

The Edward Richardson Primary School - Foundation Stage Profile Assessment Grid

Prime Area: Personal, Social and Emotional Development

Making Relationships 1. Play co-operatively, taking turns with others	Making Relationships 2. Take account of one another's ideas about how to organise their activity	Making Relationships 3. Show sensitivity to others' needs and feelings	Making Relationships 4. Form positive relationships with adults and other children	SC4SA 1. Confident to try new activities, and say why they like some activities more than others	SC4SA 2. Confident to speak in a familiar group and talk about their ideas	SC4SA 3. Chooses the resources they need for their chosen activities	SC4SA 4. They say when they do and don't need help	MF4B 1. Talks about how they and others show feelings	MF4B 2. Talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable	MF4B 3. Work as part of a group or class, and understand and follow the rules	MF4B 4. They adjust their behaviour to different situations, and take changes in routine in their stride
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Prime Area: Communication and Language

Listening & Attention 1. Listens attentively in a range of situations	Listening & Attention 2. Listens to stories, accurately anticipating key events	Listening & Attention 3. Responds to what they hear with relevant comments, questions or actions	Listening & Attention 4. Gives attention to what others say and respond appropriately, while engaged in another activity	Listening & Attention 5. Gives attention to what others say and respond appropriately, while engaged in another activity	Understanding 1. Can follow instructions involving several ideas or actions	Understanding 2. Answer 'how' and 'why' questions about their experiences	Understanding 3. Answer 'how' and 'why' questions in response to stories and events	Speaking 1. Expresses his/herself effectively, showing awareness of listeners' needs	Speaking 2. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	Speaking 3. Develop own narratives and explanations by connecting ideas or events
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Prime Area: Physical Development

Moving and Handling 1. Show good control and co-ordination in large and small movements	Moving and Handling 2. Moves confidently in a range of ways, safely negotiating space	Moving and Handling 3. Handle equipment and tools effectively	Moving and Handling 4. Hold a pencil effectively for writing	Health and Self-Care 1. Knows the importance for good health of physical exercise, and a healthy diet	Health and Self-Care 2. Talks about how to keep healthy and safe	Health and Self-Care 3. Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet
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Specific Area: Literacy

Reading 1. Use phonic knowledge to decode regular words and read them aloud accurately	Reading 2. Can read some irregular common words	Reading 3. Read and understand simple sentences	Reading 4. Demonstrate understanding when talking with others about what they have read	Writing 1. Uses their phonic knowledge to write words in ways which match their spoken sounds	Writing 2. Can write some irregular common words	Writing 3. When writing, some words are spelt correctly and others are phonetically plausible	Writing 4. Writes simple sentences which can be read by themselves and others
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Specific Area: Mathematics

Numbers 1. Count reliably with numbers from 1 - 20	Numbers 2. Place numbers 1-20 in order	Numbers 3. Say which number is one more or one less than a given number to 20	Numbers 4. Using quantities and objects, they add 2 single-digit numbers and count on to find the answer	Numbers 5. Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer	Numbers 6. Solve problems, including doubling and halving and sharing				
SSM 1. Uses everyday language to talk about size	SSM 2. Uses everyday language to talk about weight	SSM 3. Uses everyday language to talk about capacity	SSM 4. Uses everyday language to talk about position	SSM 5. Uses everyday language to talk about distance	SSM 6. Uses everyday language to talk about time	SSM 7. Uses everyday language to talk about money	SSM 8. Compares quantities and objects and use to solve problems	SSM 9. Recognises, creates and describes patterns	SSM 10. Explores characteristics of everyday objects and shapes and use mathematical language to describe them

Specific Area: Understanding the World

People & Communities 1. Talks about past and present events in their own lives and in the lives of family members	People & Communities 2. Knows other children don't always enjoy the same things, and are sensitive to this	People & Communities 3. Knows about similarities and differences between themselves and others	People & Communities 4. Knows about similarities and differences among families, communities and traditions	The World 1. Knows about similarities and differences in relation to places, objects, materials and living things	The World 2. Talks about the features of their own immediate environment and how environments may vary from one another	The World 3. Makes observations of plants and animals	The World 4. Explain why some things occur, and talk about changes	Technology 1. Recognises that a range of technology is used in places such as homes and schools	Technology 2. Selects and uses technology for particular purposes
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Specific Area Expressive Arts and Design

Exploring & Using Media & Materials 1. Sing songs and experiments with ways of changing them	Exploring & Using Media & Materials 2. Makes music and experiments with ways of changing it	Exploring & Using Media & Materials 3. Dances and experiment with ways of changing them	Exploring & Using Media & Materials 4. Safely use and explore a variety of materials, tools and techniques	Exploring & Using Media & Materials 5. Experiment with colour, design, texture, form and function		
Being Imaginative 1. Use what they have learnt about media and materials in original ways, thinking about uses and purposes	Being Imaginative 2. Represent their own ideas, thoughts and feelings through design and technology	Being Imaginative 3. Represent their own ideas, thoughts and feelings through art	Being Imaginative 4. Represent their own ideas, thoughts and feelings through music	Being Imaginative 5. Represent their own ideas, thoughts and feelings through dance	Being Imaginative 6. Represent their own ideas, thoughts and feelings through role play	Being Imaginative 7. Represent their own ideas, thoughts and feelings through stories

