



	Baseline	Check Point 1- December	Checkpoint 2- March	Checkpoint 3 -ELG – June
Communication and Language – Listening, attention and understanding	<ul style="list-style-type: none"> • I can listen to longer stories and recall much of what happens • I can remember, join in with and retell familiar rhymes and stories • I can understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’ • I can turn my head and focus on adults and friends, as I speak and play, responding to comments appropriately • I can follow a familiar two part instruction e.g. fetch your coat and sit on the carpet 	I am interested in new words I hear in stories <ul style="list-style-type: none"> • I can ask and respond to ‘why’ and ‘how’ questions. • I can follow a story with props and pictures. • I am beginning to follow unfamiliar two part instructions. • I can listen to my friends or my teacher when they are speaking. • I can listen to and then follow a simple instruction when in a class group. 	<ul style="list-style-type: none"> • I can have a conversation and I can respond appropriately. • I will ask if I don’t understand • I can listen to a whole story, remember the key points and comment on what is happening • I can play and listen to my friends at the same time. • I can listen to and then follow a more complex instruction when in a class group such as “group 1, put your coats on, group 2 get your whiteboard”. 	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Communication and Language –Speaking	<ul style="list-style-type: none"> • I can use longer sentences of at least 6 words • I am beginning to join phrases with words, including of, so, but, because • I can attempt to use multisyllabic words • I can speak with clarity, using future and past tense (sometimes with errors). 	I am beginning to say words with more syllables. E.g. Elephant, tomato <ul style="list-style-type: none"> • I can explain in simple sentences, including ordering, stating what happened and what might happen next. • I can ask the meaning of new words and may use them in my own speech. 	<ul style="list-style-type: none"> • I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went') • I understand a range of related words to describe concepts. E.g. soon/early/late, soft/hard/smooth 	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Four Swannes Primary Reception Assessment document



	<ul style="list-style-type: none"> • I can use talk in my play to organise an activity with others e.g. 'Let's go on a bus...you sit there... I'll be the driver. • I am able to use pronouns (he, she, him) and plurals correctly 		<ul style="list-style-type: none"> • I frequently ask the meaning of new words and may use them in my own speech. • I am beginning to say words with blends more clearly. E.g. spot, pram 	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<p>Personal, social and emotional development- building relationships</p>	<ul style="list-style-type: none"> • I am becoming more confident with unfamiliar people in familiar settings • I can play with one or more other children, extending and elaborating play ideas e.g. building up a role-play activity with other children. 	<ul style="list-style-type: none"> • I can name my teachers, familiar adults and some of my peers. • I can initiate play, offering cues to my friends to join me. • I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • I start conversations, attend to and take account of what others say. • I can explain my knowledge and understanding and ask appropriate questions of others. • I can take steps to resolve conflicts with other children. E.g. finding a compromise. • I can play in a group, extending and elaborating play ideas. E.g. building a role-play activity with other children. 	<p>Work and play cooperatively and take turns with others.</p> <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs

Four Swannes Primary Reception Assessment document



<p>Personal, social and emotional development- managing self</p>	<ul style="list-style-type: none"> • I can follow the rules of our class understanding why they are important <ul style="list-style-type: none"> • I can decide what I want to achieve when playing eg, I want to build a rocket • I understand that equipment and tools have to be used safely. 	<p>I can select and use activities and resources.</p> <ul style="list-style-type: none"> • I can show confidence in asking adults for help. <ul style="list-style-type: none"> • I am aware of the boundaries set and of behavioural expectations in the class and school. • I can find and collect my own belongings at appropriate times of the day. 	<p>I can recall school values and am beginning to know what these words mean.</p> <ul style="list-style-type: none"> • I am beginning to ask, negotiate, give opinions and discuss ideas and feelings. E.g. Are we going to the library today? Can I hold the library cards? I like to be helpful. <ul style="list-style-type: none"> • I can independently dress and undress for PE. 	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong.</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
<p>Personal, social and emotional development- self regulation</p>	<p>I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <ul style="list-style-type: none"> • I can usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met. • I can usually adapt my behaviour to different events, social situations and changes in routine 	<p>I am aware of my own feelings, and know that some actions and words can hurt others' feelings for example, I might become upset or try to comfort another child when I realise, I have upset them.</p> <ul style="list-style-type: none"> • I am beginning to understand how play helps me to learn by answering questions about my task . 	<p>. • I understand that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise, I have upset them.</p> <ul style="list-style-type: none"> • I can verbalise the goals I have set for myself during child - initiated tasks. 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give attention to what the teacher says, responding even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Four Swannes Primary Reception Assessment document



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Development Fine Motor</p>	<ul style="list-style-type: none"> • I can use one-handed tools and equipment, including rollers, hole punch • I am beginning to cut along a continuous line, using one hand • I can hold a pencil near the point between thumb and two fingers, no longer using whole-hand grasp. I may need reminders • I can copy some letters from my name • I can use tweezers and pincers to move objects from place to another • I can show preference for a dominant hand 	<ul style="list-style-type: none"> • I can hold my writing media correctly when asked. • I can write letters that can be recognised. • I can make consecutive cuts with a forward motion of the scissors, without tearing the paper 	<ul style="list-style-type: none"> • I can form most of my letters correctly, knowing where to start and finish. • I can thread a simple shape independently. • I can cut out lines with more than one direction change. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Development Gross Motor</p>	<ul style="list-style-type: none"> • I can skip, hop, stand on one leg and hold a pose for a game like musical statues. • I am increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. • I can catch a large ball • I can move freely and with pleasure and confidence in a range of ways, including running 	<p>I can draw lines and circles in the air and on the floor, balancing well and using whole arm and body. • I like to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> • When running I can adjust speed or direction 	<ul style="list-style-type: none"> • I can travel with confidence and skill around, under, over and through balancing and climbing equipment. • I am beginning to throw equipment at a target. • I can jump off a step and land on the floor with two feet and bend my knees. • I can show increasing control over an object in pushing, patting, 	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Four Swannes Primary Reception Assessment document



	<p>skilfully and negotiate space successfully.</p> <ul style="list-style-type: none"> • I am beginning to use my arms and ribbons to draw circles in a figure of 8 • I can ride a balance bike with good control whilst running or gliding 	<p>to avoid obstacles. • I can sit on the carpet unaided for at least 10 minutes. • I can sit correctly on a chair when prompted.</p>	<p>throwing, catching or kicking it.</p>	
<p>Literacy- Reading : Comprehension and word reading</p>	<ul style="list-style-type: none"> • I know print can have different purposes • I can name the different parts of a book, including front cover, back cover, title, author, page • I can engage in extended conversations about stories, learning new vocabulary • I can tell a story to friends • I can talk about events, the setting and characters in books • I can recognise my own name. 	<p>I can join in with rhymes and stories.</p> <ul style="list-style-type: none"> • I can talk about events and characters in books and make suggestions about what might happen next. • I can tell a story using pictures. <p>I can recognise at least 15 sounds</p> <ul style="list-style-type: none"> • I can blend to read simple VC and CVC words • I can recognise <i>I the to no go</i> 	<p>I can understand what I have read, eg, simple sentences 'The cat is red.'</p> <ul style="list-style-type: none"> • I can use vocabulary and events from stories in my play • I can join in with a group retelling of a familiar story <p>I can say the sound for all graphemes a-z + some phase 3 digraphs.</p> <ul style="list-style-type: none"> • I can read at least 20 keywords by sight. • I can read simple sentences independently eg The red cat can run. 	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Four Swannes Primary Reception Assessment document



<p>Literacy Writing</p>	<ul style="list-style-type: none"> • I can use print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy • I can tell an adult what I have drawn or painted • I can write my first name independently so it is recognisable to others, using a variety of media 	<p>I can have my own ideas to compose a sentence.</p> <ul style="list-style-type: none"> • I can spell my first name • I can segment CVC words on request. • I can use letter shapes to communicate, including labeling. 	<ul style="list-style-type: none"> • I can write simple CVC and VC words on request. • I can spell up to 5 tricky words on request. • I can say how the letters should be correctly formed. • I can write a simple sentence on request eg I can hop. 	<p>Write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
<p>Maths Number</p>	<ul style="list-style-type: none"> • I can quickly recall up to 3 objects, without having to count them individually ('subitising'). • I can say one number for each item in order: 1,2,3,4,5. • I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 	<p>I am beginning to understand numbers to 5, including the composition of each number.</p> <ul style="list-style-type: none"> • I can subitise objects to 5. • I can touch count to 5. • I can count out 5 objects from a larger set. 	<p>I can identify subgroups.</p> <ul style="list-style-type: none"> • I understand the composition of 5. • I can partition a given set and say how it has been partitioned • I can count out 10 objects from a larger set. 	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts



<p style="text-align: center;">Maths Numerical Patterns</p>	<ul style="list-style-type: none"> • I can solve real world mathematical problems with numbers up to 5 • I can recite numbers to 10 	<p>I am beginning to verbally count beyond 10.</p> <ul style="list-style-type: none"> • I can say one more than numbers to 5 using aids to help me. • I am beginning to say one less than numbers to 5 using aids to help me. • I can compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity. 	<p>I can order cubes 1 -5.</p> <ul style="list-style-type: none"> • I can order numerals 1 - 5. • I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other 	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
<p style="text-align: center;">Understanding the World</p>	<ul style="list-style-type: none"> • I am developing a positive attitude about the differences between people. • I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos. • I can care for growing plants. • I understand the key features of the life cycle of a plant and an animal • I can explore and talk about different forces I feel. 	<p>I can talk about my house, who lives there and my family.</p> <ul style="list-style-type: none"> • I know families can be different and can make comparisons between my family and others . • I can comment on how Diwali and Christmas are celebrated and can link to my own experiences . <p>I can comment on the lives of the people around me and their roles in society.</p>	<p>. I can make comments on how the world changes into spring and make links with other seasons.</p> <ul style="list-style-type: none"> • I am beginning to notice similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class • I am beginning to understand how materials can change eg ice, jelly, baking 	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and

Four Swannes Primary Reception Assessment document



	<ul style="list-style-type: none"> • I can talk about the differences between materials and changes I notice. • I am beginning to make sense of my own life-story and my family's history. 	<ul style="list-style-type: none"> • I can sort photographs or objects into past and present with support . 		<p>what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Art and Design</p>	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Use drawing to represent ideas like movement or loud noises. <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Sing the pitch of a tone sung by another person ('pitch match'). 	<p>I can imitate movement in response to music.</p> <ul style="list-style-type: none"> • I can sing songs, make music and dance, and experiment with ways of changing them • I can learn new songs and perform within a group (Harvest, Christmas) 	<p>I can explore and learn how sounds can be changed.</p> <ul style="list-style-type: none"> • I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects. • I can construct with purpose. • I can apply and develop skills previously taught through child-initiated tasks. <p>I can re-enact narratives with familiar stories and given resources</p> <ul style="list-style-type: none"> • I can explore and engage in music making and dance performing solo or in groups. 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

Four Swannes Primary Reception Assessment document



	<ul style="list-style-type: none">• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs			
--	--	--	--	--