

Dispositions and Attitudes

9. Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.
8. Maintains attention and concentrates.
7. Is confident to try new activities, initiate ideas and speak in a familiar group.
6. Continues to be interested, motivated and excited to learn.
5. Selects and uses activities and resources independently.
4. Dresses and undresses independently and manages own personal hygiene.
3. Displays high levels of involvement in self-chosen activities.
2. Dresses, undresses and manages own personal hygiene with adult support.
1. Shows an interest in classroom activities through observation or participation.

Social Development

9. Takes into account the ideas of others.
8. Understands that (s)he can expect others to treat her or his needs, views, cultures and beliefs with respect.
7. Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.
6. Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
5. Forms good relationships with adults and peers.
4. Works as part of a group or class taking turns and sharing fairly.
3. Takes turns and shares with adult support.
2. Builds relationships through gesture and talk.
1. Plays alongside others.

Emotional Development

9. Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.
8. Understands what is right, what is wrong and why.
7. Considers the consequences of words and actions for self and others.
6. Has a developing respect for own culture and beliefs and those of other people.
5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.
4. Responds to significant experiences, showing a range of feelings when appropriate.
3. Expresses needs and feelings in appropriate ways.
2. Communicates freely about home and community.
1. Separates from main carer with support.

CLL: LC&T

9. Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.
8. Speaks clearly with confidence and control, showing awareness of the listener.
7. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.
6. Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.
5. Uses language to imagine and recreate roles and experiences.
4. Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.
3. Talks activities through, reflecting on and modifying actions.
2. Initiates communication with others, displaying greater confidence in more informal contexts.
1. Listens and responds.

CLL: Linking Sounds and Letters

9. Uses knowledge of letters, sounds and words when reading and writing independently.
8. Attempts to read more complex words, using phonic knowledge.
7. Uses phonic knowledge to read simple regular words.
6. Blends sounds in words.
5. Hears and says sounds in words.
4. Links sounds to letters, naming and sounding letters of the alphabet.
3. Links some sounds to letters.
2. Shows an awareness of rhyme and alliteration.
1. Joins in with rhyming and rhythmic activities.

CLL: Reading

9. Reads books of own choice with some fluency and accuracy.
8. Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.
7. Retells narratives in the correct sequence, drawing on language patterns of stories.
6. Reads a range of familiar and common words and simple sentences independently.
5. Shows an understanding of the elements of stories, such as main character, sequence of events and openings.
4. Knows that, in English, print is read from left to right and top to bottom.
3. Recognises a few familiar words.
2. Knows that print conveys meaning.
1. Is developing an interest in books.

CLL: Writing

9. Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences
8. Begins to form captions and simple sentences, sometimes using punctuation.
7. Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
6. Attempts writing for a variety of purposes, using features of different forms.
5. Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.
4. Writes own name and other words from memory.
3. Represents some sounds correctly in writing.
2. Uses some clearly identifiable letters to communicate meaning.
1. Experiments with mark-making, sometimes ascribing meaning to the marks.

PSR&N: NLC

9. Recognises, counts, orders, writes and uses numbers up to 20.
8. Uses developing mathematical ideas and methods to solve practical problems.
7. Orders numbers, up to ten.
6. Counts reliably up to ten everyday objects.
5. Recognises numerals 1 to 9.
4. Says number names in order.
3. Counts reliably up to six everyday objects.
2. Counts reliably up to three everyday objects.
1. Says some number names in familiar contexts, such as nursery rhymes.

PSR&N: Calculating

9. Uses a range of strategies for addition and subtraction, including some mental recall of number bonds.
8. Uses developing mathematical ideas and methods to solve practical problems.
7. Finds one more or one less than a number from one to ten.
6. In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.
 5. Relates subtraction to taking away.
 4. Relates addition to combining two groups.
3. Finds one more or one less from a group of up to five objects.
2. Recognises differences in quantity when comparing sets of objects.
1. Responds to the vocabulary involved in addition and subtraction in rhymes and games.

PSR&N: SSM

9. Uses mathematical language to describe solid (3D) objects and flat (2D) shapes.
8. Uses developing mathematical ideas and methods to solve practical problems.
7. Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
6. Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
5. Uses everyday words to describe position.
4. Talks about, recognises and recreates simple patterns.
3. Describes shapes in simple models, pictures and patterns.
2. Sorts or matches objects and talks about sorting.
1. Experiments with a range of objects and materials showing some mathematical awareness.

KUW

9. Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.
8. Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary.
7. Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.
6. Finds out about past and present events in own life, and in those of family members and other people (s)he knows. Begins to know about own culture and beliefs and those of other people.
5. Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.
4. Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about those features (s)he likes and dislikes.
3. Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.
2. Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.
1. Shows curiosity and interest by exploring surroundings.

Physical Development

9. Repeats, links and adapts simple movements, sometimes commenting on her/his work. Demonstrates coordination and control in large and small movements, and in using a range of tools and equipment.
8. Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active.
7. Handles tools, objects, construction and malleable materials safely and with basic control.
6. Uses small and large equipment, showing a range of basic skills.
 5. Demonstrates fine motor control and coordination.
 4. Moves with confidence, imagination and safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.
3. Usually shows appropriate control in large- and small-scale movements.
2. Moves with confidence in a variety of ways, showing some awareness of space.
 1. Moves spontaneously, showing some control and coordination.

Creative Development

9. Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play and imaginative play.

8. Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

7. Uses imagination in art and design, music, dance, imaginative and role-play and stories. Responds in a variety of ways to what (s)he sees, hears, smells, touches and feels.

6. Recognises and explores how sounds can be changed.

Recognises repeated sounds and sound patterns and matches movements to music.

5. Explores colour, texture, shape, form and space in two or three dimensions.

4. Sings simple songs from memory.

3. Tries to capture experiences, using a variety of different media.

2. Creates simple representations of events, people and objects and engages in music making.

1. Explores different media and responds to a variety of sensory experiences. Engages in representational play.