



EAST DENE PRIMARY SCHOOL ASSESSMENT IN EYES

ASSESSMENT IN EYFS

At East Dene Primary School, we use a 13-stage assessment framework across the EYFS to monitor and support children's development in 8 areas of learning. This model spans from Stage 1 to Stage 12+, allowing us to track progress in a meaningful, developmentally appropriate way across F1 (3–4 years) and F2 (4–5 years).

Assessment Points

Assessment takes place at four key points during the academic year:

- On Entry (within the first four weeks of starting)
- End of Autumn Term
- End of Spring Term
- End of Summer Term

On Entry Baseline Assessments

On-entry baseline assessments are completed when a child joins our setting for us to gain a picture of the child's starting levels in all areas of learning. This is completed within the first four weeks once the child has settled. For more information, please see the on-entry baseline assessment section of this handbook.

Termly assessments

At different points throughout the year, we assess each child's progress and update their stage within each area of learning. Judgments are made based on teacher judgement from ongoing observational evidence, including adult-led sessions, continuous provision, and conversations with children.

For some areas of learning, formal assessments are also completed. These are below:

	F1	F2
End of each half term	• Super Sounds Assessment • Leuven Scale Assessment	• Super Sounds Assessment • RWI Assessment • Leuven Scale Assessment
End of each full term	• Language Screen Assessment	• Language Screen Assessment • Writing/ letter formation Assessment

Using the 13 Stages

The stages are aligned broadly with age and termly expectations:

Stages 1-5: Working significantly below F1 (0-2 years)

Stages 5-7: Working slightly below F1 (2-3 years)

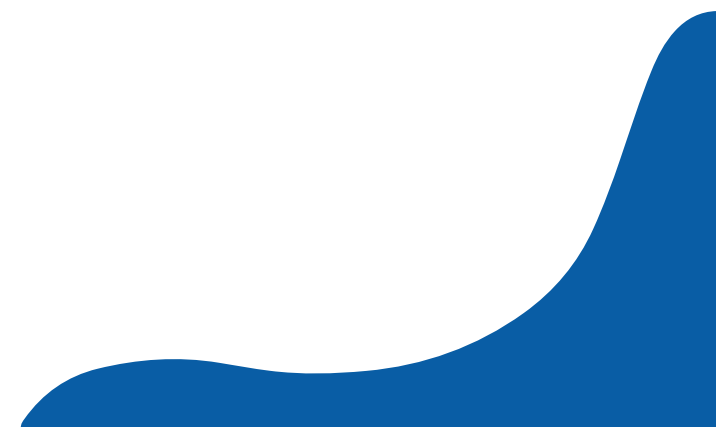
Stages 7-9: Typically F1 (3-4 years)

Stages 10-12: Typically F2 (4-5 years)

Stage 12+: Extend beyond the Early Learning Goals, where appropriate, to support and challenge children working at greater depth

This flexible model allows us to respond to the unique developmental journey of each child. Rather than being limited by chronological age, children are supported to progress through the stages at their own pace, with high-quality teaching and provision tailored to their needs.

Assessments are used to inform planning, identify next steps, and ensure all children are supported and challenged appropriately in their learning and development.



RECORDING ASSESSMENT

RECORDING OF ASSESSMENT

At East Dene, we use School Assess to record assessment data. We record whether children are confidently able to demonstrate specific skills and knowledge across all areas of learning: Communication & Language, Personal, Social & Emotional Development (PSED), Physical Development, Literacy, Mathematics, Understanding the World, and Expressive Arts & Design. School Assess then identifies which stage each child is working securely within.

We assess children three/four times each year:

- On entry (baseline)- during the first four weeks as children settle for those new to our school
- End of autumn term (December)
- End of spring term (March/April)
- End of summer term (July)

How to complete assessments on School Assess:

✓ Step 1: Observe the child in play and adult-led activities.

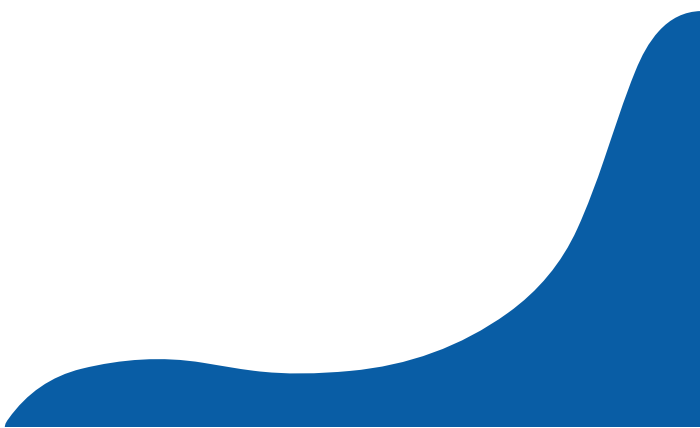
Look for evidence across the curriculum showing which skills and knowledge the child is confidently using.

✓ Step 2: Record secure skills in School Assess.

Tick the "I can" statements that the child consistently and confidently demonstrates. Only record skills that are secure, not those that are still emerging.

✓ Step 3: Review the stage identified by School Assess

School Assess will generate a stage for each child based on the statements you have ticked. Check that the suggested stage feels accurate for each area of learning. You can adjust it if necessary, keeping in mind that it should always be a best fit judgment.



ASSESSMENT CHECKPOINTS

13 STAGES OF C&L

Communication and language												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can turn my head toward a familiar voice. I can watch faces and mouths when people talk. I can respond with facial expressions and body movements to adult voices. I can show awareness of sounds by starting or turning toward them. I can make cooing and gurgling sounds. I can make eye contact and respond with smiles or cooing. I can show interest in faces and voices	I can respond to my name I can respond to simple words like "no" or "bye-bye." I can look where someone points or gestures. I can take turns in "conversations" with sounds or gestures. I can show interest when someone is talking or singing. I can babble using different sounds like "baba" or "gaga." I can take turns in "conversations" with sounds or gestures. I can reach or gesture to get attention from a familiar adult	I can understand simple instructions like "come here." I can copy sounds, gestures, and expressions. I can pay attention to a short adult-led activity (e.g., simple song or rhyme) I can point to show what I want or see. I can use a few simple words like "mama" or "ball." I can use simple gestures or vocalisations to express my needs and interests	I can follow simple instructions like "get your shoes." I can respond to familiar words linked to routines (e.g., snack, coat, milk). I can enjoy looking at picture books and naming things I see. I can anticipate repeated actions or lines in rhymes and stories I can use up to 50 words and start joining two words, like "more milk." I can use gestures, sounds, and words to get my needs met. I can notice others around me and begin to copy their actions or sounds.	I can understand simple questions like "where's your hat?" I can follow familiar two-word phrases (e.g., "sit down," "come here") I can join in with songs or rhymes with help. I can listen to short stories and show interest with gestures or sounds. I can use short sentences like "me want juice." I can talk to others during play. I can begin to take turns in simple social games or interactions.	I can follow instructions with 2 steps, like "get your coat and wait by the door." I can answer simple "what," "where," or "who" questions. I can understand common descriptive words (e.g., big, hot, wet) I can listen to short stories with interest. I can begin to shift attention when needed (e.g., stop play to listen) I can speak in 3-4 word sentences. I can begin to express ideas and make simple requests.	I can follow two-step instructions across different settings. I can understand a wider range of question types, including "why" and "how" with support. I can understand basic positional language (e.g., on, under, behind). I can listen to longer stories. I can concentrate on an adult-led activity for a short period I can use longer sentences and link ideas with "and" or "because." I can use talk to explain my thinking and ideas. I can take turns in conversation and respond to others' ideas. I can use talk to help solve problems or make plans.	I can follow longer instructions and respond appropriately. I can understand sequencing words like "first," "then," and "next." I can understand and use words to describe time (e.g., today, later, yesterday) I can listen carefully when an adult is talking to me and ask questions to find out more. I can stay focused during small group activities. I can use tenses correctly most of the time ("I went," "he is running"). I can take turns in conversation and respond to others' ideas. I can use talk to help solve problems or make plans.	I can follow multi-step instructions during routines or tasks. I can understand more detailed story language (e.g., characters, setting, problems). I can understand early reasoning vocabulary like "because," "if," and "might." I can listen in a group without needing reminders. I can respond appropriately to what others say I can speak clearly in well-formed sentences. I can use new words I've learned to talk about my play or experiences.	I can follow instructions that contain sequencing and descriptive detail. I can understand cause-and-effect words (e.g., "so," "because"). I can explain events or tasks using time words. I can listen and remember several pieces of information at once. I can participate in discussions by listening and taking turns I can use full sentences to explain my thoughts. I can use new vocabulary when recalling stories or role play.	I can understand more abstract vocabulary linked to thinking (e.g., predict, remember). I can respond to complex story questions (e.g., "Why did the character feel that way?"). I can follow instructions with embedded clauses (e.g., "Before you sit down, put your book away.") I can listen carefully and respond with relevant comments. I can follow extended listening without losing focus I can use talk to organise and clarify my ideas. I can take part in group conversations, building on others' ideas. I can hold back-and-forth conversations using full sentences.	I can follow complex instructions across a range of settings. I can understand and talk about similarities, differences, and reasoning. I can use and understand language linked to comparison, problem-solving, and time. I can listen to others in a range of situations, showing focus and appropriate responses. I can ask and answer questions about what I have heard I can express my ideas using new words from stories or learning. I can hold back-and-forth conversations using full sentences.	I can understand conditional and hypothetical language (e.g., "What would happen if...?"). I can follow multi-step instructions that require memory and inference. I can explain ideas using vocabulary linked to cause, effect, and reasoning I can sustain attention in longer conversations or teaching sessions. I can ask relevant and thoughtful questions to deepen understanding I can use a wide range of vocabulary and sentence structures when speaking. I can express ideas clearly and build on what others say during discussions.

13 STAGES OF PSED

PSED												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can look at familiar faces and respond with smiles or sounds. I can show when I am happy, tired or hungry. I can calm with the help of a familiar adult. I can enjoy cuddles and being physically close to my key adult.	I can show I know my key adult and prefer them to strangers. I can use gestures or sounds to get comfort or attention. I can respond to routines and start to settle with help. I can explore toys when I feel safe and supported.	I can show a wide range of feelings, like joy, frustration or fear. I can play alongside familiar adults and stay close for reassurance. I can express my likes and dislikes through sounds, gestures or actions. I can begin to show independence, like feeding myself or exploring	I can show awareness of others and sometimes copy what they do. I can express feelings like happiness or anger with actions or words. I can separate from my carer for short periods with reassurance. I can show I know some rules or boundaries, like waiting or tidying.	I can play alongside others and sometimes with them. I can express my needs and feelings with words more often. I can begin to manage strong feelings with support. I can show pride in achievements, like "I did it!"	I can take turns and share with support. I can follow simple routines like washing hands or tidying up. I can seek comfort when I'm upset or hurt. I can talk about how I feel, using simple words like "sad" or "happy."	I can play cooperatively in small groups. I can understand and follow familiar expectations. I can show growing confidence in trying new things. I can begin to understand how others feel.	I can manage my feelings more independently, using calming strategies. I can follow rules with reminders and take responsibility for simple tasks. I can make choices and explain what I want or need. I can work with others on a shared goal, like building together.	I can solve conflicts with words, with some adult help. I can show resilience when things don't go as planned. I can form positive relationships with adults and other children. I can talk about what's fair and unfair, kind and unkind.	I can show independence in managing my needs like toileting and dressing. I can show confidence when trying new things. I can listen to others and begin to wait my turn. I can name and talk about feelings in myself and others.	I can follow the class rules and routines without reminders. I can bounce back after a mistake or when plans change. I can talk about ways to be a kind friend. I can show persistence in tricky tasks.	I can show understanding of my own and others' feelings. I can manage my own needs and solve simple problems independently. I can work and play cooperatively, taking turns and resolving conflict. I can show confidence in different social situations.	I can reflect on my behaviour and how it affects others. I can show empathy and offer help when someone is upset or struggling. I can negotiate and compromise with peers during disagreements. I can take on roles of responsibility and support others in the group.

13 STAGES OF PHYSICAL DEVELOPMENT

Physical development												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
Gross motor I can move my arms and legs in response to sounds and movement. I can lift my head when on my tummy.	Gross motor I can roll over from my back to my tummy and vice versa. I can sit up with support and eventually without support.	Gross motor I can stand with support and begin to take a few steps. I can crawl or cruise along furniture to move around.	Gross motor I can walk independently and may begin to run with less stumbling. I can squat to pick up objects and stand back up. I can start to throw a ball with a basic underhand motion.	Gross motor I can climb onto furniture or steps with increasing confidence. I can begin to jump with both feet off the ground. I can move around people and objects safely.	Gross motor I can run and change direction easily. I can kick, throw, and catch a ball with some control. I can explore wheeled equipment and begin to move myself forwards.	Gross motor I can jump forwards and over small objects using two feet. I can balance on one foot for a few seconds. I can throw a ball towards a target with increasing control. I can begin to propel a tricycle, scooter or ride on independently.	Gross motor I can balance on one foot for several seconds and walk along a line. I can throw towards a target and catch a large ball with increasing control. I can ride a tricycle or balance bike confidently. I can jump forwards and land safely on two feet.	Gross motor I can <u>travel</u> confidently using different movements, including running, hopping, jumping, and climbing. I can change direction and speed and move around people and obstacles safely. I can throw, catch and kick a ball with increasing accuracy and control. I can steer and control wheeled equipment around obstacles.	Gross motor I can move confidently and safely in a range of ways, including running, jumping, and hopping. I can change my speed and direction when moving around people and obstacles. I can throw and catch a ball with good control and <u>coordination</u>. I can combine different movements with increasing control.	Gross motor I can run, jump, and hop confidently in different directions and on different surfaces. I can demonstrate improved balance and coordination in activities like skipping or climbing. I can throw, catch, and kick a ball with accuracy and control in a game. I can combine different movements with increasing control.	Gross motor I can demonstrate confident and controlled movements in running, jumping, and balancing. I can ride a bike, scooter, or tricycle confidently and safely. I can change my speed and direction quickly and safely when moving around people and obstacles. I can confidently use a range of ball skills in games.	Gross motor I can perform a range of physical activities with great control and coordination, including running, jumping, balancing, and climbing. I can confidently and accurately throw, catch, and kick balls in a variety of games and situations. I can ride a bike or scooter without stabilisers with strong balance and coordination. I can combine different movements fluently and adapt my movements to different activities and <u>situations</u>.
Fine motor I can make small movements with my hands and fingers, like gripping or reaching.	Fine motor I can reach for and grab to use, bringing them to my mouth. I can start to show some controlled movement of my hands, such as clapping or waving.	Fine motor I can grasp and hold small objects, like blocks or spoons, with increasing control. I can start to use my hands more purposefully, stacking a few blocks or poking with a finger.	Fine motor I can use a spoon to feed myself with some assistance.	Fine motor I can stack a few blocks or build simple structures. I can manipulate objects with increasing dexterity, such as turning the pages of a book or drawing simple marks with a crayon.	Fine motor I can manipulate materials and small objects using my hands and fingers. I can build towers with multiple blocks. I can use simple tools with increasing control.	Fine motor I can use a crayon, pencil, or marker to draw basic shapes, like circles and lines. I can use scissors to make snips and begin to cut along a line. I can begin to dress and undress with some help, such as putting on shoes or a coat.	Fine motor I can use scissors to cut along a straight line with increasing accuracy. I can draw shapes such as circles, crosses and lines with increasing control. I can use my hands and fingers with increasing strength and precision.	Fine motor I can use scissors to cut along a straight line with increasing control. I can manipulate small objects and use tools with increasing accuracy and control. I can use a pencil with increasing control to draw recognisable shapes and pictures. I can manage simple clothing and attempt fastenings with increasing independence.	Fine motor I can use scissors to cut along more complex lines and shapes. I can use a pencil with an effective grip and good control. I can form recognisable <u>lower-case</u> letters on plain paper. I can dress and undress with minimal support, including putting on shoes and coats.	Fine motor I can form some <u>lower-case</u> letters correctly on plain paper. I can use tools and equipment with increasing precision and control. I can manage simple fastenings independently. I can independently manage most self-care tasks, such as putting on socks, shoes, and fastening coats.	Fine motor I can form all <u>lower-case</u> letters correctly on plain paper. I can use a range of tools accurately and with good control. I can independently manage most self-care tasks, such as putting on socks, shoes, and fastening coats.	Fine motor I can form letters consistently and with increasing fluency. I can use tools and equipment precisely and independently for a range of purposes.

13 STAGES OF READING

Reading												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can listen to and enjoy being read to from a book with simple pictures and words. I can look at books and explore the pictures with my eyes or fingers. I can respond to the sound of a voice by turning my head or making sounds.	I can look at pictures in a book and respond to familiar sounds or actions in the story. I can begin to show interest in the book by reaching out to touch or hold it. I can listen to simple rhymes or songs and respond with eye contact or cooing.	I can turn the pages of a book, often one at a time, to explore the pictures. I can begin to recognise familiar objects or characters in a story. I can show interest in stories and respond by babbling or pointing.	I can point to familiar objects or people in pictures when they are named. I can enjoy listening to familiar stories and might attempt to say some words in the story. I can begin to handle books carefully and look at pictures with interest.	I can begin to make up stories based on pictures in a book. I can listen to simple stories and respond by turning pages or pointing at pictures. I can repeat parts of familiar rhymes or stories.	I can enjoy listening to stories and may be able to recall simple parts of the story. I can listen and join in with stories, songs and games. I can copy everyday sounds. I can make <u>everyday</u> sounds. I can match everyday sounds with a picture. I can copy different actions.	I can follow along with familiar stories and anticipate what comes next. I can look at books independently, turning pages and pointing at pictures while making up a story. I can copy different types of claps- loud, quiet, fast, slow. I can play an instrument in different ways- loud, quiet, fast, slow.	I can listen to stories and comment on what happens next, showing an understanding of the plot. I can copy a rhythm by clapping. I can clap the syllables in my name. I can clap the syllables in every day words. I can identify objects that rhyme. I can continue a rhyming string.	I can listen to and recall simple stories, identifying the main characters and events. I am beginning to be able to hear some sounds at the beginning of words. I am beginning to be able to segment <u>cyc</u> words. I am beginning to be able to orally blend <u>cyc</u> words.	I can recognise most of the 25 single letter sounds. I can orally blend three sounds together. I can listen to stories with increasing attention, beginning to understand key elements of the story, like who, what, and where. I can enjoy books and show a preference for certain ones, often asking for the same book repeatedly.	I can recognise 31 sounds (set 1 single letters and special friends) I can read real <u>cyc</u> words independently using <u>fred</u> talk, read the word. I can read three-sound words that contain set 1 special friends using <u>fred</u> talk, read the word. I can read nonsense <u>cyc</u> words using <u>fred</u> talk, read the word. I can recognise and read the tricky words- the, I, to I can retell familiar stories, using key vocabulary and talking about the main characters and events. I can listen to a story and answer questions about what happens next or how a character might feel.	I can orally blend four sounds together (<u>eg</u> s-k-l-p skip) I can recognise 35 sounds (set 1 single letters, special friends and double consonants) I can read four sound real words independently using <u>fred</u> talk, read the word. I can read three sound nonsense words that contain set 1 special friends and double consonants using <u>fred</u> talk, read the word. I can recognise and read the tricky words- the, I, to, no, of, my, he, be, your, said, my, you I can recognise and read the tricky words- the, I, to, no, of, my, he I can talk about the story, characters, and setting, and can make simple predictions about what might happen next. I can begin to show understanding by answering questions and discussing the meaning of words in a story.	I can orally blend five sounds together (<u>eg</u> s-p-l-a-sh splash) I can speedily read 35 sounds (set 1 single letters, special friends and double consonants) I can read five sound real words independently using <u>fred</u> talk, read the word. I can speedily read <u>cyc</u> words. I can recognise and read the tricky words- the, I, to, no, of, my, he, be, your, said, my, you I can talk in detail about a story, including the plot, characters, and setting, and can make inferences about the text.

13 STAGES OF WRITING

Writing												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
<u>Finger strength</u> I can explore with my hands by batting, grabbing, and squeezing. I can reach out and touch or swipe at objects around me. I can begin to develop control of my arms and hands	<u>Pencil grip and handwriting</u> I can pick up small objects with my finger and thumb (pincer grasp) <u>Finger strength</u> I can pass toys from one hand to the other. I can bang objects, like a spoon on a table. I can hold and explore things using both hands	<u>Pencil grip and handwriting</u> I can hold a writing tool with my whole hand (palmar grasp). <u>Finger strength</u> I can point with one finger and start to use my hand purposefully <u>Composition and effect</u> I am beginning to be able to make marks with my fingers or a chunky crayon. I show interest in mark-making tools like chalk, crayons, or paint.	<u>Composition and effect</u> I start to notice when I'm drawing on paper and not the table I can experiment with marks and draw intentional scribbles (often circular)	<u>Pencil grip and handwriting</u> I can draw a vertical line <u>Composition and effect</u> I begin to apply more pressure when mark making	<u>Pencil grip and handwriting</u> I can hold a mark making tool with a digital pronate grip I can draw a horizontal line <u>Composition and effect</u> I can sometimes tell you what the marks mean e.g. "Mummy".	<u>Pencil grip and handwriting</u> I can draw a circle I can draw shapes that represent people or objects (e.g., a circle for a face).	<u>Pencil grip and handwriting</u> I can hold a pencil using a static tripod grip I can draw a cross with a horizontal and vertical line (+) <u>Composition and effect</u> I can confidently ascribe meaning to the marks that I make (e.g., "That's Mummy").	<u>Pencil grip and handwriting</u> I can draw a square <u>Spelling</u> I can hear and say the initial sounds in a dictated word. <u>Name writing</u> I can recognise my name	<u>Pencil grip and handwriting</u> I can draw diagonal lines I can draw a cross with two diagonal lines (x) I can draw a triangle <u>Composition and effect</u> I give meaning to what I write (emergent writing) or draw and tell an adult what it says/ what it is <u>Spelling</u> I can hear, say and write the sounds in a dictated cxc word.	<u>Handwriting</u> I can form recognisable lowercase letters on plain paper <u>Composition and effect</u> I can write a simple dictated phrase using finger spaces	<u>Pencil grip and handwriting</u> I can hold a pencil using a dynamic tripod grip I can correctly form all lowercase letters using the handwriting phrases on plain paper <u>Composition and effect</u> I can hear, say and write the sounds in dictated words that have four or five sounds I can hear, say and write the sounds in dictated words that contain set 1 digraphs I can write a dictated sentence using finger spaces. I can spell the tricky words- the, I, to, no, of, my, he <u>Name writing</u> I can write my name from memory using correctly formed letters.	<u>Pencil grip and handwriting</u> I can form capital letters correctly <u>Composition and effect</u> I can write dictated words that include set 2 sounds. I can write a sentence using a capital letter and full stop independently. I can re-read my writing to check it makes sense. I can spell the tricky words- be, your, said, my, you

13 STAGES OF MATHS

Maths												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can track objects and faces with my eyes. I respond when things appear or disappear. I enjoy looking at contrasting patterns or repeated shapes	I explore objects by banging, dropping, or mouthing them. I enjoy filling and emptying containers. I begin to anticipate repeated events (e.g. peek-a-bao).	I show awareness of quantity (e.g. looking surprised when more toys are added). I enjoy putting things in and out of containers. I begin to copy simple actions in number rhymes. I can group similar objects together (e.g. all the blocks).	I show interest in small sets of objects (e.g. picking up 1 or 2 items at a time). I begin to be able to complete inset puzzles. I can explore objects of different sizes and shapes.	I can find a toy that's "bigger" or "smaller" when asked. I am starting to use simple number words in play (e.g., "One, two!"). I enjoy stacking and knocking down blocks.	I join in with simple number rhymes. I notice differences in amounts (e.g., more/less). I am starting to copy counting-like behaviour (e.g., pointing at objects while saying numbers). I begin to notice patterns in my environment.	I can recite numbers to 5 from 1 to 5, sometimes missing numbers I can match two objects that look the same, like two blocks. I can name primary colours I can use some words related to size, weight and capacity	I can count up to 5 objects accurately using 1:1 correspondence. I can describe and compare size, length, capacity or weight. I can continue and copy simple patterns. I can subitise small amounts (e.g. "I can see there are 3!"). I can compare amounts 1 to 3 using more, fewer and same.	I can recite numbers to 5 accurately. I can recognise numerals 1 to 5 and talk about what they mean. I can compare quantities to 5 and use "more", "fewer", and "same". I can recognise, name and describe basic 2D and 3D shapes. I can find and talk about equal and unequal groups.	I can recite numbers to 10 forwards. I can match numerals to groups of up to 5 things. I can subitise to 3 and sometimes to 4. I can put two or three items in order by length, height, weight or capacity. I can create a simple repeating pattern (AB and spot errors in AB patterns.	I can count up to 10 objects accurately. I can show a number in different ways (e.g. fingers, cubes, pictures). I can say which number is one more or one less, up to 10. I can show how a whole number can be split into parts (e.g. 4 is 2 and 2). I can create and correct repeating patterns like ABB or ABC.	I can recite numbers to 20 and back from 20 to 0. I can recall number bonds to 5 and some to 10. I can add and subtract numbers within 10 using objects or pictures. I can talk about doubling, halving and odd/even numbers to 10. I can represent numbers on a ten frame.	I can solve addition and subtraction problems using what I know about number bonds. I can explain how I worked something out and use reasoning words (e.g. because, I noticed, if... then...). I can recall number bonds to 10 automatically. I can identify, describe and extend complex patterns (e.g. AAB, ABC).

13 STAGES OF UTW

Understanding the world												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can explore my environment using my senses (sight, hearing, touch). I can respond to familiar sounds, voices, and faces. I can show interest in toys or objects that make sounds or have different textures.	I can explore objects by mouthing, shaking, and banging them. I can begin to show awareness of familiar people and objects in my environment. I can react to changes in the environment, such as a change in lighting or sounds.	I can explore and engage with objects and materials around me. I can show interest in cause and effect (e.g., pressing a button to make a noise). I can begin to show curiosity about people and objects, reaching out to investigate them.	I can make links between events, such as recognizing when something is turned on or off. I can start to draw actions of adults and peers. I can notice and respond to changes in my environment, such as a new person entering the room.	I can begin to explore and ask questions about the world around me, like "What's that?" or "How?" I can show interest in daily routines and activities, such as meal times or playtime. I can start to understand simple cause-and-effect relationships (e.g., "If I press this button, it will light up").	I can talk about things I see in the world around me (e.g., pointing to trees, animals, or vehicles). I can begin to explore the natural world by collecting items like leaves, stones, or flowers. I can engage in simple problem-solving activities, such as fitting shapes into puzzles.	I can notice and describe features of my environment, such as weather, plants, or animals. I can show awareness of the passage of time, understanding words like "today," "tomorrow," and "yesterday." I can begin to make connections between the world around me and things I have experienced before (e.g., "I saw a dog like that at the park").	I can explore and observe changes in the environment, like the weather or seasons. I can begin to understand and talk about different types of animals, plants, and people in my community. I can ask and answer simple questions about the world around me.	I can explore the world around me through activities like planting, caring for animals, or observing the weather. I can talk about how things work (e.g., "A bike moves when you pedal"). I can make observations and predictions about things in the world around me.	I can talk about my experiences of the world and how things change over time. I can compare different environments, such as home, school, and the natural world. I can describe how things grow, move, and change (e.g., plants, animals, the weather).	I can talk about the features of different places and environments (e.g., cities, countryside, sea). I can explain how the environment affects living things (e.g., plants need water to grow). I can recognize the difference between past, present, and future events (e.g., what happened yesterday, what I will do tomorrow).	I can describe how things change over time, such as the seasons or the growth of plants and animals. I can use simple tools and equipment to explore and investigate (e.g., magnifying glass, thermometer). I can talk about my family, community, and the people who help us in different ways.	I can investigate and explore in-depth the world around me using tools, resources, and experiences. I can demonstrate a deeper understanding of the relationships between humans, animals, and the environment. I can ask complex questions about the world and seek out information to understand how things work (e.g., exploring the idea of recycling, sustainability, or conservation).

13 STAGES OF EAD

Expressive art and design												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can explore sounds by banging or shaking objects. I can look at bright colours and patterns. I can respond to music by kicking, waving, or smiling.	I can hold and explore rattles or shakers. I can babble or make noises alongside music. I can watch an adult make marks or stick things together.	I can use my hands to pat, squeeze, or poke dough or paint. I can join in with simple action songs or rhymes. I can explore sticking paper or materials with adult help.	I can make marks with chunky crayons or chalk. I can clap or stamp to the beat of music.	I can make marks with paint. I can join in with familiar songs and rhymes. I can join materials using a glue stick with support. I can start to pretend in role play, using simple props.	I can draw simple shapes with crayons, chalk or paint and give meaning to my marks. I can explore musical instruments, making fast and slow sounds. I can begin to act out simple stories or experiences in play. I can squeeze and shape playdough with my hands.	Play instruments to make different sorts of sounds eg fast/ slow/ loud/ quiet I can join and combine materials using a glue stick independently I can use cutters to manipulate salt dough. I can sing familiar songs.	I can use pxa glue and glue spreaders to join materials. I can draw different types of lines. I can use my imagination to make up own storylines in role play. I know how to clean my paintbrush when changing colours. I am beginning to be able to name some instruments.	I can use masking tape to join materials. I can manipulate plaster with my hands and tools. I can paint using ready mixed paint or paint blocks. I can act out stories, enhancing them with simple props or resources. I can participate in small world play related to rhymes and stories	I can make sculptures or models using clay or junk materials. I can join materials using Sellotape. I can use instruments to change tempo (fast/slow) and dynamics (loud/quiet). I can follow simple dance patterns or movements in music.	I can make detailed drawings or paintings, showing observation or memory. I can decide which joining method would work best- glue sticks, pxa glue, masking tape, Sellotape. I can select instruments and play them in time to music. I can act out imaginative stories with beginning, middle, and end	I can create my own piece of art, self-correcting as I work. I can confidently select and use joining techniques like sellotape, ribbon, and treasury tags. I can combine materials (paint, collage, sculpture) in creative projects. I can explain choices I've made in my artwork or role play.	I can plan and carry out multi-step creative projects. I can confidently experiment with a wide range of joining techniques to suit my design. I can perform confidently in music, dance, or drama with expression. I can evaluate and talk about my work and suggest improvements.



BASELINE ASSESSMENT IN EYES

BASELINE ASSESSMENT IN EYFS

At East Dene Primary School, we are committed to ensuring that every child receives the best possible start to their learning journey. A clear understanding of each child's starting points is crucial in providing the right support, challenge, and opportunities for progress.

In line with the Strong Foundations report (2024) and the latest Ofsted Education Inspection Framework, we recognise the importance of capturing attainment and progress meaningfully in the early years. Our on-entry baseline assessments are designed to provide a rich, accurate picture of each child's development without adding unnecessary pressure to children or staff.

Our approach to baseline assessment at East Dene Primary School is grounded in the following principles:

- *Child-centred:* We observe children in familiar, play-based contexts to gather authentic information about what they can do.
- *Developmentally appropriate:* Assessments reflect what matters most for future learning, focusing on prime areas of development (PSED, Communication and Language, and Physical Development) as well as early literacy and maths skills where appropriate.
- *Light-touch, high-value:* We prioritise skilled observations, meaningful interactions, and short, playful activities rather than formal tests.
- *Inclusive and holistic:* We value every aspect of a child's development, including wellbeing, confidence, and engagement, ensuring that all children's strengths are recognised.
- *Evidence for progress:* Baseline information provides a clear, reliable starting point that enables us to demonstrate children's individual progress over time to leaders, parents, governors, and inspectors.

Baseline assessments are completed for all children who are new to our school (e.g. new starters in F1 or F2). Children who are continuing from a previous class within East Dene are not re-baselined in full. Instead, staff use previous assessment data as a starting point and carry out light-touch transition observations to confirm, consolidate, or adjust where necessary. This ensures we build on what we already know while maintaining continuity and accuracy.

Assessments will be completed sensitively within the first four weeks of the child starting. This ensures that staff build trusting relationships first and foremost, allowing children to feel secure and confident.

Ultimately, our baseline process supports us to plan a curriculum that is ambitious, responsive, and tailored to the needs of every child, ensuring that strong foundations are built for lifelong learning at East Dene Primary School.



F1

(3-4 YEAR OLDS)

ON ENTRY BASELINE ASSESSMENTS OVERVIEW

<i>Areas of learning assessed</i>	<i>How do we assess the children for these areas of learning?</i>
<i>Communication and Language</i>	Language Screen Assessment Observation using the C&L checkpoints
<i>PSED</i>	Observation using the PSED checkpoints Leuven Scale assessment
<i>Physical Development (Gross motor)</i>	Teacher-led gross motor assessment using the PD checkpoints
<i>Physical Development (Fine motor)</i>	Teacher-led fine motor assessment using the PD checkpoints
<i>Literacy (Reading)</i>	Super Sounds assessment Observation using the reading checkpoints
<i>Literacy (Writing)</i>	Teacher-led mark making assessment using the writing checkpoints
<i>Maths</i>	Teacher-led maths assessment using the maths checkpoints
<i>UTW</i>	Observation using the UTW checkpoints
<i>EAD</i>	Teacher-led EAD assessment using the EAD checkpoints



F1 BASELINE ASSESSMENT

2026/2027

Child's name: _____

DOB: ____/____/____

Age (in months): _____ months

FL BASELINE OVERVIEW

Age (in months) at time of assessment: _____
 Expected stage according to age: _____

AREA OF LEARNING	ASSESSMENT	STAGE ACHIEVED	OVERALL STAGE FOR AREA OF LEARNING	ON TRACK/ NOT ON TRACK/ EXCEEDING
C&L	LANGUAGE SCREEN ASSESSMENT			
	C&L OBSERVATION			
PHYSICAL DEVELOPMENT	GROSS MOTOR ADULT-LED ASSESSMENT			
	FINE MOTOR ADULT-LED ASSESSMENT			
PSED	PSED OBSERVATION			
READING	READING OBSERVATION			
	SUPER SOUNDS ASSESSMENT			
WRITING	WRITING ADULT-LED ASSESSMENT			
MATHS	MATHS ADULT-LED ASSESSMENT			
UNDERSTANDING THE WORLD	UTW OBSERVATION			
EXPRESSIVE ART AND DESIGN	EAD OBSERVATION			

F1 C&L BASELINE

LANGUAGE SCREEN ASSESSMENT

*Complete the language screen assessment online
Attach the report below*

F1 C&L BASELINE OBSERVATION

Observe the child at different times.
Write notes about what you observe below:

Highlight the skills you observed the child be able to do and put a line through the skills they were not able to do.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months
I can turn my head toward a familiar voice. I can watch faces and mouths when people talk. I can respond with facial expressions and body movements to adult voices. I can show awareness of sounds by startling or turning toward them. I can make cooing and gurgling sounds. I can make eye contact and respond with smiles or cooing. I can show interest in faces and voices.	I can respond to my name I can respond to simple words like "no" or "bye-bye." I can look where someone points or gestures. I can take turns in "conversations" with sounds or gestures. I can show interest when someone is talking or singing. I can babble using different sounds like "baba" or "gaga." I can take turns in "conversations" with sounds or gestures. I can reach or gesture to get attention from a familiar adult	I can understand simple instructions like "come here." I can copy sounds, gestures, and expressions. I can pay attention to a short adult-led activity (e.g., simple song or rhyme) I can point to show what I want or see. I can use a few simple words like "mama" or "ball." I can use simple gestures or vocalizations to express my needs and interests	I can follow simple instructions like "get your shoes." I can respond to familiar words linked to routines (e.g., snack, coat, milk). I can enjoy looking at picture books and naming things I see. I can anticipate repeated actions or lines in rhymes and stories I can use up to 50 words and start joining two words, like "more milk." I can use gestures, sounds, and words to get my needs met. I can notice others around me and begin to copy their actions or sounds.	I can understand simple questions like "where's your hat?" I can follow familiar two-word phrases (e.g., "sit down," "come here") I can join in with songs or rhymes with help. I can listen to short stories and show interest with gestures or sounds. I can use short sentences like "me want juice." I can talk to others during play. I can begin to take turns in simple social games or interactions.	I can follow instructions with 2 steps, like "get your coat and wait by the door." I can answer simple "what," "where," or "who" questions. I can understand common descriptive words (e.g., big, hot, wet) I can listen to short stories with interest. I can begin to shift attention when needed (e.g., stop play to listen) I can speak in 3-4 word sentences. I can begin to express ideas and make simple requests.	I can follow two-step instructions across different settings. I can understand a wider range of question types, including "why" and "how" with support. I can understand basic positional language (e.g., on, under, behind). I can listen to longer stories. I can concentrate on an adult-led activity for a short period I can use longer sentences and link ideas with "and" or "because." I can use talk to explain my thinking and ideas. I can take turns in conversation and respond to others' ideas.	I can follow longer instructions and respond appropriately. I can understand sequencing words like "first," "then," and "next." I can understand and use words to describe time (e.g., today, later, yesterday) I can listen carefully when an adult is talking to me and ask questions to find out more. I can stay focused during small group activities. I can use tenses correctly most of the time ("I went," "he is running"). I can take turns in conversation and respond to others' ideas. I can use talk to help solve problems or make plans.	I can follow multi-step instructions during routines or tasks. I can understand more detailed story language (e.g., characters, setting, problems). I can understand early reasoning vocabulary like "because," "if," and "might." I can listen in a group without needing reminders. I can respond appropriately to what others say I can speak clearly in well-formed sentences. I can use new words I've learned to talk about my play or experiences.

FL PS&D BASELINE OBSERVATION

Observe the child at different times.
Write notes about what you observe below:

Highlight the skills you observed the child be able to do

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months
I can look at familiar faces and respond with smiles or sounds.	I can show I know my key adult and prefer them to strangers.	I can show a wide range of feelings, like joy, frustration or fear.	I can show awareness of others and sometimes copy what they do.	I can play alongside others and sometimes with them.	I can take turns and share with support.	I can play cooperatively in small groups.	I can manage my feelings more independently, using calming strategies.	I can solve conflicts with words, with some adult help.
I can show when I am happy, tired or hungry.	I can use gestures or sounds to get comfort or attention.	I can play alongside familiar adults and stay close for reassurance.	I can express feelings like happiness or anger with actions or words.	I can express my needs and feelings with words more often.	I can follow simple routines like washing hands or tidying up.	I can understand and follow familiar expectations.	I can follow rules with reminders and take responsibility for simple tasks.	I can show resilience when things don't go as planned.
I can calm with the help of a familiar adult.	I can respond to routines and start to settle with help.	I can express my likes and dislikes through sounds, gestures or actions.	I can separate from my carer for short periods with reassurance.	I can begin to manage strong feelings with support.	I can seek comfort when I'm upset or hurt.	I can show growing confidence in trying new things.	I can make choices and explain what I want or need.	I can form positive relationships with adults and other children.
I can enjoy cuddles and being physically close to my key adult.	I can explore toys when I feel safe and supported.	I can begin to show independence, like feeding myself or exploring	I can show I know some rules or boundaries, like waiting or tidying.	I can show pride in achievements, like "I did it!"	I can talk about how I feel, using simple words like "sad" or "happy."	I can begin to understand how others feel.	I can work with others on a shared goal, like building together.	I can talk about what's fair and unfair, kind and unkind.

FL PSED BASELINE

LEUVEN SCALE ASSESSMENT

The leuven scale assessment assesses children's wellbeing and involvement.

	LEUVEN SCALE OF WELLBEING	LEUVEN SCALE OF INVOLVEMENT
1 (EXTREMELY LOW)	The child is clearly having a difficult time and doesn't feel happy in the setting. There are almost no instances of 'true' pleasure. They are not at ease and are primarily anxious or tense. Their contact with the environment is difficult and they might attack others.	They often don't engage in activities at all, appear absent-minded and stare a lot. Activities that do occur are short-lived and purposeless. They usually lack dedication, get easily distracted, and don't pay much attention to their surroundings.
2 (LOW)	The child shows elements of level one, but these are less pronounced.	A child shows elements of level one, but these are less pronounced.
3 (MODERATE)	A child is neither happy, nor unhappy. Moderate children are often indifferent and are rarely outspoken, positively or negatively. They're rarely excited, and social interactions with other children is pretty basic. There aren't many moments of real satisfaction.	On first glance, the child can seem busy, but on closer inspection it's clear they're not really absorbed in what they're doing. They can pay attention, but they're rarely fully absorbed and struggle to concentrate. They often act routinely and their activities can be short-lived as they're easily distracted.
4 (HIGH)	A child shows elements of level five, but these are less pronounced.	A child shows elements of level five, but these are less pronounced.
5 (EXTREMELY HIGH)	They feel like a 'fish in water'. They express emotions that are mostly positive, and are clearly having fun, and laugh a lot. They enjoy being in their environment and interacting with peers, and their presence often positively affecting the group dynamic. They show signs of strong emotional regulation: any anger, unhappiness, or fear quickly subsides.	These children are typically highly engaged in their activities. These children make decisions quickly and without hesitation. They demonstrate focus, dedication, interest and commitment without easily getting distracted.

Observe the child during continuous provision and complete the following form.

What is being observed?

What is the child doing?

How would you rate the child's wellbeing score from 1-5? _____

How would you rate the child's involvement score from 1-5? _____

FL PD (GROSS MOTOR) BASELINE ASSESSMENT

Ask children to do the following and highlight the skills you observed the child be able to do and put a line through the skills they were not able to do:

- Move around a space- walking, running, Pick up objects off the floor
- Climb up onto steps or the trim trail
- Throw a ball underarm
- Kick a ball
- Catch a ball
- Jump on the spot
- Push a balance bike along with their feet
- Pedal a tricycle
- Hop on one foot
- Balance on one foot
- Throw a ball over arm into a target eg hoop

Make any notes that would be useful to record below:

Highlight the skills you observed the child be able to do and put a line through the skills they were not able to do.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months
Gross motor I can move my arms and legs in response to sounds and movement. I can lift my head when on my tummy.	Gross motor I can roll over from my back to my tummy and vice versa. I can sit up with support and eventually without support.	Gross motor I can stand with support and begin to take a few steps. I can crawl or cruise along furniture to move around.	Gross motor I can walk independently and may begin to run with less stumbling. I can squat to pick up objects and stand back up. I can start to throw a ball with a basic underhand motion.	Gross motor I can climb onto furniture or steps with increasing confidence. I can begin to jump with both feet off the ground. I can move around people and objects safely	Gross motor I can run and change direction easily. I can kick, throw, and catch a ball with some control. I can explore wheeled equipment and begin to move myself forwards	Gross motor I can jump forwards and over small objects using two feet. I can balance on one foot for a few seconds. I can throw a ball towards a target with increasing control I can begin to propel a tricycle, scooter or ride on independently	Gross motor I can balance on one foot for several seconds and walk along a line. I can throw towards a target and catch a large ball with increasing control I can ride a tricycle or balance bike confidently. I can jump forwards and land safely on two feet	Gross motor I can travel confidently using different movements, including running, hopping, jumping and climbing. I can change direction and speed and move around people and obstacles safely. I can throw, catch and kick a ball with increasing accuracy and control. I can steer and control wheeled equipment around obstacles.

FL PD (FINE MOTOR) BASELINE ASSESSMENT

Ask children to do the following and highlight the skills you observed the child be able to do and put a line through the skills they were not able to do:

- Stack blocks
- Turn pages of a book
- Draw a picture with crayons
- Use scissors to cut paper
- Use a fork and spoon to eat independently
- Put on their coat independently
- Put on their shoes independently
- Draw vertical lines
- Draw horizontal lines
- Draw circles

Make any notes that would be useful to record below:

Highlight the skills you observed the child be able to do and put a line through the skills they were not able to do.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months
Fine motor I can make small movements with my hands and fingers, like gripping or reaching.	Fine motor I can reach for and grab toys, bringing them to my mouth. I can start to show some controlled movement of my hands, such as clapping or waving.	Fine motor I can grasp and hold small objects, like blocks or spoons, with increasing control. I can start to use my hands more purposefully, stacking a few blocks or poking with a finger.	Fine motor I can use a spoon to feed myself with some assistance.	Fine motor I can stack a few blocks or build simple structures. I can manipulate objects with increasing dexterity, such as turning the pages of a book or drawing simple marks with a crayon.	Fine motor I can manipulate materials and small objects using my hands and fingers. I can build towers with multiple blocks. I can use simple tools with increasing control.	Fine motor I can use a crayon, pencil, or marker to draw basic shapes, like circles and lines. I can use scissors to make snips and begin to cut along a line. I can begin to dress and undress with some help, such as putting on shoes or a coat.	Fine motor I can use scissors to cut along a straight line with increasing accuracy. I can draw shapes such as circles, crosses and lines with increasing control. I can use my hands and fingers with increasing strength and precision.	Fine motor I can use scissors to cut along a straight line with increasing control. I can manipulate small objects and use tools with increasing accuracy and control. I can use a pencil with increasing control to draw recognisable shapes and pictures. I can manage simple clothing and attempt fastenings with increasing independence.

E1 READING BASELINE

SUPER SOUNDS ASSESSMENT

Super Sounds Assessment

Name: _____

Step 1- Let's learn to make, match and copy everyday sounds

Can the child copy the sound of a?:

STAGE 6- APPROXIMATELY 30-36 MONTHS

(Adult to make the sound and ask child to copy)

pig

monkey

cat

train

Can the child make the sound of a?:

(Adult to ask the child "what sounds does a ___ make?")

sheep

lion

horse

car

Can the child match the sounds to pictures?:

(Adult to lay out the pictures in front of the child and then make a sound one at a time and ask the child to point to the matching picture)

cow

snake

dog

aeroplane

Step 2- Let's learn to make, match and copy lots of sounds with our voices and bodies

Can the child copy different actions?:

STAGE 6- APPROXIMATELY 30-36 MONTHS

(Linked to the pirate captain says game. Adult to model the different actions. Then ask children "can you ___?")

Scrub the floor

Swim in the sea

Walk the plank

Go to bed

Can the child copy different types of claps?:

STAGE 7- APPROXIMATELY 36-42 MONTHS

(Adult to model clapping loud, quiet, fast and slow. Then ask children "can you clap ___?")

fast

slow

loud

quiet

Can the child play an instrument in different types of ways?:

(Adult to model playing the instrument loud, quiet, fast and slow. Then ask children "can you play the instrument ___?")

fast

slow

loud

quiet

Step 3- Let's learn to break words into syllables by playing with rhythm

STAGE 8- APPROXIMATELY 42-48 MONTHS

Can the child copy a rhythm?:

(Adult to model saying and clapping a syllable rhythm eg orange (2 claps), pear (1 clap), orange (2 claps), pear (1 clap). Ask children to copy)

snake, monkey

banana, apple

tiger, elephant

Can the child clap the syllables in their name?:

(Adult to model with their own name, then ask the child to clap and count the syllables in their name)

Can clap the syllables in their name

Can the child clap the syllables in every day words?:

(Adult to model with the word "table", then ask the child to clap and count the syllables in other words)

coat

apple

paper

milk

butterfly

Step 4- Let's learn to break spoken words into chunks by hearing, copying and making rhymes

STAGE 8- APPROXIMATELY 42-48 MONTHS

Can the child match the rhyming pictures?:

(Adult to lay out the pictures in front of the child. Point to one picture and say the name and ask the child to find the picture that rhymes)

box/fox

star/car

leg/peg

mouse/house

Can the child continue a rhyming string?:

(Adult to begin the rhyming string and encourage children to continue)

ten, pen....

man, van...

dog, frog...

cat, bat...

Step 5- Let's learn to hear the similarities and differences in spoken sounds at the start of words

STAGE 9- APPROXIMATELY 48-60 MONTHS

Can the child match objects that start with the same sound?:

(Adult to lay out the pictures in front of the child. Point to a photo and say "___ starts with ___, which other picture starts with ___?")

bag/bird

glasses/goat

pencil/pan

tin/tap

Can the child say the sound that a word begins with?:

(Adult to ask the child "what sound does ___ start with?")

mat

snake

doll

table

net

Step 6- Let's learn to hear to hear and say separate sounds in words, ready for making and reading words when school starts

STAGE 9- APPROXIMATELY 48-60 MONTHS

Can the child orally blend sounds together to say words?:

(Adult to say the segmented sounds to the child and encourage the child to repeat the sounds back and then blend to say the word)

man

lip

jam

pen

Can the child segment the sounds in cvc words:

(Adult to say "what sounds can you hear in ___")

hen

log

web

dog

F1 READING BASELINE OBSERVATION

Set up opportunities for the children to demonstrate the skills below in provision. Write notes about what you observe below:

Highlight the skills you observed the child be able to do and put a line through the skills they were not able to do.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months
I can listen to and enjoy being read to from a book with simple pictures and words. I can look at books and explore the pictures with my eyes or fingers. I can respond to the sound of a voice by turning my head or making sounds.	I can look at pictures in a book and respond to familiar sounds or actions in the story. I can begin to show interest in the book by reaching out to touch or hold it. I can listen to simple rhymes or songs and respond with eye contact or cooing.	I can turn the pages of a book, often one at a time, to explore the pictures. I can begin to recognise familiar objects or characters in a story. I can show interest in stories and respond by babbling or pointing.	I can point to familiar objects or people in pictures when they are named. I can enjoy listening to familiar stories and might attempt to say some words in the story. I can begin to handle books carefully and look at pictures with interest.	I can begin to make up stories based on pictures in a book. I can listen to simple stories and respond by turning pages or pointing at pictures. I can repeat parts of familiar rhymes or stories.	I can enjoy listening to stories and may be able to recall simple parts of the story. I can listen and join in with stories, songs and games. I can copy everyday sounds. I can make <u>everyday</u> sounds. I can match everyday sounds with a picture. I can copy different actions.	I can follow along with familiar stories and anticipate what comes next. I can look at books independently, turning pages and pointing at pictures while making up a story. I can copy different types of claps: loud, quiet, fast, slow. I can play an instrument in different ways: loud, quiet, fast, slow.	I can listen to stories and comment on what happens next, showing an understanding of the plot. I can copy a rhythm by clapping. I can clap the syllables in my name. I can clap the syllables in every day words. I can identify objects that rhyme. I can continue a rhyming string.	I can listen to and recall simple stories, identifying the main characters and events. I am beginning to be able to hear some sounds at the beginning of words. I am beginning to be able to segment <u>cyc</u> words. I am beginning to be able to orally blend <u>cy</u> words.

E1 WRITING BASELINE

CHILD'S RECORDING SHEET

1. Can you draw the lines and shapes?

Model each line/ shape on a whiteboard first and then ask children to draw them in the box below.

Can you draw a line up?

Can you draw a line down?

Can you draw a line across?

Can you draw a circle?

Can you draw a cross (+)?

Can you draw a square?



2. Can you draw a picture of your family?



E1 WRITING BASELINE

TEACHER'S RECORDING SHEET

1. Can you draw the lines and shapes? (Highlight the skills you observed the child be able to do and put a line through the skills they were not able to do.)

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months
Finger strength I can explore with my hands by batting, grabbing, and squeezing. I can reach out and touch or swipe at objects around me. I can begin to develop control of my arms and hands	Pencil grip and handwriting I can pick up small objects with my finger and thumb (pincer grasp) Finger strength I can pass toys from one hand to the other. I can bang objects, like a spoon on a table. I can hold and explore things using both hands	Pencil grip and handwriting I can hold a writing tool with my whole hand (palmar grasp). Finger strength I can point with one finger and start to use my hand purposefully Composition and effect I am beginning to be able to make marks with my fingers or a chunky crayon. I show interest in mark-making tools like chalk, crayons, or paint.	Composition and effect I start to notice when I'm drawing on paper and not the table I can experiment with marks and draw intentional scribbles (often circular)	Pencil grip and handwriting I can draw a vertical line Composition and effect I begin to apply more pressure when mark making	Pencil grip and handwriting I can hold a mark making tool with a digital pronate grip I can draw a horizontal line Composition and effect I can sometimes tell you what the marks mean e.g. "Mummy".	Pencil grip and handwriting I can draw a circle I can draw shapes that represent people or objects (e.g., a circle for a face). Composition and effect I can confidently ascribe meaning to the marks that I make (e.g., "That's Mummy").	Pencil grip and handwriting I can hold a pencil using a static tripod grip I can draw a cross with a horizontal and vertical line (+) Composition and effect I can confidently ascribe meaning to the marks that I make (e.g., "That's Mummy").	Pencil grip and handwriting I can draw a square Spelling I can hear and say the initial sounds in a dictated word. Name writing I can recognise my name

2. Can you draw your family? (Highlight the skills you observed the child be able to do and put a line through the skills they were not able to do.)

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months
Finger strength I can explore with my hands by batting, grabbing, and squeezing. I can reach out and touch or swipe at objects around me. I can begin to develop control of my arms and hands	Pencil grip and handwriting I can pick up small objects with my finger and thumb (pincer grasp) Finger strength I can pass toys from one hand to the other. I can bang objects, like a spoon on a table. I can hold and explore things using both hands	Pencil grip and handwriting I can hold a writing tool with my whole hand (palmar grasp). Finger strength I can point with one finger and start to use my hand purposefully Composition and effect I am beginning to be able to make marks with my fingers or a chunky crayon. I show interest in mark-making tools like chalk, crayons, or paint.	Composition and effect I start to notice when I'm drawing on paper and not the table I can experiment with marks and draw intentional scribbles (often circular)	Pencil grip and handwriting I can draw a vertical line Composition and effect I begin to apply more pressure when mark making	Pencil grip and handwriting I can hold a mark making tool with a digital pronate grip I can draw a horizontal line Composition and effect I can sometimes tell you what the marks mean e.g. "Mummy".	Pencil grip and handwriting I can draw a circle I can draw shapes that represent people or objects (e.g., a circle for a face). Composition and effect I can confidently ascribe meaning to the marks that I make (e.g., "That's Mummy").	Pencil grip and handwriting I can hold a pencil using a static tripod grip I can draw a cross with a horizontal and vertical line (+) Composition and effect I can confidently ascribe meaning to the marks that I make (e.g., "That's Mummy").	Pencil grip and handwriting I can draw a square Spelling I can hear and say the initial sounds in a dictated word. Name writing I can recognise my name

F1 MATHS BASELINE

TEACHER'S RECORDING SHEET

Set up opportunities for the children to demonstrate the skills below in provision. Write notes about what you observe below:

Highlight the skills you observed the child be able to do and put a line through the skills they were not able to do.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months
I can track objects and faces with my eyes. I respond when things appear or disappear. I enjoy looking at contrasting patterns or repeated shapes	I explore objects by banging, dropping, or mouthing them. I enjoy filling and emptying containers. I begin to anticipate repeated events (e.g. peek-a-boo).	I show awareness of quantity (e.g. looking surprised when more toys are added). I enjoy putting things in and out of containers. I begin to copy simple actions in number rhymes. I can group similar objects together (e.g. all the blocks).	I show interest in small sets of objects (e.g. picking up 1 or 2 items at a time). I begin to be able to complete inset puzzles. I can explore objects of different sizes and shapes.	I can find a toy that's "bigger" or "smaller" when asked. I am starting to use simple number words in play (e.g., "One, two!"). I enjoy stacking and knocking down blocks.	I join in with simple number rhymes. I notice differences in amounts (e.g., more/less). I am starting to copy counting-like behaviour (e.g., pointing at objects while saying numbers). I begin to notice patterns in my environment.	I can recite numbers to 5 from 1 to 5, sometimes missing numbers I can match two objects that look the same, like two blocks. I can name primary colours I can use some words related to size, weight and capacity	I can count up to 5 objects accurately using 1:1 correspondence. I can describe and compare size, length, capacity or weight. I can continue and copy simple patterns. I can subitise small amounts (e.g. "I can see there are 3!"). I can compare amounts 1 to 3 using more, fewer and same.	I can recite numbers to 5 accurately. I can recognise numerals 1 to 5 and talk about what they mean. I can compare quantities to 5 and use "more", "fewer", and "same". I can recognise, name and describe basic 2D and 3D shapes. I can find and talk about equal and unequal groups.

FL UTW BASELINE OBSERVATION

Throughout the first half term, provide opportunities to assess against the following skills. Write notes about what you observe below:

Highlight the skills you observed the child be able to do and put a line through the skills they were not able to do.

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months
I can explore my environment using my senses (sight, hearing, touch).	I can explore objects by mouthing, shaking, and banging them.	I can explore and engage with objects and materials around me.	I can make links between events, such as recognizing when something is turned on or off.	I can begin to explore and ask questions about the world around me, like "What's that?" or "How?"	I can talk about things I see in the world around me (e.g., pointing to trees, animals, or vehicles).	I can notice and describe features of my environment, such as weather, plants, or animals.	I can explore and observe changes in the environment, like the weather or seasons.	I can explore the world around me through activities like planting, caring for animals, or observing the weather.
I can respond to familiar sounds, voices, and faces.	I can begin to show awareness of familiar people and objects in my environment.	I can show interest in cause and effect (e.g., pressing a button to make a noise).	I can start to draw actions of adults and peers.	I can show interest in daily routines and activities, such as meal times or playtime.	I can begin to explore the natural world by collecting items like leaves, stones, or flowers.	I can show awareness of the passage of time, understanding words like "today," "tomorrow," and "yesterday."	I can begin to understand and talk about different types of animals, plants, and people in my community.	I can talk about how things work (e.g., "A bike moves when you pedal").
I can show interest in toys or objects that make sounds or have different textures.	I can react to changes in the environment, such as a change in lighting or sounds.	I can begin to show curiosity about people and objects, reaching out to investigate them.	I can notice and respond to changes in my environment, such as a new person entering the room.	I can start to understand simple cause-and-effect relationships (e.g., "If I press this button, it will light up").	I can engage in simple problem-solving activities, such as fitting shapes into puzzles.	I can begin to make connections between the world around me and things I have experienced before (e.g., "I saw a dog like that at the park").	I can ask and answer simple questions about the world around me.	I can make observations and predictions about things in the world around me.

E1 EAD BASELINE OBSERVATION

Throughout the first half term, provide opportunities to assess against the following skills. Write notes about what you observe below:

Highlight the skills you observed the child be able to do and put a line through the skills they were not able to do.

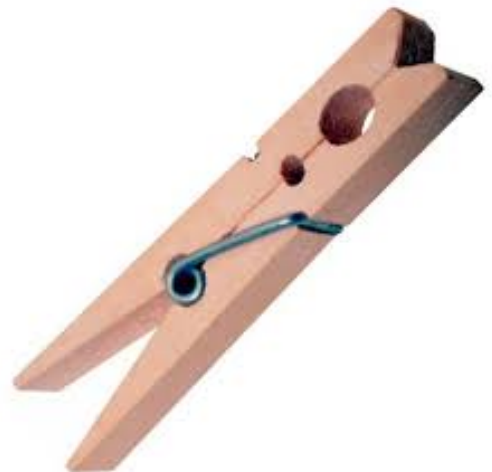
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months
I can explore sounds by banging or shaking objects. I can look at bright colours and patterns. I can respond to music by kicking, waving, or smiling.	I can hold and explore rattles or shakers. I can babble or make noises alongside music. I can watch an adult make marks or stick things together.	I can use my hands to pat, squeeze, or poke dough or paint. I can join in with simple action songs or rhymes. I can explore sticking paper or materials with adult help.	I can make marks with chunky crayons or chalk. I can clap or stamp to the beat of music.	I can make marks with paint. I can join in with familiar songs and rhymes. I can join materials using a glue stick with support. I can start to pretend in role play, using simple props.	I can draw simple shapes with crayons, chalk or paint and give meaning to my marks. I can explore musical instruments, making fast and slow sounds. I can begin to act out simple stories or experiences in play. I can squeeze and shape playdough with my hands.	Play instruments to make different sorts of sounds eg fast/ slow/ loud/ quiet I can join and combine materials using a glue stick independently I can use cutters to manipulate salt <u>dough</u>. I can sing familiar songs. .	I can use put glue and glue spreaders to join materials. I can draw different types of lines. I can use my imagination to make up own storylines in role play. I know how to clean my paintbrush when changing colours. I am beginning to be able to name some instruments.	I can use masking tape to join materials. I can manipulate plastercine with my hands and tools. I can paint using ready mixed paint or paint blocks. I can act out stories, enhancing them with simple props or resources. I can participate in small world play related to rhymes and stories

Fl Appendix I: Photos for super sounds assessment

Photos to cut out for stage 1



Fl Appendix I: Photos for super sounds assessment
Photos to cut out for stage 4





F2

(4-5 YEAR OLDS)

ON ENTRY BASELINE ASSESSMENTS OVERVIEW

<i>Areas of learning assessed</i>	<i>How do we assess the children for these areas of learning?</i>
<i>Communication and Language</i>	Language screen assessment Observation using the C&L checkpoints
<i>PSED</i>	Observation using the PSED checkpoints Leuven Scale assessment
<i>Physical Development (Gross motor)</i>	Teacher-led gross motor assessment using the PD checkpoints
<i>Physical Development (Fine motor)</i>	Teacher-led fine motor assessment using PD checkpoints
<i>Literacy (Reading)</i>	Read Write Inc phonics assessment Super Sounds assessment Observation using the Reading checkpoints
<i>Literacy (Writing)</i>	Teacher-led writing assessment using writing checkpoints
<i>Maths</i>	Teacher-led maths assessment using maths checkpoints
<i>Understanding the world</i>	Teacher-led UTW assessment using maths checkpoints
<i>Expressive art and design</i>	Teacher-led EAD assessment using maths checkpoints



F2 BASELINE ASSESSMENT

2026/2027

Child's name: _____

DOB: ____/____/____

Age (in months): _____ months

F2 BASELINE OVERVIEW

At the time of the F2 on entry assessment:

Stage 8 or below = Not on track

Stage 9= On track

Stage 10 and above = Exceeding

AREA OF LEARNING	ASSESSMENT	STAGE ACHIEVED	OVERALL STAGE FOR AREA OF LEARNING	ON TRACK/ NOT ON TRACK/ EXCEEDING
C&L	LANGUAGE SCREEN ASSESSMENT			
	C&L OBSERVATION			
PHYSICAL DEVELOPMENT	GROSS MOTOR ADULT-LED ASSESSMENT			
	FINE MOTOR ADULT-LED ASSESSMENT			
PSED	PSED OBSERVATION			
READING	READ WRITE INC ASSESSMENT			
	SUPER SOUNDS ASSESSMENT			
WRITING	WRITING ADULT-LED ASSESSMENT			
MATHS	MATHS ADULT-LED ASSESSMENT			
UNDERSTANDING THE WORLD	UTW OBSERVATION			
EXPRESSIVE ART AND DESIGN	EAD OBSERVATION			

F2 C&L BASELINE LANGUAGE SCREEN ASSESSMENT

*Complete the language screen assessment online
Attach the report below*

F2 C&L BASELINE OBSERVATION

Observe the child at different times.

Write notes about what you observe below:

Highlight the skills that you observed the child be able to do and put a line through the skills they were not able to do on the next page.

Communication and language

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can turn my head toward a familiar voice. I can watch faces and mouths when people talk. I can respond with facial expressions and body movements to adult voices. I can show awareness of sounds by starting or turning toward them. I can make cooing and gurgling sounds. I can make eye contact and respond with smiles or cooing. I can show interest in faces and voices	I can respond to my name I can respond to simple words like "no" or "bye-bye." I can look where someone points or gestures. I can take turns in "conversations" with sounds or gestures. I can show interest when someone is talking or singing. I can babble using different sounds like "baba" or "gaga." I can take turns in "conversations" with sounds or gestures. I can reach or gesture to get attention from a familiar adult	I can understand simple instructions like "come here." I can copy sounds, gestures, and expressions. I can pay attention to a short adult-led activity (e.g., simple song or rhyme) I can point to show what I want or see. I can use a few simple words like "mama" or "ball." I can use simple gestures or vocalisations to express my needs and interests	I can follow simple instructions like "get your shoes." I can respond to familiar words linked to routines (e.g., snack, coat, milk). I can enjoy looking at picture books and naming things I see. I can anticipate repeated actions or lines in rhymes and stories I can use up to 50 words and start joining two words, like "more milk." I can use gestures, sounds, and words to get my needs met. I can notice others around me and begin to copy their actions or sounds.	I can understand simple questions like "where's your hat?" I can follow familiar two-word phrases (e.g., "sit down," "come here") I can join in with songs or rhymes with help. I can listen to short stories and show interest with gestures or sounds. I can use short sentences like "me want juice." I can talk to others during play. I can begin to take turns in simple social games or interactions.	I can follow instructions with 2 steps, like "get your coat and wait by the door." I can answer simple "what," "where," or "who" questions. I can understand common descriptive words (e.g., big, hot, wet) I can listen to short stories with interest. I can begin to shift attention when needed (e.g., stop play to listen) I can speak in 3-4 word sentences. I can begin to express ideas and make simple requests.	I can follow two-step instructions across different settings. I can understand a wider range of question types, including "why" and "how" with support. I can understand basic positional language (e.g., on, under, behind). I can listen to longer stories. I can concentrate on an adult-led activity for a short period I can use longer sentences and link ideas with "and" or "because." I can use talk to explain my thinking and ideas. I can take turns in conversation and respond to others' ideas.	I can follow longer instructions and respond appropriately. I can understand sequencing words like "first," "then," and "next." I can understand and use words to describe time (e.g., today, later, yesterday) I can listen carefully when an adult is talking to me and ask questions to find out more. I can stay focused during small group activities. I can use senses correctly most of the time ("I went," "he is running"). I can take turns in conversation and respond to others' ideas. I can use talk to help solve problems or make plans.	I can follow multi-step instructions during routines or tasks. I can understand more detailed story language (e.g., characters, setting, problems). I can understand early reasoning vocabulary like "because," "if," and "might." I can listen in a group without needing reminders. I can respond appropriately to what others say I can speak clearly in well-formed sentences. I can use new words I've learned to talk about my play or experiences.	I can follow instructions that contain sequencing and descriptive detail. I can understand cause-and-effect words (e.g., "so," "because"). I can explain events or tasks using time words. I can listen and remember several pieces of information at once. I can participate in discussions by listening and taking turns I can use full sentences to explain my thoughts. I can use new vocabulary when retelling stories or role play. I can take part in group conversations, building on others' ideas.	I can understand more abstract vocabulary linked to thinking (e.g., predict, remember). I can respond to complex story questions (e.g., "Why did the character feel that way?"). I can follow instructions with embedded clauses (e.g., "Before you sit down, put your book away.") I can listen carefully and respond with relevant comments. I can follow extended listening without losing focus I can use talk to organise and clarify my ideas. I can express my ideas using new words from stories or learning. I can hold back-and-forth conversations using full sentences.	I can follow complex instructions across a range of settings. I can understand and talk about similarities, differences, and reasoning. I can use and understand language linked to comparison, problem-solving, and time. I can listen to others in a range of situations, showing focus and appropriate responses. I can ask and answer questions about what I have heard I can express my ideas using new words from stories or learning. I can hold back-and-forth conversations using full sentences.	I can understand conditional and hypothetical language (e.g., "What would happen if...?"). I can follow multi-step instructions that require memory and inference. I can explain ideas using vocabulary linked to cause, effect, and reasoning I can sustain attention in longer conversations or teaching sessions. I can ask relevant and thoughtful questions to deepen understanding I can use a wide range of vocabulary and sentence structures when speaking. I can express ideas clearly and build on what others say during discussions.

F2 PSED BASELINE OBSERVATION

Observe the child at different times.

Write notes about what you observe below:

Highlight the skills that you observed the child be able to do and put a line through the skills they were not able to do on the next page.

13 STAGES OF PSED

PSED												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can look at familiar faces and respond with smiles or sounds. I can show when I am happy, tired or hungry. I can calm with the help of a familiar adult. I can enjoy cuddles and being physically close to my key adult.	I can show I know my key adult and prefer them to strangers. I can use gestures or sounds to get comfort or attention. I can respond to routines and start to settle with help. I can explore toys when I feel safe and supported.	I can show a wide range of feelings, like joy, frustration or fear. I can play alongside familiar adults and stay close for reassurance. I can express my likes and dislikes through sounds, gestures or actions. I can begin to show independence, like feeding myself or exploring	I can show awareness of others and sometimes copy what they do. I can express feelings like happiness or anger with actions or words. I can separate from my carer for short periods with reassurance. I can show I know some rules or boundaries, like waiting or tidying.	I can play alongside others and sometimes with them. I can express my needs and feelings with words more often. I can begin to manage strong feelings with support. I can show pride in achievements, like "I did it!"	I can take turns and share with support. I can follow simple routines like washing hands or tidying up. I can seek comfort when I'm upset or hurt. I can talk about how I feel, using simple words like "sad" or "happy."	I can play cooperatively in small groups. I can understand and follow familiar expectations. I can show growing confidence in trying new things. I can begin to understand how others feel.	I can manage my feelings more independently, using calming strategies. I can follow rules with reminders and take responsibility for simple tasks. I can make choices and explain what I want or need. I can work with others on a shared goal, like building together.	I can solve conflicts with words, with some adult help. I can show resilience when things don't go as planned. I can form positive relationships with adults and other children. I can talk about what's fair and unfair, kind and unkind.	I can show independence in managing my needs like toileting and dressing. I can show confidence when trying new things. I can listen to others and begin to wait my turn. I can name and talk about feelings in myself and others.	I can follow the class rules and routines without reminders. I can bounce back after a mistake or when plans change. I can talk about ways to be a kind friend. I can show persistence in tricky tasks.	I can show understanding of my own and others' feelings. I can manage my own needs and solve simple problems independently. I can work and play cooperatively, taking turns and resolving conflict. I can show confidence in different social situations.	I can reflect on my behaviour and how it affects others. I can show empathy and offer help when someone is upset or struggling. I can negotiate and compromise with peers during disagreements. I can take on roles of responsibility and support others in the group.

F2 PSED BASELINE

LEUVEN SCALE ASSESSMENT

The leuven scale assessment assesses children's wellbeing and involvement.

	LEUVEN SCALE OF WELLBEING	LEUVEN SCALE OF INVOLVEMENT
1 (EXTREMELY LOW)	The child is clearly having a difficult time and doesn't feel happy in the setting. There are almost no instances of 'true' pleasure. They are not at ease and are primarily anxious or tense. Their contact with the environment is difficult and they might attack others.	They often don't engage in activities at all, appear absent-minded and stare a lot. Activities that do occur are short-lived and purposeless. They usually lack dedication, get easily distracted, and don't pay much attention to their surroundings.
2 (LOW)	The child shows elements of level one, but these are less pronounced.	A child shows elements of level one, but these are less pronounced.
3 (MODERATE)	A child is neither happy, nor unhappy. Moderate children are often indifferent and are rarely outspoken, positively or negatively. They're rarely excited, and social interactions with other children is pretty basic. There aren't many moments of real satisfaction.	On first glance, the child can seem busy, but on closer inspection it's clear they're not really absorbed in what they're doing. They can pay attention, but they're rarely fully absorbed and struggle to concentrate. They often act routinely and their activities can be short-lived as they're easily distracted.
4 (HIGH)	A child shows elements of level five, but these are less pronounced.	A child shows elements of level five, but these are less pronounced.
5 (EXTREMELY HIGH)	They feel like a 'fish in water'. They express emotions that are mostly positive, and are clearly having fun, and laugh a lot. They enjoy being in their environment and interacting with peers, and their presence often positively affecting the group dynamic. They show signs of strong emotional regulation: any anger, unhappiness, or fear quickly subsides.	These children are typically highly engaged in their activities. These children make decisions quickly and without hesitation. They demonstrate focus, dedication, interest and commitment without easily getting distracted.

Observe the child during continuous provision and complete the following form.

What is being observed?

What is the child doing?

How would you rate the child's wellbeing score from 1-5? _____

How would you rate the child's involvement score from 1-5? _____

F2 PD (GROSS MOTOR) BASELINE ASSESSMENT

Ask children to do the following and highlight the skills you observed the child be able to do and put a line through the skills they were not able to do:

- Move around a space- walking, running,
- Climb up onto steps or the trim trail
- Throw a ball underarm
- Kick a ball
- Catch a ball
- Jump on the spot
- Push a balance bike along with their feet
- Pedal a tricycle
- Hop on one foot
- Balance on one foot
- Throw a ball over arm into a target eg hoop
- Put on their coat and shoes

Make any notes that would be useful to record below:

Highlight the skills that you observed the child be able to do and put a line through the skills they were not able to do on the next page.

13 STAGES OF PHYSICAL DEVELOPMENT

Physical development												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
<u>Gross motor</u> I can move my arms and legs in response to sounds and movement. I can lift my head when on my tummy.	<u>Gross motor</u> I can roll over from my back to my tummy and vice versa. I can sit up with support and eventually without support.	<u>Gross motor</u> I can stand with support and begin to take a few steps. I can crawl or cruise along furniture to move around.	<u>Gross motor</u> I can walk independently and may begin to run with less stumbling. I can squat to pick up objects and stand back up. I can start to throw a ball with a basic underhand motion.	<u>Gross motor</u> I can climb onto furniture or steps with increasing confidence. I can begin to jump with both feet off the ground. I can move around people and objects safely.	<u>Gross motor</u> I can run and change direction easily. I can kick, throw, and catch a ball with some control. I can explore wheeled equipment and begin to move myself forwards	<u>Gross motor</u> I can jump forwards and over small objects using two feet. I can balance on one foot for a few seconds. I can throw a ball towards a target with increasing control I can begin to propel a tricycle, scooter or ride on independently	<u>Gross motor</u> I can balance on one foot for several seconds and walk along a line. I can throw towards a target and catch a large ball with increasing control I can ride a tricycle or balance bike confidently. I can jump forwards and land safely on two feet	<u>Gross motor</u> I can <u>travel</u> confidently using different movements, including running, hopping, jumping, and climbing. I can change direction and speed and move around people and obstacles safely. I can throw, catch and kick a ball with increasing accuracy and control. I can steer and control wheeled equipment around obstacles.	<u>Gross motor</u> I can move confidently and safely in a range of ways, including running, jumping, and hopping. I can change my speed and direction when moving around people and obstacles. I can throw and catch a ball with good control and <u>coordination</u>.	<u>Gross motor</u> I can run, jump, and hop confidently in different directions and on different surfaces. I can demonstrate improved balance and coordination in activities like skipping or climbing. I can throw, catch, and kick a ball with accuracy and control in a game. I can combine different movements with increasing control.	<u>Gross motor</u> I can demonstrate confident and controlled movements in running, jumping, and balancing. I can ride a bike, scooter, or tricycle confidently and safely. I can change my speed and direction quickly and safely when moving around people and obstacles. I can confidently use a range of ball skills in games.	<u>Gross motor</u> I can perform a range of physical activities with great control and coordination, including running, jumping, balancing, and climbing. I can confidently and accurately throw, catch, and kick balls in a variety of games and situations. I can ride a bike or scooter without stabilizers with strong balance and coordination I can combine different movements fluently and adapt my movements to different activities and <u>situations</u>.

F2 PD (FINE MOTOR) BASELINE ASSESSMENT

Ask children to do the following and highlight the skills you observed the child be able to do and put a line through the skills they were not able to do:

- Stack blocks
- Turn pages of a book
- Draw a picture with crayons
- Use scissors to cut paper
- Use a fork and spoon to eat independently
- Draw vertical lines
- Draw horizontal lines
- Draw circles
- Write letters

Make any notes that would be useful to record below:

Highlight the skills that you observed the child be able to do and put a line through the skills they were not able to do on the next page.

13 STAGES OF PHYSICAL DEVELOPMENT

Physical development												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
Fine motor I can make small movements with my hands and fingers, like gripping or reaching.	Fine motor I can reach for and grab toys, bringing them to my mouth. I can start to show some controlled movement of my hands, such as clapping or waving.	Fine motor I can grasp and hold small objects, like blocks or spoons, with increasing control. I can start to use my hands more purposefully, stacking a few blocks or poking with a finger.	Fine motor I can use a spoon to feed myself with some assistance.	Fine motor I can stack a few blocks or build simple structures. I can manipulate objects with increasing dexterity, such as turning the pages of a book or drawing simple marks with a crayon.	Fine motor I can manipulate materials and small objects using my hands and fingers. I can build towers with multiple blocks. I can use simple tools with increasing control.	Fine motor I can use a crayon, pencil, or marker to draw basic shapes, like circles and lines. I can use scissors to make snips and begin to cut along a line. I can begin to dress and undress with some help, such as putting on shoes or a coat.	Fine motor I can use scissors to cut along a straight line with increasing accuracy. I can draw shapes such as circles, crosses and lines with increasing control. I can use my hands and fingers with increasing strength and precision.	Fine motor I can use scissors to cut along a straight line with increasing control. I can manipulate small objects and use tools with increasing accuracy and control. I can use a pencil with increasing control to draw recognisable shapes and pictures. I can manage simple clothing and attempt fastenings with increasing independence.	Fine motor I can use scissors to cut along more complex lines and shapes. I can use a pencil with an effective grip and good control. I can form recognisable <u>lower-case</u> letters on plain paper. I can dress and undress with minimal support, including putting on shoes and coats.	Fine motor I can form some <u>lower-case</u> letters correctly on plain paper. I can use tools and equipment with increasing precision and control. I can manage simple fastenings independently.	Fine motor I can form all <u>lower-case</u> letters correctly on plain paper. I can use a range of tools accurately and with good control. I can independently manage most self-care tasks, such as putting on socks, shoes, and fastening coats.	Fine motor I can form letters consistently and with increasing fluency. I can use tools and equipment precisely and independently for a range of purposes.

F2 READING BASELINE

READ WRITE INC ASSESSMENT

Read Write Inc.
Phonics

Assessment 1

Assessment 1 individual record

Pupil

Date

Sound Knowledge Set 1 single-letter Sounds d a s m t o n p g i k u b c f e l h r j x y w z v ___ out of 25 (Set 1 single-letter Sounds only)	Sound Knowledge Set 1 Special Friends ch qu sh th ng nk ff ll ss ck ___ out of 10 (Set 1 Special Friends only) ___ out of 35 (Set 1 single-letter Sounds and Special Friends)
Sound Knowledge Set 2 oo ee ay ow oo igh ou or air ir ar oy ___ out of 12 (Set 2 only) ___ out of 47 (Set 1 and Set 2)	Sound Knowledge Set 3 ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion clous e ___ out of 28 (Set 3 only) ___ out of 75 (Set 1, Set 2 and Set 3)

Grouping

Set 1 single-letter Sounds	d a s m t o n p g i k u b c f e l h r j x y w z v
Set 1 Sounds Group C	d-u-g ch-a-t t-e-n p-o-t t-i-n
Ditty Group	am red bin yes
Red Group	chip mash pink thin fas gip guk rab
Green Group	flat this sand king thid vosh criff yoss
Purple Group	kiss quick grin splash crell penk zeng frud can yes not big his off thin with
Pink Group	sight throw zoom took skay spoom dight fleep ship help long thing next went black stop
Orange Group	spark porch pair house norg ouf firb stoy rest smell throw play feel food when from
Yellow Group	looking sunlight often outfit pellin spust shorg plarp high hair night sleep boy quick little think know smart

F2 READING BASELINE SUPER SOUNDS ASSESSMENT

Super Sounds Assessment

Name: _____

Step 1- Let's learn to make, match and copy everyday sounds

Can the child copy the sound of a?:

STAGE 6- APPROXIMATELY 30-36 MONTHS

(Adult to make the sound and ask child to copy)

pig

monkey

cat

train

Can the child make the sound of a?:

(Adult to ask the child "what sounds does a ___ make?")

sheep

lion

horse

car

Can the child match the sounds to pictures?:

(Adult to lay out the pictures in front of the child and then make a sound one at a time and ask the child to point to the matching picture)

cow

snake

dog

aeroplane

Step 2- Let's learn to make, match and copy lots of sounds with our voices and bodies

Can the child copy different actions?:

STAGE 6- APPROXIMATELY 30-36 MONTHS

(Linked to the pirate captain says game. Adult to model the different actions. Then ask children "can you ___?")

Scrub the floor

Swim in the sea

Walk the plank

Go to bed

Can the child copy different types of claps?:

STAGE 7- APPROXIMATELY 36-42 MONTHS

(Adult to model clapping loud, quiet, fast and slow. Then ask children "can you clap ___?")

fast

slow

loud

quiet

Can the child play an instrument in different types of ways?:

(Adult to model playing the instrument loud, quiet, fast and slow. Then ask children "can you play the instrument ___?")

fast

slow

loud

quiet

Step 3- Let's learn to break words into syllables by playing with rhythm

STAGE 8- APPROXIMATELY 42-48 MONTHS

Can the child copy a rhythm?:

(Adult to model saying and clapping a syllable rhythm eg orange (2 claps), pear (1 clap), orange (2 claps), pear (1 clap). Ask children to copy)

snake, monkey

banana, apple

tiger, elephant

Can the child clap the syllables in their name?:

(Adult to model with their own name, then ask the child to clap and count the syllables in their name)

Can clap the syllables in their name

Can the child clap the syllables in every day words?:

(Adult to model with the word "table", then ask the child to clap and count the syllables in other words)

coat

apple

paper

milk

butterfly

Step 4- Let's learn to break spoken words into chunks by hearing, copying and making rhymes

STAGE 8- APPROXIMATELY 42-48 MONTHS

Can the child match the rhyming pictures?:

(Adult to lay out the pictures in front of the child. Point to one picture and say the name and ask the child to find the picture that rhymes)

box/fox

star/car

leg/peg

mouse/house

Can the child continue a rhyming string?:

(Adult to begin the rhyming string and encourage children to continue)

ten, pen....

man, van...

dog, frog...

cat, bat...

Step 5- Let's learn to hear the similarities and differences in spoken sounds at the start of words

STAGE 9- APPROXIMATELY 48-60 MONTHS

Can the child match objects that start with the same sound?:

(Adult to lay out the pictures in front of the child. Point to a photo and say "___ starts with ___, which other picture starts with ___?")

bag/bird

glasses/goat

pencil/pan

tin/tap

Can the child say the sound that a word begins with?:

(Adult to ask the child "what sound does ___ start with?")

mat

snake

doll

table

net

Step 6- Let's learn to hear to hear and say separate sounds in words, ready for making and reading words when school starts

STAGE 9- APPROXIMATELY 48-60 MONTHS

Can the child orally blend sounds together to say words?:

(Adult to say the segmented sounds to the child and encourage the child to repeat the sounds back and then blend to say the word)

man

lip

jam

pen

Can the child segment the sounds in cvc words:

(Adult to say "what sounds can you hear in ___")

hen

log

web

dog

F2 READING BASELINE OBSERVATION

Set up opportunities for the children to demonstrate the skills below in provision. Write notes about what you observe below:

Highlight the skills that you observed the child be able to do and put a line through the skills they were not able to do on the next page.

13 STAGES OF READING

Reading												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can listen to and enjoy being read to from a book with simple pictures and words. I can look at books and explore the pictures with my eyes or fingers. I can respond to the sound of a voice by turning my head or making sounds.	I can look at pictures in a book and respond to familiar sounds or actions in the story. I can begin to show interest in the book by reaching out to touch or hold it. I can listen to simple rhymes or songs and respond with eye contact or cooing.	I can turn the pages of a book, often one at a time, to explore the pictures. I can begin to recognise familiar objects or characters in a story. I can show interest in stories and respond by babbling or pointing.	I can point to familiar objects or people in pictures when they are named. I can enjoy listening to familiar stories and might attempt to say some words in the story. I can begin to handle books carefully and look at pictures with interest.	I can begin to make up stories based on pictures in a book. I can listen to simple stories and respond by turning pages or pointing at pictures. I can repeat parts of familiar rhymes or stories.	I can enjoy listening to stories and may be able to recall simple parts of the story. I can listen and join in with stories, songs and games. I can copy everyday sounds. I can make <u>over-day</u> sounds. I can match everyday sounds with a picture. I can copy different actions.	I can follow along with familiar stories and anticipate what comes next. I can look at books independently, turning pages and pointing at pictures while making up a story. I can copy different types of claps- loud, quiet, fast, slow. I can play an instrument in different ways- loud, quiet, fast, slow.	I can listen to stories and comment on what happens next, showing an understanding of the plot. I can copy a rhythm by clapping. I can clap the syllables in my name. I can clap the syllables in every day words. I can identify objects that rhyme. I can continue a rhyming string.	I can listen to and recall simple stories, identifying the main characters and events. I am beginning to be able to hear some sounds at the beginning of words. I am beginning to be able to segment <u>cyc</u> words. I am beginning to be able to orally blend <u>cyc</u> words.	I can recognise most of the 25 single letter sounds. I can orally blend three sounds together. I can listen to stories with increasing attention, beginning to understand key elements of the story, like who, what, and where. I can enjoy books and show a preference for certain ones, often asking for the same book repeatedly.	I can recognise 31 sounds (set 1 single letters and special friends) I can read real <u>cyc</u> words independently using <u>fed</u> talk, read the word. I can read three-sound words that contain set 1 special friends using <u>fed</u> talk, read the word. I can read nonsense <u>cyc</u> words using <u>fed</u> talk, read the word. I can recognise and read the tricky words- the, I, to I can retell familiar stories, using key vocabulary and talking about the main characters and events. I can listen to a story and answer questions about what happens next or how a character might feel.	I can orally blend four sounds together (<u>eg</u> s-k-l-p skip) I can recognise 35 sounds (set 1 single letters, special friends and double consonants) I can read four sound real words independently using <u>fed</u> talk, read the word. I can read three sound nonsense words that contain set 1 special friends and double consonants using <u>fed</u> talk, read the word. I can recognise and read the tricky words- the, I, to, no, of, my, he, be, your, said, my, you I can recognise and read the tricky words- the, I, to, no, of, my, he I can talk about the story, characters, and setting, and can make simple predictions about what might happen next. I can begin to show understanding by answering questions and discussing the meaning of words in a story.	I can orally blend five sounds together (<u>eg</u> s-p-l-a-sh splash) I can speedily read 35 sounds (set 1 single letters, special friends and double consonants) I can read five sound real words independently using <u>fed</u> talk, read the word. I can speedily read <u>cyc</u> words. I can recognise and read the tricky words- the, I, to, no, of, my, he, be, your, said, my, you I can talk in detail about a story, including the plot, characters, and setting, and can make inferences about the text.

F2 WRITING BASELINE

CHILD'S RECORDING SHEET

1. Can you draw the lines and shapes?

Model each line/ shape on a whiteboard first and then ask children to draw them in the box below.

Can you draw a line up? Can you draw a line down? Can you draw a line across?

Can you draw a circle? Can you draw a cross (+)? Can you draw a square?

Can you draw a diagonal line? Can you draw a triangle?

Can you draw a cross with diagonal lines/ kiss (x)?



2. Can you draw a picture of your family?



3. Can you write the letters in the alphabet?



Highlight the skills that you observed the child be able to do and put a line through the skills they were not able to do on the next page.

13 STAGES OF WRITING

Writing												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
<u>Finger strength</u> I can explore with my hands by batting, grabbing, and squeezing. I can reach out and touch or swipe at objects around me. I can begin to develop control of my arms and hands	<u>Pencil grip and handwriting</u> I can pick up small objects with my finger and thumb (pincer grasp) <u>Finger strength</u> I can pass toys from one hand to the other. I can bang objects, like a spoon on a table. I can hold and explore things using both hands	<u>Pencil grip and handwriting</u> I can hold a writing tool with my whole hand (palmar grasp). <u>Finger strength</u> I can point with one finger and start to use my hand purposefully <u>Composition and effect</u> I am beginning to be able to make marks with my fingers or a chunky crayon. I show interest in mark-making tools like chalk, crayons, or paint.	<u>Composition and effect</u> I start to notice when I'm drawing on paper and not the table I can experiment with marks and draw intentional scribbles (often circular)	<u>Pencil grip and handwriting</u> I can draw a vertical line <u>Composition and effect</u> I begin to apply more pressure when mark making	<u>Pencil grip and handwriting</u> I can hold a mark making tool with a digital pronate grip I can draw a horizontal line <u>Composition and effect</u> I can sometimes tell you what the marks mean e.g. "Mummy".	<u>Pencil grip and handwriting</u> I can draw a circle I can draw shapes that represent people or objects (e.g., a circle for a face).	<u>Pencil grip and handwriting</u> I can hold a pencil using a static tripod grip I can draw a cross with a horizontal and vertical line (+) <u>Composition and effect</u> I can confidently ascribe meaning to the marks that I make (e.g., "That's Mummy").	<u>Pencil grip and handwriting</u> I can draw a square <u>Spelling</u> I can hear and say the initial sounds in a dictated word. <u>Name writing</u> I can recognise my name	<u>Pencil grip and handwriting</u> I can draw diagonal lines I can draw a cross with two diagonal lines (x) I can draw a triangle <u>Composition and effect</u> I give meaning to what I write (emergent writing) or draw and tell an adult what it says/ what it is <u>Spelling</u> I can hear, say and write the sounds in a dictated cxc word.	<u>Handwriting</u> I can form recognisable lowercase letters on plain paper <u>Composition and effect</u> I can write a simple dictated phrase using finger spaces	<u>Pencil grip and handwriting</u> I can hold a pencil using a dynamic tripod grip I can correctly form all lowercase letters using the handwriting phrases on plain paper <u>Composition and effect</u> I can hear, say and write the sounds in dictated words that have four or five sounds I can hear, say and write the sounds in dictated words that contain set 1 digraphs I can write a dictated sentence using finger spaces. I can spell the tricky words- the, I, to, no, of, my, he <u>Name writing</u> I can write my name from memory using correctly formed letters.	<u>Pencil grip and handwriting</u> I can form capital letters correctly <u>Composition and effect</u> I can write dictated words that include set 2 sounds. I can write a sentence using a capital letter and full stop independently. I can re-read my writing to check it makes sense. I can spell the tricky words- be, your, said, my, you

F2 MATHS BASELINE ASSESSMENT

Set up opportunities for the children to demonstrate the skills on the next page in provision. Write notes about what you observe below:

Highlight the skills that you observed the child be able to do and put a line through the skills they were not able to do on the next page.

13 STAGES OF MATHS

Maths												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can track objects and faces with my eyes. I respond when things appear or disappear. I enjoy looking at contrasting patterns or repeated shapes	I explore objects by banging, dropping, or mouthing them. I enjoy filling and emptying containers. I begin to anticipate repeated events (e.g. peek-a-bao).	I show awareness of quantity (e.g. looking surprised when more toys are added). I enjoy putting things in and out of containers. I begin to copy simple actions in number rhymes. I can group similar objects together (e.g. all the blocks).	I show interest in small sets of objects (e.g. picking up 1 or 2 items at a time). I begin to be able to complete inset puzzles. I can explore objects of different sizes and shapes.	I can find a toy that's "bigger" or "smaller" when asked. I am starting to use simple number words in play (e.g., "One, two!"). I enjoy stacking and knocking down blocks.	I join in with simple number rhymes. I notice differences in amounts (e.g., more/less). I am starting to copy counting-like behaviour (e.g., pointing at objects while saying numbers). I begin to notice patterns in my environment.	I can recite numbers to 5 from 1 to 5, sometimes missing numbers I can match two objects that look the same, like two blocks. I can name primary colours I can use some words related to size, weight and capacity	I can count up to 5 objects accurately using 1:1 correspondence. I can describe and compare size, length, capacity or weight. I can continue and copy simple patterns. I can subitise small amounts (e.g. "I can see there are 3!"). I can compare amounts 1 to 3 using more, fewer and same.	I can recite numbers to 5 accurately. I can recognise numerals 1 to 5 and talk about what they mean. I can compare quantities to 5 and use "more", "fewer", and "same". I can recognise, name and describe basic 2D and 3D shapes. I can find and talk about equal and unequal groups.	I can recite numbers to 10 forwards. I can match numerals to groups of up to 5 things. I can subitise to 3 and sometimes to 4. I can put two or three items in order by length, height, weight or capacity. I can create a simple repeating pattern (AB and spot errors in AB patterns.	I can count up to 10 objects accurately. I can show a number in different ways (e.g. fingers, cubes, pictures). I can say which number is one more or one less, up to 10. I can show how a whole number can be split into parts (e.g. 4 is 2 and 2). I can create and correct repeating patterns like ABB or ABC.	I can recite numbers to 20 and back from 20 to 0. I can recall number bonds to 5 and some to 10. I can add and subtract numbers within 10 using objects or pictures. I can talk about doubling, halving and odd/even numbers to 10. I can represent numbers on a ten frame.	I can solve addition and subtraction problems using what I know about number bonds. I can explain how I worked something out and use reasoning words (e.g. because, I noticed, if... then...). I can recall number bonds to 10 automatically. I can identify, describe and extend complex patterns (e.g. AAB, ABC).

F2 UTW BASELINE OBSERVATION

Throughout the first half term, provide opportunities to assess against the following skills. Write notes about what you observe below:

Highlight the skills that you observed the child be able to do and put a line through the skills they were not able to do on the next page.

13 STAGES OF UTW

Understanding the world												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can explore my environment using my senses (sight, hearing, touch). I can respond to familiar sounds, voices, and faces. I can show interest in toys or objects that make sounds or have different textures.	I can explore objects by mouthing, shaking, and banging them. I can begin to show awareness of familiar people and objects in my environment. I can react to changes in the environment, such as a change in lighting or sounds.	I can explore and engage with objects and materials around me. I can show interest in cause and effect (e.g., pressing a button to make a noise). I can begin to show curiosity about people and objects, reaching out to investigate them.	I can make links between events, such as recognizing when something is turned on or off. I can start to draw actions of adults and peers. I can notice and respond to changes in my environment, such as a new person entering the room.	I can begin to explore and ask questions about the world around me, like "What's that?" or "How?" I can show interest in daily routines and activities, such as meal times or playtime. I can start to understand simple cause-and-effect relationships (e.g., "If I press this button, it will light up").	I can talk about things I see in the world around me (e.g., pointing to trees, animals, or vehicles). I can begin to explore the natural world by collecting items like leaves, stones, or flowers. I can engage in simple problem-solving activities, such as fitting shapes into puzzles.	I can notice and describe features of my environment, such as weather, plants, or animals. I can show awareness of the passage of time, understanding words like "today," "tomorrow," and "yesterday." I can begin to make connections between the world around me and things I have experienced before (e.g., "I saw a dog like that at the park").	I can explore and observe changes in the environment, like the weather or seasons. I can begin to understand and talk about different types of animals, plants, and people in my community. I can ask and answer simple questions about the world around me.	I can explore the world around me through activities like planting, caring for animals, or observing the weather. I can talk about how things work (e.g., "A bike moves when you pedal"). I can make observations and predictions about things in the world around me.	I can talk about my experiences of the world and how things change over time. I can compare different environments, such as home, school, and the natural world. I can describe how things grow, move, and change (e.g., plants, animals, the weather).	I can talk about the features of different places and environments (e.g., cities, countryside, sea). I can explain how the environment affects living things (e.g., plants need water to grow). I can recognize the difference between past, present, and future events (e.g., what happened yesterday, what I will do tomorrow).	I can describe how things change over time, such as the seasons or the growth of plants and animals. I can use simple tools and equipment to explore and investigate (e.g., magnifying glass, thermometer). I can talk about my family, community, and the people who help us in different ways.	I can investigate and explore in-depth the world around me using tools, resources, and experiences. I can demonstrate a deeper understanding of the relationships between humans, animals, and the environment. I can ask complex questions about the world and seek out information to understand how things work (e.g., exploring the idea of recycling, sustainability, or conservation).

F2 EAD BASELINE OBSERVATION

Throughout the first half term, provide opportunities to assess against the following skills. Write notes about what you observe below:

Highlight the skills that you observed the child be able to do and put a line through the skills they were not able to do on the next page.

13 STAGES OF EAD

Expressive art and design												
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9	Stage 10	Stage 11	Stage 12	Stage 12+
At approximately 0-6 months	At approximately 6-12 months	At approximately 12-18 months	At approximately 18-24 months	At approximately 24-30 months	At approximately 30-36 months	At approximately 36-42 months	At approximately 42-48 months	At approximately 48-60 months	End of Autumn term Rec	End of Spring term Rec	End of Summer term Rec	Exceeding Rec expectations
I can explore sounds by banging or shaking objects. I can look at bright colours and patterns. I can respond to music by kicking, waving, or smiling.	I can hold and explore rattles or shakers. I can babble or make noises alongside music. I can watch an adult make marks or stick things together.	I can use my hands to pat, squeeze, or poke dough or paint. I can join in with simple action songs or rhymes. I can explore sticking paper or materials with adult help.	I can make marks with chunky crayons or chalk. I can clap or stamp to the beat of music.	I can make marks with paint. I can join in with familiar songs and rhymes. I can join materials using a glue stick with support. I can start to pretend in role play, using simple props.	I can draw simple shapes with crayons, chalk or paint and give meaning to my marks. I can explore musical instruments, making fast and slow sounds. I can begin to act out simple stories or experiences in play. I can squeeze and shape playdough with my hands.	Play instruments to make different sorts of sounds eg fast/ slow/ loud/ quiet I can join and combine materials using a glue stick independently I can use cutters to manipulate salt dough. I can sing familiar songs.	I can use pxa glue and glue spreaders to join materials. I can draw different types of lines. I can use my imagination to make up own storylines in role play. I know how to clean my paintbrush when changing colours. I am beginning to be able to name some instruments.	I can use masking tape to join materials. I can manipulate plaster with my hands and tools. I can paint using ready mixed paint or paint blocks. I can act out stories, enhancing them with simple props or resources. I can participate in small world play related to rhymes and stories	I can make sculptures or models using clay or junk materials. I can join materials using Sellotape. I can use instruments to change tempo (fast/slow) and dynamics (loud/quiet). I can follow simple dance patterns or movements in music.	I can make detailed drawings or paintings, showing observation or memory. I can decide which joining method would work best- glue sticks, pxa glue, masking tape, Sellotape. I can select instruments and play them in time to music. I can act out imaginative stories with beginning, middle, and end	I can create my own piece of art, self-correcting as I work. I can confidently select and use joining techniques like sellotape, ribbon, and treasury tags. I can combine materials (paint, collage, sculpture) in creative projects. I can explain choices I've made in my artwork or role play.	I can plan and carry out multi-step creative projects. I can confidently experiment with a wide range of joining techniques to suit my design. I can perform confidently in music, dance, or drama with expression. I can evaluate and talk about my work and suggest improvements.

F2 Appendix 1: Photos for super sounds assessment

Photos to cut out for stage 1



F2 Appendix 1: Photos for super sounds assessment
Photos to cut out for stage 4

