_\_ |
| **Silver** | use one or both hands to pull objects. | pulling at a toy or piece of food with both hands, tearing paper, pulling at both ends of a piece of string. | |  | \_\_ \_\_ \_\_ |
| **Gold** | use hands to pull apart and put together materials. | taking apart or putting together materials such as dough, sand, leaves and paper. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | use hands to manipulate and explore simple and tactile materials. They can build a six-block tower. | exploring a wide range of materials using pulling, stretching and squeezing such as dough, sand, leaves and mud. Manipulating play materials at this stage might also include picking up and putting down small objects, building a six-block tower, turning pages in a book one at a time, pressing large buttons, etc. | |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | manipulate and explore tactile materials and equipment. They can build a nine- or ten-block tower. | locking together pieces in larger construction materials and jigsaw puzzles, threading a few large beads onto a hard-tipped string, swiping a touchscreen as well as building a nine- to ten-block tower. | |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | string beads onto a lace and are able to manipulate and lock together appropriate resources. | locking together jigsaw puzzles and construction materials; fluently threading a few large beads onto a hard tipped string; making a dough model with some attempts at detail; tapping a touchscreen, using a computer mouse, doing up front zips and large buttons. | |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | tie a knot, construct models using kits and have good control over creative materials and resources. | using buttons, zips on self and toys without help. Manipulating materials for play at this stage would include tying a knot and building basic models using construction kits. Accessing technology would include some independent use of a mouse and touchscreens. | |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | start to use hands and fingers with confidence, control and appropriate pressure to accurately manipulate resources for a range of purposes. | manipulating materials for play including building increasingly complex models out of construction kits or modelling materials, using a range of materials and tools to make images and artefacts, manipulating equipment for science experiments or independently using a mouse and touchscreen. | |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | use hands and fingers with  confidence, coordination control and fluency to accurately manipulate resources for a range of  purposes. | accurately and independently engaging in any fine manipulation tasks across curriculum*, e.g. handling science or design and technology equipment, completing detailed art work or models*, as well as fine manipulation involved in tasks such as dressing and eating. | |  | \_\_ \_\_ \_\_ |

**Using scissors and tools**

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| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | pass an object from one hand to another. | passing a rattle or a soft toy from one hand to the other. |  | \_\_ \_\_ \_\_ |
| **Silver** | use hands together to explore objects simply. | using both hands at the same time when exploring the properties of objects, *e.g. tearing paper, feeling a piece of food with one hand while holding it with the other.* |  | \_\_ \_\_ \_\_ |
| **Gold** | begin to manipulate and explore materials with both hands by pulling, stretching and squeezing. | exploring tactile materials such as dough, gel-filled shapes and wet sand. |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | manipulate and explore materials with both hands by pulling, stretching and squeezing. | pulling, stretching and squeezing resources like cake dough, salt dough and ’gloop’ either spontaneously or in imitation of an adult. |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | begin to ’snip’ paper by opening and closing traditional scissors. | ’snipping’ paper by holding the scissors in their preferred hand and using the fingers of that hand to open and close them. There is no forward motion of scissors across the paper at this stage. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | repeatedly open and close traditional scissors to cut paper into two pieces. | holding the scissors in their preferred hand and using their fingers to repeatedly open and close the scissors to cut a piece of paper. |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | cut out large basic shapes and pictures in paper using traditional scissors. | cutting out shapes such as squares, triangles and circles without going ’over the line’ more than about 0.5cm. They might have drawn the shapes themselves, or have been given them to cut out. |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | cut out difficult shapes and simple pictures in paper using traditional scissors. | cutting out simple pictures with a thin outline without leaving jagged edges, tearing or going ’over the line’ more than about 0.5cm. |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | cut out complex pictures and shapes in paper using traditional  scissors. | cutting out complex pictures with a thin outline without leaving jagged edges or tearing, and sticking on the line more often than not. |  | \_\_ \_\_ \_\_ |

**Improving performance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill ladder** | **Children are able to:** | **Children may be observed:** | **Observations:** | **Achieved?** |
| **Bronze** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Silver** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Gold** | No statement at this outcome. | |  | \_\_ \_\_ \_\_ |
| **Outcome 1** | recognise and use different pieces of equipment. | using resources and equipment in a conventional way,  *e.g. using a bat to hit a ball or a peg to hang clothing on a washing line.* |  | \_\_ \_\_ \_\_ |
| **Outcome 2** | play with different pieces of equipment appropriately. | playing with and using a range of equipment and resources, exploring their purpose. |  | \_\_ \_\_ \_\_ |
| **Outcome 3** | explore simple tasks using a variety of equipment for longer periods of time. | using resources for intended purpose and experimenting with a range of simple tools and equipment, *e.g. deciding which wheelbarrow will help them transport the most pebbles.* |  | \_\_ \_\_ \_\_ |
| **Outcome 4** | improve what they do, sometimes through watching others and helping them to improve. | realising or talking about how they and others can improve their performance, *e.g. ’I know if I keep my head up I won’t bump into things when I run’.* |  | \_\_ \_\_ \_\_ |
| **Outcome 5** | talk about what they and others have done and make simple suggestions about how to improve performance. | using their knowledge of their own skills to improve those of others, *e.g. ’I threw the ball like this and it went further’.* |  | \_\_ \_\_ \_\_ |
| **Outcome 6** | evaluate the performance of others explaining what could be better and use this to improve their own performance. | watching each others’ performance and talking about what is good about it and what could be better, beginning to use key words related to their activity. They use this to plan how to improve their own skills and start to ask relevant questions in order to improve and make progress. |  | \_\_ \_\_ \_\_ |