

# Early years foundation stage profile – assessment scales reference sheet

Personal, social and emotional development				Communication, language and literacy				Problem solving, reasoning and numeracy			Knowledge and understanding of the world	Physical development	Creative development
Scale point	Dispositions and attitudes	Social development	Emotional development	Language for communication and thinking	Linking sounds and letters	Reading	Writing	Numbers as labels and for counting	Calculating	Shape, space and measures			
<b>1</b>	Shows an interest in classroom activities through observation or participation	Plays alongside others	Separates from main carer with support	Listens and responds	Joins in with rhyming and rhythmic activities	Is developing an interest in books	Experiments with mark making, sometimes ascribing meaning to the marks	Says some number names in familiar contexts, such as nursery rhymes	Responds to the vocabulary involved in addition and subtraction in rhymes and games	Experiments with a range of objects and materials showing some mathematical awareness	Shows curiosity and interest by exploring surroundings	Moves spontaneously, showing some control and coordination	Explores different media and responds to a variety of sensory experiences Engages in representational play
<b>2</b>	Dresses, undresses and manages own personal hygiene with adult support	Builds relationships through gesture and talk	Communicates freely about home and community	Initiates communication with others, displaying greater confidence in more informal contexts	Shows an awareness of rhyme and alliteration	Knows that print conveys meaning	Uses some clearly identifiable letters to communicate meaning	Counts reliably up to three everyday objects	Recognises differences in quantity when comparing sets of objects	Sorts or matches objects and talks about sorting	Observes, selects and manipulates objects and materials Identifies simple features and significant personal events	Moves with confidence in a variety of ways, showing some awareness of space	Creates simple representations of events, people and objects and engages in music-making
<b>3</b>	Displays high levels of involvement in self-chosen activities	Takes turns and shares with adult support	Expresses needs and feelings in appropriate ways	Talks activities through, reflecting on and modifying actions	Links some sounds to letters	Recognises a few familiar words	Represents some sounds correctly in writing	Counts reliably up to six everyday objects	Finds one more or one less from a group of up to five objects	Describes shapes in simple models, pictures and patterns	Identifies obvious similarities and differences when exploring and observing Constructs in a purposeful way, using simple tools and techniques	Usually shows appropriate control in large- and small-scale movements	Tries to capture experiences, using a variety of different media
<b>4</b>	Dresses and undresses independently and manages own personal hygiene	Works as part of a group or class, taking turns and sharing fairly	Responds to significant experiences, showing a range of feelings when appropriate	Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions	Links sounds to letters, naming and sounding letters of the alphabet	Knows that, in English, print is read from left to right and top to bottom	Writes own name and other words from memory	Says number names in order	Relates addition by combining two groups	Talks about, recognises and recreates simple patterns	Investigates places, objects, materials and living things by using all the senses as appropriate Identifies some features and talks about the features w/he likes and dislikes	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	Sings simple songs from memory
<b>5</b>	Selects and uses activities and resources independently	Forms good relationships with adults and peers	Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others	Uses language to imagine and recreate roles and experiences	Hears and says sounds in words	Shows an understanding of the elements of stories, such as main character, sequence of events and openings	Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed	Recognises numerals 1 to 9	Relates subtraction to taking away	Uses everyday words to describe position	Asks questions about why things happen and how things work, looks closely at similarities, differences, patterns and change	Demonstrates fine motor control and coordination	Explores colour, texture, shape, form and space in two or three dimensions
<b>6</b>	Continues to be interested, motivated and excited to learn	Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously	Has a developing respect for own culture and beliefs and those of other people	Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation	Blends sounds in words	Reads a range of familiar and common words and simple sentences independently	Attempts writing for a variety of purposes, using features of different forms	Counts reliably up to 10 everyday objects	In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting	Uses language such as ‘circle’ or ‘bigger’ to describe the shape and size of solids and flat shapes	Finds out about past and present events in own life, and in those of family members and other people s/he knows Begins to know about own culture and beliefs and those of other people	Uses small and large equipment, showing a range of basic skills	Recognises and explores how sounds can be changed Recognises repeated sounds and sound patterns and matches movements to music
<b>7</b>	Is confident to try new activities, initiate ideas and speak in a familiar group	Understands that people have different needs, views, cultures and beliefs that need to be treated with respect	Considers the consequences of words and actions for self and others	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words	Uses phonic knowledge to read simple regular words	Retells narratives in the correct sequence, drawing on language patterns of stories	Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	Orders numbers up to 10	Finds one more or one less than a number from 1 to 10	Uses language such as ‘greater’, ‘smaller’, ‘heavier’ or ‘lighter’ to compare quantities	Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning	Handles tools, objects, construction and malleable materials safely and with basic control	Uses imagination in art and design, music, dance, imaginative and role play and stories Responds in a variety of ways to what s/he sees, hears, smells, touches and feels
<b>8</b>	Maintains attention and concentrates	Understands that s/he can expect others to treat their needs, views, cultures and beliefs with respect	Understands what is right, what is wrong, and why	Speaks clearly with confidence and control, showing awareness of the listener	Attempts to read more complex words, using phonic knowledge	Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how	Begins to form captions and simple sentences, sometimes using punctuation	Uses developing mathematical ideas and methods to solve practical problems	Uses developing mathematical ideas and methods to solve practical problems	Uses developing mathematical ideas and methods to solve practical problems	Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques, adapting her/his work where necessary	Recognises the importance of keeping healthy and those things that contribute to this Recognises the changes that happen to her/his body when s/he is active	Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments
<b>9</b>	Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion	Takes into account the ideas of others	Displays a strong, positive sense of self-identity and is able to express a range of emotions fluently and appropriately	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	Uses knowledge of letters, sounds and words when reading and writing independently	Reads books of own choice with some fluency and accuracy	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences	Recognises, counts, orders, writes and uses numbers up to 20	Uses a range of strategies for addition and subtraction, including some mental recall of number bonds	Uses mathematical language to describe solid (3D) objects and flat (2D) shapes	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	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	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