

Rec - All Pupils (60 pupils)

Statement	Band
Maintains attention, concentrates and sits quietly during appropriate activity. (Listening and attention)	40-60
Demonstrates 'two-channelled attention' - can listen and do for short span. (Listening and attention)	40-60
Listens attentively in a range of situations (ELG). (Listening and attention)	40-60
Listens to stories, accurately anticipating key events and responds to what he/she hears with relevant comments, questions or actions (ELG). (Listening and attention)	40-60
Gives his/her attention to what others say and responds appropriately, while engaged in another activity (ELG). (Listening and attention)	40-60
Responds to instructions involving a two-part sequence. (Understanding)	40-60
Understands humour, e.g. nonsense rhymes, jokes. (Understanding)	40-60
Is able to follow a story without pictures or props. (Understanding)	40-60
Listens and responds to ideas expressed by others in conversation or discussion. (Understanding)	40-60
Follows instructions involving several ideas or actions (ELG). (Understanding)	40-60
Answers 'how' and 'why' questions about his/her experiences and in response to stories or events (ELG). (Understanding)	40-60
Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (Speaking)	40-60
Uses language to imagine and recreate roles and experiences in play situations. (Speaking)	40-60
Links statements and sticks to a main theme or intention. (Speaking)	40-60
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (Speaking)	40-60
Introduces a storyline or narrative into his/her play. (Speaking)	40-60
Expresses himself/herself effectively, showing awareness of listeners' needs (ELG). (Speaking)	40-60
Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future (ELG). (Speaking)	40-60
Develops his/her own narratives and explanations by connecting ideas or events (ELG). (Speaking)	40-60
Experiments with different ways of moving. (Moving and handling)	40-60
Jumps off an object and lands appropriately. (Moving and handling)	40-60
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (Moving and handling)	40-60
Travels with confidence and skill around, under, over and through balancing and climbing equipment. (Moving and handling)	40-60
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (Moving and handling)	40-60
Uses simple tools to effect changes to materials. (Moving and handling)	40-60
Handles tools, objects, construction and malleable materials safely and with increasing control. (Moving and handling)	40-60
Shows a preference for a dominant hand. (Moving and handling)	40-60
Begins to use anticlockwise movement and retrace vertical lines. (Moving and handling)	40-60
Begins to form recognisable letters. (Moving and handling)	40-60
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (Moving and handling)	40-60

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Statement	Band
Shows good control and co-ordination in large and small movements (ELG). (Moving and handling)	40-60
Moves confidently in a range of ways, safely negotiating space (ELG). (Moving and handling)	40-60
Handles equipment and tools effectively, including pencils for writing (ELG). (Moving and handling)	40-60
Eats a healthy range of foodstuffs and understands the need for variety in food. (Health and self-care)	40-60
Is usually dry and clean during the day. (Health and self-care)	40-60
Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (Health and self-care)	40-60
Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (Health and self-care)	40-60
Shows understanding of how to transport and store equipment safely. (Health and self-care)	40-60
Practices some appropriate safety measures without direct supervision. (Health and self-care)	40-60
Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe (ELG). (Health and self-care)	40-60
Manages his/her own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (ELG). (Health and self-care)	40-60
Is confident to speak to others about his/her own needs, wants, interests and opinions. (Self-confidence and self-awareness)	40-60
Can describe himself/herself in positive terms and talk about abilities. (Self-confidence and self-awareness)	40-60
Is confident to try new activities, and says why he/she likes some activities more than others (ELG). (Self-confidence and self-awareness)	40-60
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). (Self-confidence and self-awareness)	40-60
Says when he/she does or doesn't need help (ELG). (Self-confidence and self-awareness)	40-60
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. (Managing feelings and behaviour)	40-60
Is aware of the boundaries set, and of behavioural expectations in the setting. (Managing feelings and behaviour)	40-60
Is beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken his/her toy. (Managing feelings and behaviour)	40-60
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). (Managing feelings and behaviour)	40-60
Works as part of a group or class, and understands and follows the rules (ELG). (Managing feelings and behaviour)	40-60
Adjusts his/her behaviour to different situations, and takes changes of routine in his/her stride (ELG). (Managing feelings and behaviour)	40-60
Initiates conversations, attends to and takes account of what others say. (Making relationships)	40-60
Explains his/her own knowledge and understanding, and asks appropriate questions of others. (Making relationships)	40-60
Takes steps to resolve conflicts with other children, e.g. finding a compromise. (Making relationships)	40-60
Plays co-operatively, taking turns with others (ELG). (Making relationships)	40-60
Takes account of another's ideas about how to organise their activity (ELG). (Making relationships)	40-60
Shows sensitivity to others' needs and feelings, and forms positive relationships with adults and other children (ELG). (Making relationships)	40-60
Continues a rhyming string. (Reading)	40-60
Hears and says the initial sound in words. (Reading)	40-60

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Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (Reading)	40-60
Links sounds to letters, naming and sounding the letters of the alphabet. (Reading)	40-60
Begins to read words and simple sentences. (Reading)	40-60
Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books. (Reading)	40-60
Enjoys an increasing range of books. (Reading)	40-60
Knows that information can be retrieved from books and computers. (Reading)	40-60
Reads and understands simple sentences (ELG). (Reading)	40-60
Uses phonic knowledge to decode regular words and reads them aloud accurately (ELG). (Reading)	40-60
Reads some common irregular words (ELG). (Reading)	40-60
Demonstrates understanding when talking with others about what they have read (ELG). (Reading)	40-60
Gives meaning to marks he/she makes as he/she draws, writes and paints. (Writing)	40-60
Begins to break the flow of speech into words. (Writing)	40-60
Continues a rhyming string. (Writing)	40-60
Hears and says the initial sound in words. (Writing)	40-60
Can segment the sounds in simple words and blend them together. (Writing)	40-60
Links sounds to letters, naming and sounding the letters of the alphabet. (Writing)	40-60
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (Writing)	40-60
Writes his/her own name and other things such as labels,captions. (Writing)	40-60
Attempts to write short sentences in meaningful contexts. (Writing)	40-60
Uses his/her phonic knowledge to write words in ways which match their spoken sounds (ELG). (Writing)	40-60
Writes some irregular common words (ELG). (Writing)	40-60
Writes simple sentences which can be read by himself/herself and others (ELG). (Writing)	40-60
Spells some words correctly and others are phonetically plausible (ELG). (Writing)	40-60
Recognises some numerals of personal significance. (Numbers)	40-60
Recognises numerals 1 to 5. (Numbers)	40-60
Counts up to three or four objects by saying one number name for each item. (Numbers)	40-60
Counts actions or objects which cannot be moved. (Numbers)	40-60
Counts objects to 10, and beginning to count beyond 10. (Numbers)	40-60
Counts out up to six objects from a larger group. (Numbers)	40-60
Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (Numbers)	40-60

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Counts an irregular arrangement of up to ten objects. (Numbers)	40-60
Estimates how many objects he/she can see and checks by counting them. (Numbers)	40-60
Uses the language of "more" and "fewer" to compare two sets of objects. (Numbers)	40-60
Finds the total number of items in two groups by counting all of them. (Numbers)	40-60
Says the number that is one more than a given number. (Numbers)	40-60
Finds one more or one less from a group of up to five objects, then ten objects. (Numbers)	40-60
Is beginning to use the vocabulary involved in adding and subtracting in practical activities and discussion. (Numbers)	40-60
Records, using marks that he/she can interpret and explain. (Numbers)	40-60
Begins to identify his/her own mathematical problems based on his/her own interests and fascinations. (Numbers)	40-60
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). (Numbers)	40-60
Adds and subtracts, using quantities and objects, 2 single-digit numbers, and counts on or back to find the answer (ELG). (Numbers)	40-60
Solves problems, including doubling, halving and sharing (ELG). (Numbers)	40-60
Is beginning to use mathematical names for "solid" 3D shapes and "flat" 2D shapes, and mathematical terms to describe shapes. (Shape, space and measures)	40-60
Selects a particular named shape. (Shape, space and measures)	40-60
Can describe his/her relative position such as "behind" or "next to". (Shape, space and measures)	40-60
Orders two or three items by length or height. (Shape, space and measures)	40-60
Orders two items by weight or capacity. (Shape, space and measures)	40-60
Uses familiar objects and common shapes to create and recreate patterns and build models. (Shape, space and measures)	40-60
Uses everyday language related to time. (Shape, space and measures)	40-60
Is beginning to use everyday language related to money. (Shape, space and measures)	40-60
Orders and sequences familiar events. (Shape, space and measures)	40-60
Measures short periods of time in simple ways. (Shape, space and measures)	40-60
Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG). (Shape, space and measures)	40-60
Recognises, creates and describes patterns (ELG). (Shape, space and measures)	40-60
Explores characteristics of everyday objects and shapes and uses mathematical language to describe them (ELG). (Shape, space and measures)	40-60
Enjoys joining in with family customs and routines. (People and communities)	40-60
Talks about past and present events in his/her own life and in the lives of family members (ELG). (People and communities)	40-60
Knows that other children don't always enjoy the same things, and is sensitive to this (ELG). (People and communities)	40-60
Knows about similarities and differences between himself/herself and others, and among families, communities and traditions (ELG). (People and communities)	40-60
Looks closely at similarities, differences, patterns and change. (The world)	40-60

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Statement	Band
Knows about similarities and differences in relation to places, objects, materials and living things (ELG). (The world)	40-60
Talks about the features of his/her own immediate environment and how environments might vary from one another (ELG). (The world)	40-60
Makes observations of animals and plants and explains why some things occur, and talk about changes (ELG). (The world)	40-60
Completes a simple program on a computer. (Technology)	40-60
Uses ICT hardware to interact with age-appropriate computer software. (Technology)	40-60
Recognises that a range of technology is used in places such as homes and schools (ELG). (Technology)	40-60
Selects and uses technology for particular purposes (ELG). (Technology)	40-60
Is beginning to build a repertoire of songs and dances. (Exploring and using media and materials)	40-60
Explores the different sounds of instruments. (Exploring and using media and materials)	40-60
Explores what happens when he/she mixes colours. (Exploring and using media and materials)	40-60
Experiments to create different textures. (Exploring and using media and materials)	40-60
Understands that different media can be combined to create new effects. (Exploring and using media and materials)	40-60
Manipulates materials to achieve a planned effect. (Exploring and using media and materials)	40-60
Constructs with a purpose in mind, using a variety of resources. (Exploring and using media and materials)	40-60
Uses simple tools and techniques competently and appropriately. (Exploring and using media and materials)	40-60
Selects appropriate resources and adapts work where necessary. (Exploring and using media and materials)	40-60
Selects tools and techniques needed to shape, assemble and join materials he/she is using. (Exploring and using media and materials)	40-60
Sings songs, makes music and dances, and experiments with ways of changing them (ELG). (Exploring and using media and materials)	40-60
Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG). (Exploring and using media and materials)	40-60
Creates simple representations of events, people and objects. (Being imaginative)	40-60
Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (Being imaginative)	40-60
Chooses particular colours to use for a purpose. (Being imaginative)	40-60
Introduces a storyline or narrative into his/her play. (Being imaginative)	40-60
Plays alongside other children who are engaged in the same theme. (Being imaginative)	40-60
Plays cooperatively as part of a group to develop and act out a narrative. (Being imaginative)	40-60
Uses what he/she learnt about media and materials in original ways, thinking about uses and purposes (ELG). (Being imaginative)	40-60
Represents his/her own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories (ELG). (Being imaginative)	40-60