



FOUNDATION STAGE PROFILE ASSESSMENT SCALES



Personal, social & emotional development *Dispositions & attitudes*

- D1. Shows an interest in activities through observation or participation.
- D2. Dresses, undresses & manages own personal hygiene with adult support.
- D3. Displays high levels of involvement in self-chosen activities.

Social development

- S1. Plays alongside others.
- S2. Builds relationships through gesture and talk.
- S3. Takes turns and shares with adult support.

Emotional development

- E1. Separates from main carer with support.
- E2. Communicates freely about home and community.
- E3. Expresses needs and feelings in appropriate ways.

Dispositions and attitudes

- D4. Dresses and undresses independently and manages own personal hygiene.
- D5. Selects and uses activities and resources independently.
- D6. Continues to be interested, motivated and excited to learn.
- D7. Is confident to try new activities, initiate ideas and speak in a familiar group.
- D8. Maintains attention and concentrates.

Social development

- S4. Works as part of a group or class, taking turns, sharing fairly.
- S5. Forms good relationships with adults and peers
- S6. Understands that there needs to be agreed values & codes of behaviour to work together.
- S7. Understands that people have different needs, views, cultures & beliefs.
- S8. Understands that s/he can expect others to treat her/his needs, views, cultures, and beliefs with respect.

Emotional development

- E4. Responds to significant experiences showing a range of feelings.
- E5. Has a developing awareness of own needs.
- E6. Has a developing respect for own cultures and beliefs.
- E7. Considers the consequences of words and actions for self and others.
- E8. Understands what is right, what is wrong and why.

- D9. Sustains involvement and perseveres, particularly when trying to solve a problem or reach a conclusion.
- S9. Takes in to account the needs of others.
- E9. Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.

Communication language & literacy *Communication and thinking*

- C1. Listens and responds.
- C2. Initiates communication with others, displaying greater confidence in more informal contexts.
- C3. Talks activities through, reflecting on and modifying actions.

Linking sounds and letters

- L1. Joins in with rhyming and rhythmic activities.
- L2. Shows and interest in rhyme and alliteration.
- L3. Links some sounds to letters.

Reading

- R1. Is developing an interest in books.
- R2. Knows that print conveys meaning.
- R3. Recognises a few familiar words.

Writing

- W1. Experiments with mark making, sometimes ascribing meaning to marks.
- W2. Uses some clearly identifiable letters to communicate meaning.
- W3. Represents some sounds correctly in writing.

Language for communication & thinking

- C4. Listens with enjoyment to stories, songs, rhymes, poems, sustains attentive listening & responds with relevant comments, questions, actions.
- C5. Use language to imagine and recreate roles and experiences.
- C6. Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.
- C7. Uses talk to organise, sequence and clarify thinking, ideas, feelings, events, exploring the meanings and sounds of words
- C8. Speaks clearly with confidence & control, showing awareness of the listener.

Linking sounds to letters

- L4. Links sounds to letters, naming & sounding letters of the alphabet.
- L5. Hears & says initial & final sounds in words.
- L6. Hears & says short vowel sounds within words.
- L7. Uses phonic knowledge to read simple regular words.
- L8. Attempts to read more complex words, using phonic knowledge.

Reading

- R4. Knows that, in English, print is read from left to right, top to bottom.
- R5. Shows and understanding of the elements of stories, such as main character, sequence of events, openings.
- R6. Reads a range of familiar words & simple sentences independently.
- R7. Retells narrative in the correct sequence, drawing on language patterns of stories.
- R8. Shows an understanding of how information can be found in non-fiction texts, to answer questions about where, who, why, how.

Writing

- W4. Writes own name & other words from memory.
- W5. Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.
- W6. Attempts writing for a variety of purposes using features of different forms.
- W7. Uses phonic knowledge to write simple regular words and makes phonetically plausible attempts at more complex words.
- W8. Begins to form captions, simple sentences, sometimes using punctuation.

- L9. Talks & listens confidently & with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out & clarify ideas, showing control of a range of appropriate vocabulary.
- L9. Uses knowledge of letters, sounds & words when reading & writing independently.
- R9. Reads books of own choice with some fluency & accuracy.
- W9. Communicates meaning through phrases & simple sentences with some consistency in punctuating sentences.

Mathematical development

Numbers as labels

- N1. Says some number names in familiar contexts such as nursery rhymes.
- N2. Counts reliably up to three everyday objects.
- N3. Counts reliably up to six everyday objects.

Calculating

- C1. Responds to the vocabulary involved in addition & subtraction in rhymes & games.
- C2. Recognises a difference in quantity when comparing a set of objects.
- C3. Finds one more or one less from a group of up to five objects.

Shape, space & measures

- S1. Experiments with a range of objects & materials showing some mathematical awareness.
- S2. Sorts or matches objects & talks about sorting.
- S3. Describes shapes in simple models,

Numbers as labels & for counting

- N4. Says number names in order.
- N5. Recognises numerals 1 to 9.
- N6. Counts reliably up to 10 every day objects.
- N7. Orders numbers, up to 10.
- N8. Uses developing mathematical ideas & methods to solve practical problems.

Calculating

- C4. Relates addition to combining 2 groups.
- C5. Relates subtraction to taking away.
- C6. In practical activities & discussion, begins to use the vocabulary involved in addition & subtracting.
- C7. Finds one more or one less than a number from 1 to 10.
- C8. Uses developing mathematical ideas and methods to solve practical problems

Shape, space & measures

- S4. Talks about, recognises & recreates simple patterns.
- S5. Uses everyday words to describe position.
- S6. Uses language such as 'greater', 'smaller', 'heavier', and 'lighter' to compare quantities.
- S8. Uses developing mathematical ideas & methods to solve practical problems.

- N9. Recognises, counts, orders, writes and uses numbers up to 20.
- C9. Uses a range of strategies for addition & subtraction, including some mental recall of number bonds
- S9. Uses mathematical language to describe solid (3D) objects and flat (2D) shapes.