

Nur - All Pupils (28 pupils)

Statement	Band
Listens to others one to one or in small groups, when conversation interests him/her. (Listening and attention)	30-50
Listens to stories with increasing attention and recall. (Listening and attention)	30-50
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Listening and attention)	30-50
Demonstrates 'focusing attention' - still listen or do, but can shift own attention. (Listening and attention)	30-50
Is able to follow directions (if not intently focused on his/her own choice of activity). (Listening and attention)	30-50
Understands use of objects (e.g. "What do we use to cut things?"). (Understanding)	30-50
Shows understanding of prepositions such as "under", "on top", "behind" by carrying out an action or selecting the correct picture. (Understanding)	30-50
Responds to simple instructions, e.g. to get or put away an object. (Understanding)	30-50
Is beginning to understand "why" and "how" questions. (Understanding)	30-50
Is beginning to use more complex sentences to link thoughts (e.g. using and, because). (Speaking)	30-50
Can retell a simple past event in the correct order (e.g. went down slide, hurt finger). (Speaking)	30-50
Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (Speaking)	30-50
Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (Speaking)	30-50
Uses a range of tenses (e.g. play, playing, will play, played). (Speaking)	30-50
Uses intonation, rhythm and phrasing to make the meaning clear to others. (Speaking)	30-50
Uses vocabulary focused on objects and people that are of particular importance to them. (Speaking)	30-50
Builds up vocabulary that reflects the breadth of his/her experiences. (Speaking)	30-50
Uses talk in pretending that objects stand for something else in play, e.g. "This box is my castle.". (Speaking)	30-50
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. (Moving and handling)	30-50
Mounts stairs, steps or climbing equipment using alternate feet. (Moving and handling)	30-50
Walks downstairs, two feet to each step while carrying a small object. (Moving and handling)	30-50
Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (Moving and handling)	30-50
Can stand momentarily on one foot when shown. (Moving and handling)	30-50
Can catch a large ball. (Moving and handling)	30-50
Draws lines and circles using gross motor movements. (Moving and handling)	30-50
Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (Moving and handling)	30-50
Holds a pencil between thumb and two fingers, no longer using whole-hand grasp. (Moving and handling)	30-50
Holds a pencil near point between first two fingers and thumb and uses it with good control. (Moving and handling)	30-50
Can copy some letters, e.g. letters from their name. (Moving and handling)	30-50
Can tell adults when hungry or tired or when he/she wants to rest or play. (Health and self-care)	30-50

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Statement	Band
Observes the effects of activity on his/her body. (Health and self-care)	30-50
Understands that equipment and tools have to be used safely. (Health and self-care)	30-50
Gains more bowel and bladder control and can attend to toileting needs most of the time himself/herself. (Health and self-care)	30-50
Can usually manage washing and drying hands. (Health and self-care)	30-50
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. (Health and self-care)	30-50
Can select and use activities and resources with help. (Self-confidence and self-awareness)	30-50
Welcomes and values praise for what he/she has done. (Self-confidence and self-awareness)	30-50
Enjoys responsibility of carrying out small tasks. (Self-confidence and self-awareness)	30-50
Is more outgoing towards unfamiliar people and more confident in new social situations. (Self-confidence and self-awareness)	30-50
Is confident to talk to other children when playing, and will communicate freely about his/her own home and community. (Self-confidence and self-awareness)	30-50
Shows confidence in asking adults for help. (Self-confidence and self-awareness)	30-50
Is aware of his/her own feelings, and knows that some actions and words can hurt others' feelings. (Managing feelings and behaviour)	30-50
Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (Managing feelings and behaviour)	30-50
Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. (Managing feelings and behaviour)	30-50
Can usually adapt behaviour to different events, social situations and changes in routine. (Managing feelings and behaviour)	30-50
Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (Making relationships)	30-50
Initiates play, offering cues to peers to join him/her. (Making relationships)	30-50
Keeps play going by responding to what others are saying or doing. (Making relationships)	30-50
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (Making relationships)	30-50
Enjoys rhyming and rhythmic activities. (Reading)	30-50
Shows awareness of rhyme and alliteration. (Reading)	30-50
Recognises rhythm in spoken words. (Reading)	30-50
Listens to and joins in with stories and poems, one-to-one and also in small groups. (Reading)	30-50
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Reading)	30-50
Is beginning to be aware of the way stories are structured. (Reading)	30-50
Suggests how the story might end. (Reading)	30-50
Listens to stories with increasing attention and recall. (Reading)	30-50
Describes main story settings, events and principal characters. (Reading)	30-50
Shows interest in illustrations and print in books and print in the environment. (Reading)	30-50
Recognises familiar words and signs such as his/her own name and advertising logos. (Reading)	30-50

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Looks at books independently. (Reading)	30-50
Handles books carefully. (Reading)	30-50
Knows information can be relayed in the form of print. (Reading)	30-50
Holds books the correct way up and turns pages. (Reading)	30-50
Knows that print carries meaning and, in English, is read from left to right and top to bottom. (Reading)	30-50
Sometimes gives meaning to marks as he/she draws and paints. (Writing)	30-50
Ascribes meanings to marks that he/she sees in different places. (Writing)	30-50
Uses some number names and number language spontaneously. (Numbers)	30-50
Uses some number names accurately in play. (Numbers)	30-50
Recites numbers in order to 10. (Numbers)	30-50
Knows that numbers identify how many objects are in a set. (Numbers)	30-50
Is beginning to represent numbers using fingers, marks on paper or pictures. (Numbers)	30-50
Sometimes matches numeral and quantity correctly. (Numbers)	30-50
Shows curiosity about numbers by offering comments or asking questions. (Numbers)	30-50
Compares two groups of objects, saying when they have the same number. (Numbers)	30-50
Shows an interest in number problems. (Numbers)	30-50
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. (Numbers)	30-50
Shows an interest in numerals in the environment. (Numbers)	30-50
Shows an interest in representing numbers. (Numbers)	30-50
Realises not only objects, but anything can be counted, including steps, claps or jumps. (Numbers)	30-50
Shows an interest in shape and space by playing with shapes or making arrangements with objects. (Shape, space and measures)	30-50
Shows awareness of similarities of shapes in the environment. (Shape, space and measures)	30-50
Uses positional language. (Shape, space and measures)	30-50
Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (Shape, space and measures)	30-50
Shows interest in shapes in the environment. (Shape, space and measures)	30-50
Uses shapes appropriately for tasks. (Shape, space and measures)	30-50
Is beginning to talk about the shapes of everyday objects, e.g. "round" and "tall". (Shape, space and measures)	30-50
Shows interest in the lives of people who are familiar to him/her. (People and communities)	30-50
Remembers and talks about significant events in his/her own experience. (People and communities)	30-50
Recognises and describes special times or events for family or friends. (People and communities)	30-50

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Shows interest in different occupations and ways of life. (People and communities)	30-50
Knows some of the things that make him/her unique, and can talk about some of the similarities and differences in relation to friends or family. (People and communities)	30-50
Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world. (The world)	30-50
Can talk about some of the things he/she has observed such as plants, animals, natural and found objects. (The world)	30-50
Talks about why things happen and how things work. (The world)	30-50
Is developing an understanding of growth, decay and changes over time. (The world)	30-50
Shows care and concern for living things and the environment. (The world)	30-50
Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. (Technology)	30-50
Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. (Technology)	30-50
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (Technology)	30-50
Knows that information can be retrieved from computers. (Technology)	30-50
Enjoys joining in with dancing and ring games. (Exploring and using media and materials)	30-50
Sings a few familiar songs. (Exploring and using media and materials)	30-50
Is beginning to move rhythmically. (Exploring and using media and materials)	30-50
Imitates movement in response to music. (Exploring and using media and materials)	30-50
Taps out simple repeated rhythms. (Exploring and using media and materials)	30-50
Explores and learns how sounds can be changed. (Exploring and using media and materials)	30-50
Explores colour and how colours can be changed. (Exploring and using media and materials)	30-50
Understands that he/she can use lines to enclose a space, and then begin to use these shapes to represent objects. (Exploring and using media and materials)	30-50
Is beginning to be interested in and describe the texture of things. (Exploring and using media and materials)	30-50
Uses various construction materials. (Exploring and using media and materials)	30-50
Is beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (Exploring and using media and materials)	30-50
Joins construction pieces together to build and balance. (Exploring and using media and materials)	30-50
Realises tools can be used for a purpose. (Exploring and using media and materials)	30-50
Is developing preferences for forms of expression. (Being imaginative)	30-50
Uses movement to express feelings. (Being imaginative)	30-50
Creates movement in response to music. (Being imaginative)	30-50
Sings to himself/herself and makes up simple songs. (Being imaginative)	30-50
Makes up rhythms. (Being imaginative)	30-50
Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. (Being imaginative)	30-50

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Statement	Band
Engages in imaginative role-play based on own first-hand experiences. (Being imaginative)	30-50
Builds stories around toys, e.g. farm animals needing rescue from an armchair "cliff". (Being imaginative)	30-50
Uses available resources to create props to support role-play. (Being imaginative)	30-50
Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. (Being imaginative)	30-50