

Early Years Skill Level

Name:

Date of Birth:

School:

The EYFS Profile captures the early learning goals as a set of 13 assessment scales, each of which has nine points. Early learning goals are presented individually or have been split or combined, where appropriate, for ease of use. The assessment scales are set out in the EYFS Profile booklet that practitioners may use.

The first three points describe a child who is still progressing towards the achievements described in the early learning goals. Most children will achieve all of these three points before they achieve any of the learning goals, but there may be some exceptions to this pattern. Where it is not possible to record assessments in relation to items 1-3 of the Profile scales, attainment at the end of EYFS could be recorded in an appropriate alternative way.

Points 4-8 are drawn from the early learning goals themselves. These are presented in approximate order of difficulty, according to evidence from trials. However, the points are not necessarily hierarchical and a child may achieve a later point without having achieved some or all earlier points.

Point 9 in each stage describes a child who has achieved all the points from 1-8 on that scale, has developed further both in breadth and depth, and is working consistently beyond the level of the early learning goals.

Assessment Checklist – Personal, Social and Emotional Development.

Dispositions and attitudes

Pupil can.....		YES	NO	COMMENTS
1	Shows an interest in classroom activities through observation or participation.			
2	Dresses, undresses and manages own personal hygiene with adult support.			
3	Displays high levels of involvement in self-chosen activities.			
4	Dresses and undresses independently and manages own personal hygiene.			
5	Selects and uses activities and resources independently.			
6	Continues to be interested, motivated and excited to learn.			
7	Is confident to try new activities, initiate ideas and speak in a familiar group.			
8	Maintains attention and concentrates.			
9	Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.			

Social development

Pupil can.....	YES	NO	Comments
1 Play alongside others.			
2 Builds relationships through gesture and talk.			
3 Takes turns and shares with adult support.			
4 Works as part of a group or class taking turns and sharing fairly.			
5 Forms good relationships with adults and peers.			
6 Understands that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.			
7 Understands that people have different needs, views and cultures and beliefs that need to be treated with respect.			
8 Understands that (s)he can expect others to treat her or his needs, views, cultures and beliefs with respect			
9 Takes into account the ideas of others.			

Emotional Development:

Pupil can.....	YES	NO	COMMENTS
1 Separates from main carer with support.			
2 Communicates freely about home and community.			
3 Expresses needs and feelings in appropriate ways.			
4 Responds to significant experiences, showing a range of feelings when appropriate.			
5 Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.			
6 Has a developing respect for own culture and beliefs and those of other people.			
7 Considers the consequences of words and actions for self and others.			
8 Understands what is right, what is wrong and why.			
9 Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.			

Communication, Language and Thinking
Language for communication and thinking

Pupil can.....		YES	NO	COMMENTS
1	Listen and responds			
2	Initiates communication with others, displaying greater confidence in more informal contexts.			
3	Talks activities through and reflecting on and modifying actions.			
4	Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.			
5	Uses language to imagine and recreate roles and experiences.			
6	Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.			
7	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.			
8	Speaks clearly with confidence and control, consistently showing awareness of the listener.			
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.			

Linking sounds and letters

Pupil can.....		YES	NO	COMMENTS
1	Joins in with rhyming and rhythmic activities.			
2	Shows an awareness of rhyming and alliteration.			
3	Links some sounds to letters.			
4	Links sounds to letters, naming and sounding the letters of the alphabet.			
5	Hears and says sounds in words.			
6	Blends sounds in words.			
7	Uses phonic knowledge to read simple regular words.			
8	Attempts to read more complex words, using phonic knowledge.			
9	Uses knowledge of letters, sounds and words when reading and writing independently.			

Reading

Pupil can.....		YES	NO	Comments
1	Is developing an interest in books.			
2	Knows that print conveys meaning.			
3	Recognises a few familiar words.			
4	Knows that, in English, print is read from left to right and top to bottom.			
5	Shows an understanding of the elements of stories, such as main character, sequence of events and openings.			
6	Reads a range of familiar and common words and simple sentences independently.			
7	Retells narratives in the correct sequence, drawing on language patterns of stories.			
8	Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.			
9	Reads books of own choice with some fluency and accuracy.			

Writing

Pupil can.....		YES	NO	Comments
1	Experiments with mark-marking, sometimes ascribing meaning to the marks.			
2	Uses some clearly identifiable letters to communicate meaning.			
3	Represents some sounds correctly in writing.			
4	Writes own name and other words from memory.			
5	Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.			
6	Attempts writing for a variety of purposes, using features of different forms.			
7	Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.			
8	Begins to form captions and simple sentences, sometimes using punctuation.			
9	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.			

Problem Solving, Reasoning and Numeracy

Pupil can.....		YES	NO	Comments
1	Says some number names in familiar contexts, such as nursery rhymes.			
2	Counts reliably up to three everyday objects.			
3	Counts reliably up to six everyday objects.			
4	Says number names in order.			
5	Recognise numerals 1 to 9.			
6	Counts reliably up to ten everyday objects.			
7	Orders numbers, up to ten.			
8	Uses developing mathematical ideas and methods to solve practical problems.			
9	Recognises, counts, orders, writes and uses numbers up to 20.			

Calculating

Pupil can.....		YES	NO	Comments
1	Responds to the vocabulary in addition and subtraction in rhymes and games.			
2	Recognises differences in quantity when comparing sets of objects.			
3	Finds one more or one less from a group of up to five objects.			
4	Relates addition to combining two groups.			
5	Relates subtraction to taking away.			
6	In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.			
7	Finds one more or one less than a number from one to ten.			
8	Uses developing mathematical ideas and methods to solve practical problems.			
9	Uses a range of strategies for addition and subtraction, including some recall of number bonds.			

Shape, Space and Measure

Pupil can.....		YES	NO	Comments
1	Experiments with a range of objects and materials showing some mathematical awareness.			
2	Sorts or matches objects and talks about sorting.			
3	Describes shapes in simple models, pictures and patterns.			
4	Talks about, recognises and recreates simple patterns.			
5	Uses everyday words to describe position.			
6	Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.			
7	Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.			
8	Uses developing mathematical ideas and methods to solve practical problems.			
9	Uses mathematical language to describe solid (3D) objects and flat (2D) shapes.			

Knowledge and Understanding of the World

Pupil can.....	YES	NO	Comments
1 Shows curiosity and interest by exploring surroundings.			
2 Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.			
3 Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.			
4 Investigates places and 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.			
5 Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.			
6 Finds out about past and present events in own life, and in those family members and other people (s)he knows. Begins to know about own culture and beliefs and those of other people.			
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.			
8 Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary.			
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.			

Physical Development

Pupil can.....		YES	NO	Comments
1	More spontaneously showing some control and coordination.			
2	Moves with confidence in a variety of ways, showing some awareness of space.			
3	Usually shows appropriate control in large – small scale movements.			
4	Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.			
5	Demonstrates fine motor control and coordination.			
6	Uses small and large equipment, showing a range of basic skills.			
7	Handles tools, objects, construction and malleable materials safely and with basic control.			
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.			
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.			

Creative Development

Pupil can.....		YES	NO	Comments
1	Explores different media and responds to a variety of sensory experiences. Engages in representational play.			
2	Creates simple representations of events, people and objects and engages in music making.			
3	Tries to capture experiences, using a variety of different media.			
4	Sings simple songs from memory.			
5	Explores colour, texture, shape, form and space in two or three dimensions.			
6	Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music.			
7	Uses imagination in art and design, music, dance, imaginative and role-play and stories. Responds in a variety of ways s/he sees, hears, smells, touches and feels.			
8	Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imagination and role-play, movement, designing and making, and a variety of songs and musical instruments.			
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.			