

## Pre3 - All Pupils (2 pupils)

Statement	Band
Listens with interest to the noises adults make when they read stories. (Listening and attention)	22-36
Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. (Listening and attention)	22-36
Shows interest in play with sounds, songs and rhymes. (Listening and attention)	22-36
Demonstrates 'single-channelled attention'. Can shift to a different task if attention fully obtained - using child's name helps focus. (Listening and attention)	22-36
Identifies action words by pointing to the right picture, e.g., "Who's jumping?". (Understanding)	22-36
Understands more complex sentences, e.g. "Put your toys away and then we'll read a book.". (Understanding)	22-36
Understands "who", "what", "where" in simple questions (e.g. Who's that/can? What's that? Where is.?). (Understanding)	22-36
Is developing understanding of simple concepts (e.g. big/little). (Understanding)	22-36
Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. (Speaking)	22-36
Holds a conversation, jumping from topic to topic. (Speaking)	22-36
Learns new words very rapidly and is able to use them in communicating. (Speaking)	22-36
Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying "I have it". (Speaking)	22-36
Uses a variety of questions (e.g. what, where, who). (Speaking)	22-36
Uses simple sentences (e.g. "Mummy gonna work"). (Speaking)	22-36
Is beginning to use word endings (e.g. going, cats). (Speaking)	22-36
Runs safely on whole foot. (Moving and handling)	22-36
Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. (Moving and handling)	22-36
Climbs confidently and is beginning to pull himself/herself up on nursery play climbing equipment. (Moving and handling)	22-36
Can kick a large ball. (Moving and handling)	22-36
Turns pages in a book, sometimes several at once. (Moving and handling)	22-36
Shows control in holding and using jugs to pour, hammers, books and mark-making tools. (Moving and handling)	22-36
Is beginning to use three fingers (tripod grip) to hold writing tools. (Moving and handling)	22-36
Imitates drawing simple shapes such as circles and lines. (Moving and handling)	22-36
Walks upstairs or downstairs holding onto a rail two feet to a step. (Moving and handling)	22-36
May be beginning to show preference for dominant hand. (Moving and handling)	22-36
Feeds himself/herself competently with a spoon. (Health and self-care)	22-36
Drinks well without spilling. (Health and self-care)	22-36
Clearly communicates his/her need for potty or toilet. (Health and self-care)	22-36
Is beginning to recognise danger and seeks support of significant adults for help. (Health and self-care)	22-36
Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. (Health and self-care)	22-36

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Is beginning to be independent in self-care, but still often needs adult support. (Health and self-care)	22-36
Separates from main carer with support and encouragement from a familiar adult. (Self-confidence and self-awareness)	22-36
Expresses his/her own preferences and interests. (Self-confidence and self-awareness)	22-36
Seeks comfort from familiar adults when needed. (Managing feelings and behaviour)	22-36
Can express his/her own feelings such as sad, happy, cross, scared, worried. (Managing feelings and behaviour)	22-36
Responds to the feelings and wishes of others. (Managing feelings and behaviour)	22-36
Is aware that some actions can hurt or harm others. (Managing feelings and behaviour)	22-36
Tries to help or give comfort when others are distressed. (Managing feelings and behaviour)	22-36
Shows understanding and cooperates with some boundaries and routines. (Managing feelings and behaviour)	22-36
Can inhibit his/her own actions/behaviours, e.g. stop himself/herself from doing something he/she shouldn't do. (Managing feelings and behaviour)	22-36
Has a growing ability to distract himself/herself when upset, e.g. by engaging in a new play activity. (Managing feelings and behaviour)	22-36
Is interested in others' play and is starting to join in. (Making relationships)	22-36
Seeks out others to share experiences. (Making relationships)	22-36
Shows affection and concern for people who are special to him/her. (Making relationships)	22-36
May form a special friendship with another child. (Making relationships)	22-36
Has some favourite stories, rhymes, songs, poems or jingles. (Reading)	22-36
Repeats words or phrases from familiar stories. (Reading)	22-36
Fills in the missing word or phrase in a known rhyme, story or game, e.g. "Humpty Dumpty sat on a ...". (Reading)	22-36
Distinguishes between the different marks he/she makes. (Writing)	22-36
Selects a small number of objects from a group when asked, for example, "please give me one", "please give me two". (Numbers)	22-36
Recites some number names in sequence. (Numbers)	22-36
Creates and experiments with symbols and marks representing ideas of number. (Numbers)	22-36
Begins to make comparisons between quantities. (Numbers)	22-36
Uses some language of quantities, such as "more" and "a lot". (Numbers)	22-36
Knows that a group of things changes in quantity when something is added or taken away. (Numbers)	22-36
Notices simple shapes and patterns in pictures. (Shape, space and measures)	22-36
Is beginning to categorise objects according to properties such as shape or size. (Shape, space and measures)	22-36
Begins to use the language of size. (Shape, space and measures)	22-36
Understands some talk about immediate past and future, e.g. "before", "later" or "soon". (Shape, space and measures)	22-36
Anticipates specific time-based events such as mealtimes or home time. (Shape, space and measures)	22-36

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Has a sense of his/her own immediate family and relations. (People and communities)	22-36
Imitates everyday actions in pretend play and events from his/her own family and cultural background, e.g. making and drinking tea. (People and communities)	22-36
Is beginning to have his/her own friends. (People and communities)	22-36
Learns that he/she has similarities and differences that connect him/her to, and distinguish him/her from, others. (People and communities)	22-36
Enjoys playing with small-world models such as a farm, a garage, or a train track. (The world)	22-36
Notices detailed features of objects in his/her environment. (The world)	22-36
Seeks to acquire basic skills in turning on and operating some ICT equipment. (Technology)	22-36
Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (Technology)	22-36
Joins in singing favourite songs. (Exploring and using media and materials)	22-36
Creates sounds by banging, shaking, tapping or blowing. (Exploring and using media and materials)	22-36
Shows an interest in the way musical instruments sound. (Exploring and using media and materials)	22-36
Experiments with blocks, colours and marks. (Exploring and using media and materials)	22-36
Is beginning to use representation to communicate, e.g. drawing a line and saying "That's me.". (Being imaginative)	22-36
Is beginning to make-believe by pretending. (Being imaginative)	22-36