

Communication and language

Listening and attention

Understanding

Speaking

30-50	40-60	Above 40-60	30-50	40-60	Above 40-60	30-50	40-60	Above 40-60
Listens to others one to one or in small groups, when conversation interests him/her	Maintains attention, concentrates and sits quietly during appropriate activity	Listens to instructions and follows them accurately, asking for clarification if necessary (ELG Exc)	Understands use of objects (e.g. "What do we use to cut things?")	Responds to instructions involving a two-part sequence	Listens to stories and expresses views about events or characters in the story (ELG Exc)	Is beginning to use more complex sentences to link thoughts (e.g. using and, because)	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	Shows some awareness of the listener by making changes to language and non-verbal features (ELG Exc)
Listens to stories with increasing attention and recall	Demonstrates 'two-channelled attention' - can listen and do for short span	Listens attentively with sustained concentration to follow a story without pictures or props (ELG Exc)	Shows understanding of prepositions such as "under", "on top", "behind" by carrying out an action or selecting the correct picture	Understands humour, e.g. nonsense rhymes, jokes	Listens to stories and answers questions about why things happened in the story (ELG Exc)	Can retell a simple past event in the correct order (e.g. went down slide, hurt finger)	Uses language to imagine and recreate roles and experiences in play situations	Recounts experiences and imagines possibilities, often connecting ideas (ELG Exc)
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Listens attentively in a range of situations (ELG)	Listens in a larger group, for example, at assembly (ELG Exc)	Responds to simple instructions, e.g. to get or put away an object	Is able to follow a story without pictures or props	Carries out instructions which contain several parts in a sequence (ELG Exc)	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences	Links statements and sticks to a main theme or intention	Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events (ELG Exc)
Demonstrates 'focusing attention' - still listen or do, but can shift own attention	Listens to stories, accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions (ELG)		Is beginning to understand "why" and "how" questions	Listens and responds to ideas expressed by others in conversation or discussion		Questions why things happen and gives explanations. Asks e.g. who, what, when, how	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	
Is able to follow directions (if not intently focused on his/her own choice of activity)	Gives his/her attention to what others say and responds appropriately, while engaged in another			Follows instructions involving several ideas or actions (ELG)		Uses a range of tenses (e.g. play, playing, will play, played)	Introduces a storyline or narrative into his/her play	

activity (ELG)

Answers 'how' and 'why' questions about his/her experiences and in response to stories or events (ELG)
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Uses intonation, rhythm and phrasing to make the meaning clear to others	Expresses himself/herself effectively, showing awareness of listeners' needs (ELG)
Uses vocabulary focused on objects and people that are of particular importance to them	Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future (ELG)
Builds up vocabulary that reflects the breadth of his/her experiences	Develops his/her own narratives and explanations by connecting ideas or events (ELG)
Uses talk in pretending that objects stand for something else in play, e.g, "This box is my castle."	

Physical development

Moving and handling

Health and self-care

30-50	40-60	Above 40-60	30-50	40-60	Above 40-60
Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping	Experiments with different ways of moving	Hops confidently and skips in time to music (ELG Exc)	Can tell adults when hungry or tired or when he/she wants to rest or play	Eats a healthy range of foodstuffs and understands the need for variety in food	Makes healthy choices, and knows about, healthy eating and exercise (ELG Exc)
Mounts stairs, steps or climbing equipment using alternate feet	Jumps off an object and lands appropriately	Holds paper in position and uses his/her preferred hand for writing, using a correct pencil grip (ELG Exc)	Observes the effects of activity on his/her body	Is usually dry and clean during the day	Dresses and undresses independently, successfully managing fastening buttons or laces (ELG Exc)
Walks downstairs, two feet to each step while carrying a small object	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	Begins to be able to write on lines and control letter size (ELG Exc)	Understands that equipment and tools have to be used safely	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health	
Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles	Travels with confidence and skill around, under, over and through balancing and climbing equipment		Gains more bowel and bladder control and can attend to toileting needs most of the time himself/herself	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks	
Can stand momentarily on one foot when shown	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it		Can usually manage washing and drying hands	Shows understanding of how to transport and store equipment safely	
Can catch a large ball	Uses simple tools to effect changes to materials		Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up his/her own trousers, and pulls up zipper once it is fastened at the bottom	Practices some appropriate safety measures without direct supervision	
Draws lines and circles using gross motor movements	Handles tools, objects, construction and malleable materials safely and with increasing control			Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe (ELG)	
Uses one-handed tools and	Shows a preference for a			Manages his/her own basic	

equipment, e.g. makes snips in paper with child scissors	dominant hand
Holds a pencil between thumb and two fingers, no longer using whole-hand grasp	Begins to use anticlockwise movement and retrace vertical lines
Holds a pencil near point between first two fingers and thumb and uses it with good control	Begins to form recognisable letters
Can copy some letters, e.g. letters from their name	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
	Shows good control and co-ordination in large and small movements (ELG)
	Moves confidently in a range of ways, safely negotiating space (ELG)
	Handles equipment and tools effectively, including pencils for writing (ELG)

hygiene and personal needs successfully, including dressing and going to the toilet independently (ELG)

Personal, social and emotional development

Self-confidence and self-awareness

Managing feelings and behaviour

Making relationships

30-50	40-60	Above 40-60	30-50	40-60	Above 40-60	30-50	40-60	Above 40-60
Can select and use activities and resources with help	Is confident to speak to others about his/her own needs, wants, interests and opinions	Confidently speaks to a class group (ELG Exc)	Is aware of his/her own feelings, and knows that some actions and words can hurt others' feelings	Understands that his/her own actions affect other people. For example, he/she becomes upset or tries to comfort another child when he/she realises he/she has upset them	Knows some ways to manage his/her feelings and is beginning to use these to maintain control (ELG Exc)	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children	Initiates conversations, attends to and takes account of what others say	Plays group games with rules (ELG Exc)
Welcomes and values praise for what he/she has done	Can describe himself/herself in positive terms and talk about abilities	Talks about the things he/she enjoys, and is good at, and about the things he/she does not find easy (ELG Exc)	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others	Is aware of the boundaries set, and of behavioural expectations in the setting	Listens to others' suggestions and plans how to achieve an outcome without adult help (ELG Exc)	Initiates play, offering cues to peers to join him/her	Explains his/her own knowledge and understanding, and asks appropriate questions of others	Understands someone else's point of view can be different from his/hers (ELG Exc)
Enjoys responsibility of carrying out small tasks	Is confident to try new activities, and says why he/she likes some activities more than others (ELG)	Finds support resourcefully when he/she needs help or information (ELG Exc)	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met	Is beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken his/her toy	Knows when and how to stand up for himself/herself appropriately (ELG Exc)	Keeps play going by responding to what others are saying or doing	Takes steps to resolve conflicts with other children, e.g. finding a compromise	Resolves minor disagreements through listening to come up with a fair solution (ELG Exc)
Is more outgoing towards unfamiliar people and more confident in new social situations	Is confident to speak in a familiar group, will talk about his/her ideas, and will choose the resources he/she needs for his/her chosen activities (ELG)	Talks about the plans he/she has made to carry out activities and what he/she might change if he/she were to repeat them (ELG Exc)	Can usually adapt behaviour to different events, social situations and changes in routine	Talks about how he/she and others show feelings, talks about his/her own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable (ELG)	Stops and thinks before acting (ELG Exc)	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults	Plays co-operatively, taking turns with others (ELG)	Understands what bullying is and that this is unacceptable behaviour (ELG Exc)
Is confident to talk to other children when playing, and will communicate	Says when he/she does or doesn't need help (ELG)			Works as part of a group or class, and understands and follows the rules	Waits for things he/she wants (ELG Exc)		Takes account of another's ideas about how to organise their activity (ELG)	

freely about his/her own home and community		(ELG)		
Shows confidence in asking adults for help		Adjusts his/her behaviour to different situations, and takes changes of routine in his/her stride (ELG)		Shows sensitivity to others' needs and feelings, and forms positive relationships with adults and other children (ELG)

Literacy

Reading

Writing

30-50	40-60	Above 40-60	30-50	40-60	Above 40-60
Enjoys rhyming and rhythmic activities	Continues a rhyming string	Reads phonically regular words of more than 1 syllable as well as many irregular but high frequency words (ELG Exc)	Sometimes gives meaning to marks as he/she draws and paints	Gives meaning to marks he/she makes as he/she draws, writes and paints	Spells phonically regular words of more than 1 syllable as well as many irregular but high frequency words (ELG Exc)
Shows awareness of rhyme and alliteration	Hears and says the initial sound in words	Uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary (ELG Exc)	Ascribes meanings to marks that he/she sees in different places	Begins to break the flow of speech into words	Uses key features of narrative in his/her own writing (ELG Exc)
Recognises rhythm in spoken words	Can segment the sounds in simple words and blend them together and knows which letters represent some of them	Describes the main events in the simple stories he/she has read (ELG Exc)		Continues a rhyming string	
Listens to and joins in with stories and poems, one-to-one and also in small groups	Links sounds to letters, naming and sounding the letters of the alphabet			Hears and says the initial sound in words	
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Begins to read words and simple sentences			Can segment the sounds in simple words and blend them together	
Is beginning to be aware of the way stories are structured	Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books			Links sounds to letters, naming and sounding the letters of the alphabet	
Suggests how the story might end	Enjoys an increasing range of books			Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	
Listens to stories with increasing attention and recall	Knows that information can be retrieved from books and computers			Writes his/her own name and other things such as labels, captions	
Describes main story settings, events and principal characters	Reads and understands simple sentences (ELG)			Attempts to write short sentences in meaningful contexts	

Shows interest in illustrations and print in books and print in the environment	Uses phonic knowledge to decode regular words and reads them aloud accurately (ELG)
Recognises familiar words and signs such as his/her own name and advertising logos	Reads some common irregular words (ELG)
Looks at books independently	Demonstrates understanding when talking with others about what they have read (ELG)
Handles books carefully	
Knows information can be relayed in the form of print	
Holds books the correct way up and turns pages	
Knows that print carries meaning and, in English, is read from left to right and top to bottom	

Uses his/her phonic knowledge to write words in ways which match their spoken sounds (ELG)
Writes some irregular common words (ELG)
Writes simple sentences which can be read by himself/herself and others (ELG)
Spells some words correctly and others are phonetically plausible (ELG)

Mathematics

Numbers

Shape, space and measures

30-50	40-60	Above 40-60	30-50	40-60	Above 40-60
Uses some number names and number language spontaneously	Recognises some numerals of personal significance	Estimates a number of objects and checks quantities by counting up to 20 (ELG Exc)	Shows an interest in shape and space by playing with shapes or making arrangements with objects	Is beginning to use mathematical names for "solid" 3D shapes and "flat" 2D shapes, and mathematical terms to describe shapes	Estimates, measures, weighs and compares and orders objects (ELG Exc)
Uses some number names accurately in play	Recognises numerals 1 to 5	Solves practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups (ELG Exc)	Shows awareness of similarities of shapes in the environment	Selects a particular named shape	Talks about properties, position and time (ELG Exc)
Recites numbers in order to 10	Counts up to three or four objects by saying one number name for each item		Uses positional language	Can describe his/her relative position such as "behind" or "next to"	
Knows that numbers identify how many objects are in a set	Counts actions or objects which cannot be moved		Shows interest in shape by sustained construction activity or by talking about shapes or arrangements	Orders two or three items by length or height	
Is beginning to represent numbers using fingers, marks on paper or pictures	Counts objects to 10, and beginning to count beyond 10		Shows interest in shapes in the environment	Orders two items by weight or capacity	
Sometimes matches numeral and quantity correctly	Counts out up to six objects from a larger group		Uses shapes appropriately for tasks	Uses familiar objects and common shapes to create and recreate patterns and build models	
Shows curiosity about numbers by offering comments or asking questions	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects		Is beginning to talk about the shapes of everyday objects, e.g. "round" and "tall"	Uses everyday language related to time	
Compares two groups of objects, saying when they have the same number	Counts an irregular arrangement of up to ten objects			Is beginning to use everyday language related to money	
Shows an interest in number problems	Estimates how many objects he/she can see and checks by counting them			Orders and sequences familiar events	

Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	Uses the language of "more" and "fewer" to compare two sets of objects
Shows an interest in numerals in the environment	Finds the total number of items in two groups by counting all of them
Shows an interest in representing numbers	Says the number that is one more than a given number
Realises not only objects, but anything can be counted, including steps, claps or jumps	Finds one more or one less from a group of up to five objects, then ten objects
	Is beginning to use the vocabulary involved in adding and subtracting in practical activities and discussion
	Records, using marks that he/she can interpret and explain
	Begins to identify his/her own mathematical problems based on his/her own interests and fascinations
	Counts reliably with numbers from 1 to 20, places them in order and says which number is one more or one less than a given number (ELG)
	Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer (ELG)
	Solves problems, including doubling, halving and sharing (ELG)

Measures short periods of time in simple ways
Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)
Recognises, creates and describes patterns (ELG)
Explores characteristics of everyday objects and shapes and uses mathematical language to describe them (ELG)

Understanding the world

People and communities

The world

Technology

30-50	40-60	Above 40-60	30-50	40-60	Above 40-60	30-50	40-60	Above 40-60
Shows interest in the lives of people who are familiar to him/her	Enjoys joining in with family customs and routines	Knows the difference between past and present events in his/her own life and some reasons why people's lives were different in the past (ELG Exc)	Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world	Looks closely at similarities, differences, patterns and change	Knows that the environment and living things are influenced by human activity (ELG Exc)	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control	Completes a simple program on a computer	Finds out about and uses a range of everyday technology (ELG Exc)
Remembers and talks about significant events in his/her own experience	Talks about past and present events in his/her own life and in the lives of family members (ELG)	Knows that other children have different likes and dislikes and that they may be good at different things (ELG Exc)	Can talk about some of the things he/she has observed such as plants, animals, natural and found objects	Knows about similarities and differences in relation to places, objects, materials and living things (ELG)	Describes some actions which people in his/her own community do that help to maintain the area he/she lives in (ELG Exc)	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones	Uses ICT hardware to interact with age-appropriate computer software	Selects appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in his/her life, such as a journey on a steam train (ELG Exc)
Recognises and describes special times or events for family or friends	Knows that other children don't always enjoy the same things, and is sensitive to this (ELG)	Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect (ELG Exc)	Talks about why things happen and how things work	Talks about the features of his/her own immediate environment and how environments might vary from one another (ELG)	Knows the properties of some materials and can suggest some of the purposes they are used for (ELG Exc)	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	Recognises that a range of technology is used in places such as homes and schools (ELG)	
Shows interest in different occupations and ways of life	Knows about similarities and differences between himself/herself and others, and among families, communities and traditions (ELG)		Is developing an understanding of growth, decay and changes over time	Makes observations of animals and plants and explains why some things occur, and talk about changes (ELG)	Demonstrates familiarity with basic scientific concepts such as floating, sinking, experimentation (ELG Exc)	Knows that information can be retrieved from computers	Selects and uses technology for particular purposes (ELG)	
Knows some of the things that make him/her unique,			Shows care and concern for living things and the					

and can talk about
some of the
similarities and
differences in
relation to friends
or family

environment

Art and design

Exploring and using media and materials

Being imaginative

30-50	40-60	Above 40-60	30-50	40-60	Above 40-60
Enjoys joining in with dancing and ring games	Is beginning to build a repertoire of songs and dances	Develops his/her own ideas through selecting and using materials and working on processes that interest him/her (ELG Exc)	Is developing preferences for forms of expression	Creates simple representations of events, people and objects	Talks about the ideas and processes which have led him/her to make music, designs, images or products (ELG Exc)
Sings a few familiar songs	Explores the different sounds of instruments	Finds out and makes decisions, through his/her explorations, about how media and materials can be combined and changed (ELG Exc)	Uses movement to express feelings	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences	Talks about features of his/her own and others' work, recognising the differences between them and the strengths of others (ELG Exc)
Is beginning to move rhythmically	Explores what happens when he/she mixes colours		Creates movement in response to music	Chooses particular colours to use for a purpose	
Imitates movement in response to music	Experiments to create different textures		Sings to himself/herself and makes up simple songs	Introduces a storyline or narrative into his/her play	
Taps out simple repeated rhythms	Understands that different media can be combined to create new effects		Makes up rhythms	Plays alongside other children who are engaged in the same theme	
Explores and learns how sounds can be changed	Manipulates materials to achieve a planned effect		Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there	Plays cooperatively as part of a group to develop and act out a narrative	
Explores colour and how colours can be changed	Constructs with a purpose in mind, using a variety of resources		Engages in imaginative role-play based on own first-hand experiences	Uses what he/she learnt about media and materials in original ways, thinking about uses and purposes (ELG)	
Understands that he/she can use lines to enclose a space, and then begin to use these shapes to represent objects	Uses simple tools and techniques competently and appropriately		Builds stories around toys, e.g. farm animals needing rescue from an armchair "cliff"	Represents his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories (ELG)	
Is beginning to be interested in and describe the texture of things	Selects appropriate resources and adapts work where necessary		Uses available resources to create props to support role-play		

Uses various construction materials	Selects tools and techniques needed to shape, assemble and join materials he/she is using
Is beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces	Sings songs, makes music and dances, and experiments with ways of changing them (ELG)
Joins construction pieces together to build and balance	Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)
Realises tools can be used for a purpose	

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words

Key:

Mastered	Achieved	Working Towards	Not Begun
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