Welsh Government

The Foundation Phase Profile handbook

The Foundation Phase Profile Handbook

Audience:

Headteachers, teachers, practitioners, governing bodies of maintained schools and practitioners and management committees in the non-maintained sector in Wales; local education authorities; teacher unions and school representative bodies; church diocesan authorities, national bodies in Wales with an interest in education and parents.

Overview:

This document sets out the Welsh Government's requirements as part of the Early Years Developmental Assessment Framework (EYDAF) and supports assessment of children's learning and development throughout their time in the Foundation Phase.

Action Required:

Headteachers, teachers, practitioners, governing bodies of maintained schools and management committees in the non-maintained sector in Wales must ensure that the statutory requirements set out in this document are implemented in line with the date specified.

Further information:

Enquiries about this document should be directed to:

Early Years Team

Department for Education and Skills

Welsh Government

Cathays Park

CF10 3NQ

Additional copies

This document can be accessed from the Welsh Government's website at www.learning.wales.gov.uk/resources

Related documents

Curriculum for Wales: Framework for Children's Learning for 3 to 7-year olds in Wales, 20xx

National Literacy and Numeracy Framework (*year and link*)

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Introduction

Purpose of the Foundation Phase Profile

As a key part of the Welsh Government's **Early Years Developmental Assessment Framework** (EYDAF), the Foundation Phase Profile (the Profile) supports assessment of children's learning and development throughout their time in the Foundation Phase. Its main purpose is to provide a nationally consistent baseline assessment which aligns with end of Phase Outcomes. Through the use of observations and formative assessments, the Profile supports practitioners to provide a developmentally appropriate holistic curriculum for all children.

The Profile has been designed to line up with assessments carried out by health professionals and also supports early identification of possible developmental delay, Special Education Needs (SEN) or Additional Learning Needs (ALN); this will ensure support is given to children who need it. The assessments gathered on the Profile will provide useful information for all stakeholders in children's learning and development, supporting transitions between settings and schools.

Profile structure

The Profile is made up of two sets of skills ladders in four Areas of Learning (AOL); the Compact Profile containing a select number of ladders for use at baseline and a Full Profile supporting end-of-Phase teacher assessments. As it supports summative assessments at statutory points, the Profile provides a nationally consistent method for scoring the Foundation Phase Outcomes and progress data.

The Outcomes detailed in the Profile reflect the skills expressed in the revised Areas of Learning (including the LNF) for Language, Literacy and Communication Skills and Mathematical Development (statutory from September 2015) and those for Personal and Social Development, Well-being and Cultural Diversity and Physical Development (published in 2008). It covers children's development from six to eighty-four months and introduces three new early steps within the Outcomes: Bronze, Silver and Gold.

Involving parents/carers in their children's education is an essential part of the Foundation Phase pedagogy. The Profile also supports communicating with and reporting to parents and carers, drawing together a wide range of information to provide summative judgments on their child's current stage of learning and development, including reporting those skills expressed in the Literacy and Numeracy Framework (LNF).

The Foundation Phase Profile

The Foundation Phase Profile consists of the following elements:

Handbook – The handbook provides guidance on using the Profile and details all the skill ladders included within it along with supporting information.

Record Form – The Record Form is an optional element of the Foundation Phase Profile designed to be used by those who do not use software-based systems. The Record Forms provide a consistent structure to detail evidence of children's development.

Compact Profile Form – The Compact Profile Form is provided to produce a snapshot of a child's development on the Foundation Phase Profile at or before the baseline assessment. It allows practitioners to produce a single Outcome for each Area of Learning in the Profile.

Full Profile Form – The Full Profile Form is provided to produce a snapshot of a child's development using all the ladders within the Foundation Phase Profile. It allows practitioners to produce a single Outcome for each Area of Learning, on a consistent scale aligning with the Compact Profile.

The Profile summatively assesses children's skills using observations and formative assessments and produces Outcomes expressed in four Areas of Learning. Skills should be observed across a wide range of experiences and all the Foundation Phase Areas of Learning. The Areas of Learning in the Profile are:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills – revised to include the LNF
- Mathematical Development – revised to include the LNF
- Physical Development

Using the Foundation Phase Profile

Joining a new school or setting can be a challenging time for children and it is important that their needs are considered when carrying out assessments. As the Profile supports tracking children's progress throughout their time in the Foundation Phase it can be used in a nursery school or setting from age 3, at baseline in Reception and through to the end-of-Phase in Year 2. Assessments derived from the Compact Profile and Full Profile are comparable as they are based upon the same Outcomes scale.

On entry to the Foundation Phase

The Profile's ladders support assessment of skills of very young children and those who are in the very early stages of their development. This makes the Profile suitable for use in settings and nurseries and forms an important part of recording children's achievements from their entry into the Foundation Phase. As well as providing important details at transition, using the Profile will support practitioners in planning the next steps in learning and also differentiation within setting or small school.

Baseline

Recognising that young children need time to settle into a new class, unobtrusive observations should be made over the first six weeks following their entry into Reception class to form a baseline assessment. To complete a baseline assessment practitioners are required to assess children using the Compact Profile, a select number of skill ladders from each of the four Areas of Learning. The skill ladders were chosen for baseline assessment on the grounds that they are easy to observe within the first half term and that they provide useful information about children for supporting their early development.

An observational baseline, rather than a series of tests, provides a wide range of evidence on which to form assessment judgments. This approach supports the Foundation Phase pedagogy helping practitioners to understand children's learning styles and interests as well as their developmental stages. Judgments made against the Compact Profile to arrive at an Outcome will be reported to the Welsh Government. Details of statutory reporting arrangements can be found on the **Welsh Government website and Learning Wales**.

The Full Profile

This version of the Profile includes all the skill ladders for each Area of Learning in the Profile. The Full Profile may be used to establish the end of Phase Outcomes at the end of Year 2. The Profile may also be used if a fuller picture of progress is desired.

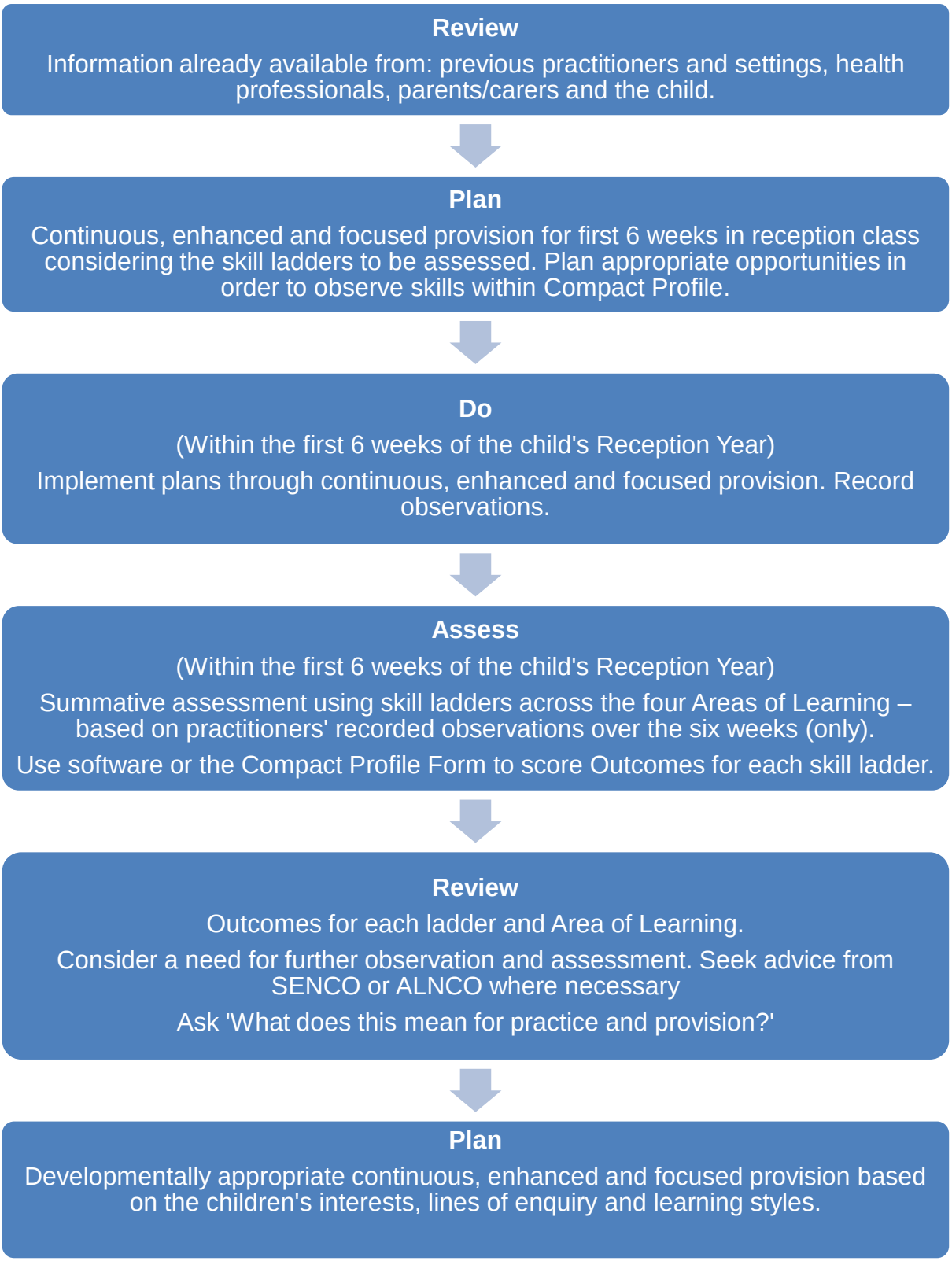
The Foundation Phase Profile skill ladders

The skill ladders included within the Foundation Phase Profile are shown below. Skill ladders that are **bold** are included in **the Compact Profile**.

Personal and Social Development, Well-being and Cultural Diversity			
Social interaction	**Behavioural regulation**	**Response to others**	**Independence in personal care**
Engagement	Emotional Expression		
Language, Literacy and Communication Skills			
Oracy – Listening and understanding	**Oracy – Phonological awareness**	**Oracy – Expressive language**	**Reading – Understanding reading materials**
Oracy – Collaboration and presenting information and ideas	Oracy – Speech	Oracy – Talking and play	Reading – Comprehension
Reading – Reading words	Writing – Handwriting	Writing – Spelling	Writing – Punctuation and grammar
Writing – Genre	Writing – Planning, evaluating and editing		
Mathematical Development			
Reciting and sequencing numbers	**Counting**	**Shapes**	**Pattern**
Reading and writing numbers	Properties of number	Fractions	Measures and units
Time	Data recording and representation	Data sorting and grouping	Addition and subtraction
Managing money	Multiplication and division	Temperature	Angle and position
Estimating and checking			
Physical Development			
Holding a mark-making implement	**Coordinated movement**	**Drawing**	**Fine manipulation**
Using scissors and tools	Improving performance		

Supporting the baseline assessment

The following diagram supports the process of carrying out the baseline assessment.



Evidencing and recording judgments

Evidence of children's skills within the Profile should be sourced across all Areas of Learning. There is no set method of recording observations for the Foundation Phase Profile. **Further guidance** on observation in the Foundation Phase can be found on the **Learning Wales** website. The optional Record Form is provided to record notes that support the practitioners' judgments for each skill ladder.

Settings and schools may use their own recording mechanisms to collate evidence and practitioners must be confident and secure in their assessment of children's independent abilities, drawing on a range of evidence to support their judgments. All practitioners should contribute to the observation and assessment process

Estyn advise that they have no view on the exact amount of assessment evidence required as it is for individual settings and schools to decide how much evidence they will need to support the Profile and the moderation of their judgments about an individual child. Inspectors will focus their attention on the accuracy of the assessments and how the setting or school uses the assessment information to support learners. During an inspection, inspectors will sample individual profiles, scrutinise children's work and talk to children to check the accuracy of the setting's or school's assessments.

For further support on observation and assessment, including the statutory requirements in the Foundation Phase please visit the **Early Years** pages of the Learning Wales website.

The National Literacy and Numeracy Framework

The National Literacy and Numeracy Framework (LNF) became a statutory curriculum requirement for schools in September 2013 and for settings in September 2015. The LNF has been introduced to raise standards in children's literacy and numeracy skills by helping all practitioners to:

- develop literacy and numeracy skills throughout the Foundation Phase Areas of Learning
- integrate literacy and numeracy into continuous, enhanced and focused provision, indoors and outdoors
- inform discussions with parents/carers, children and other stakeholders
- help children with their own self-assessment
- monitor, assess and report on individual children's performance
- identify children who may benefit from additional support

Formative assessment using the LNF is a statutory requirement and practitioners are required to assess children's literacy and numeracy across the curriculum using the LNF. Annually schools will need to produce a narrative report to parents/carers on their child's progress and their next steps in learning based on these assessments. The Profile aligns with this process as the formative assessments of LNF carried out over the year will inform the Profile.

Reporting to parents

Information gathered on the Profile should be used to inform parents/carers of their child's progress. This can be through statutory annual reports, parent's evenings and more informal discussions about their progress. There is no requirement to produce a written report to parents/carers based on the baseline assessment.

Language of assessment

Children should be assessed on the Profile in the language of the setting or school. Statutory assessments should therefore only be carried out in English or Welsh.

Where a child's home language differs from that of the setting or school and to provide supporting information further discussion with parents or carers or bilingual assessments should be carried out, particularly if developmental delay is suspected.

Special Educational Needs and Additional Learning Needs

The Foundation Phase Profile has been designed to be suitable for all children and support the identification of potential Special Educational Needs (SEN) or Additional Learning Needs (ALN)..

However, it is not the intention that the Profile will have sufficient detail to *fully* assess SEN or ALN children. Whilst the lower steps support very early stages in children's development they reflect developmental norms and emergent skills.

Practitioners will then need to use appropriate assessments designed for specific purposes as well as seek advice from Additional Learning Needs Coordinators or appropriate professionals with the support and permission of the parents and carers. The Welsh Government's Routes for Learning can also be used to provide more detailed information for children with ALN as the skill levels support assessment and appropriate curriculum planning in Language, Literacy and Communication Skills and Mathematics Development.

Observation and assessment

The Foundation Phase Profile has been developed as a summative assessment tool using observations and formative assessments to build up a holistic picture of children's development and abilities in key areas.

Observation

Observation plays a key role in the everyday practice in the Foundation Phase. The main purpose of observing children is to determine where they are on the learning continuum in order to progress them, and to identify any difficulties or exceptional ability. Through observing and listening, practitioners are able to gather evidence before and after children have been taught skills and over a period of time. This enables practitioners to assess how much progress the children have made and whether they need further opportunities to consolidate their learning.

In order to build a picture of the whole child it is important the observations are made in both the indoor and outdoor environments. It is well documented that children may behave and learn differently outdoors and it is important to reflect this in the assessment process. Observation of particular skills will not usually require specific activities to be set up: skill ladders have been devised to represent what can normally be observed through a mixture of child and practitioner-led activities and across continuous, enhanced and focused provision, indoors and outdoors.

Where appropriate, children should be encouraged to understand and appreciate the development of their skills, and given the opportunity to share their thoughts and feelings on how they are progressing across different tasks and activities. Provision should be planned carefully to ensure developmentally appropriate activities and resources scaffold children's learning and development.

Discussion of activities before, during and after helps children reflect on their own abilities. Engagement with parents/carers is also key to gaining a whole picture of a child's abilities, as well as encouraging engagement with their child's education.

Formative assessment

In order that formative assessment is useful it is necessary to focus on children's achievements against skills in the curriculum and details of how they can move forward, rather than focusing on Foundation Phase Outcomes. This will involve practitioners and children understanding specific skills and, if appropriate, the associated success criteria. In this way practitioners can establish each child's current position, set and plan for steps within skills and recognise when they have been reached. Planning should support individual children working towards mastering specific skills across a broad and balanced curriculum rather than linking directly to Outcomes as these describe attainment over a range of tasks at baseline and the end of the Foundation Phase.

Good observational and formative assessment practice will support children in following their interests and extending what they excel at, as well as encouraging further development in areas where the child struggles or shows lack of interest. Summative assessment should consider the steps the child has made independently to achieve the skill and the confidence and range of contexts in which they have performed it.

Summative assessment

Foundation Phase Outcomes have been developed for summative assessment of learning at baseline and the end of the Foundation Phase. They describe the type and range of attainment that children working at a particular Outcome should characteristically demonstrate. They refer to children's development over time and over a range of evidence of achievement (observations and formative assessments), providing a holistic view of a number of different skills.

Foundation Phase Outcomes are neither designed for day-to-day use nor for the production of half termly or termly data. A single observation or piece of work by the child should not be levelled against an Outcome as it cannot provide the information needed to make a judgment, although it may demonstrate characteristics of a particular Outcome.

Using the Foundation Phase Profile for summative assessment

To summatively assess each Area of Learning in the Profile, practitioners should draw on a range of evidence to establish and record the developmental level of children in a series of skill ladders. Practitioners can then produce an Outcome score for each Area of Learning in the Profile using a consistent scoring method. By assessing on a skill by skill basis, not only can practitioners produce a summative score for each child's current Outcome they can also use the information to inform future learning. Each step on a skill ladder is accompanied by a guidance statement to help practitioners reach their judgments and support consistency between them.

Scoring the assessment

The valid outcomes that can be achieved for each Area of Learning are:

Bronze; Silver; Gold; Outcome 1; Outcome 2; Outcome 3; Outcome 4; Outcome 5; Outcome 6; Above Outcome 6; Disapplied; and Not Assessed.

The outcomes Bronze – Above Outcome 6 are based on a numerical scoring system, allowing practitioners to measure progress. The scoring system is designed so that a child is awarded an outcome for an Area of Learning when approximately 75 per cent of the skill ladders within the Area of Learning are achieved at that outcome. For example, to achieve an Outcome 1 in the baseline assessment, 3 of the 4 skill ladders should be at Outcome 1 or higher.

Disapplication

Only in very rare circumstances will there be a need to disapply a child. For the baseline assessment, it should be noted that a child can be disapplied for one skill ladder and still receive an Outcome for the Area of Learning. However, if more than one skill ladder is disapplied, the Outcome of the Area of Learning is disapplied.

For further information when a skill ladder should be disapplied, please seek guidance in the **statutory assessment arrangements for the end of Foundation Phase and Key Stages 2 and 3**.

Aligning outcomes to expected ages

The outcomes can be broadly aligned with the expected ages of development. These are listed below.

Expected Age of Development	Related Outcome
6–12 months	Bronze
12–18 months	Silver
18–24 months	Gold
24–36 months	Outcome 1
36–48 months	Outcome 2
48–60 months	Outcome 3
60– 72 months	Outcome 4
72–84 months	Outcome 5
84–96 months	Outcome 6

Child development

During the Foundation Phase children are rapidly acquiring new skills. They acquire these skills at different rates and must be encouraged to develop at their own unique, individual pace. They develop a sense of their own identity and have increasing capacities for language and enquiry. Children require a wide range of experiences both to support their emotional, social, intellectual and physical development, and to help them make sense of their own immediate world and the wider world around them.

Throughout the Foundation Phase children must have an increasing ability to plan and monitor their own activities in order to their develop awareness of themselves as learners. They learn in their own way and the direction, speed of learning and growth will fluctuate from day to day. As children learn new skills they should be given opportunities to practise them in different situations, across all Areas of Learning, and to reflect on, evaluate and consolidate their learning.

All aspects of child development are important and should be considered as interlinked. Account also needs to be taken of barriers to play, learning and participation caused by physical, sensory, emotional, communication or learning difficulties.

The experiences that the children have had before entering the setting/school need to be recognised and considered. It is essential that children have access to a variety of media in order to express themselves creatively, and also have ample opportunities to apply their imagination in a purposeful way. As children learn new skills they should be given opportunities to plan their learning, practise their skills and transfer them to different situations across all Areas of Learning, as well as opportunities to reflect on and evaluate their learning. In all aspects of their development, children's own work should be respected, valued and encouraged for its originality and honesty.

To support their different developmental stages throughout the Foundation Phase children need:

- practitioners and environments (indoors and outdoors) that support and challenge their widening interests and encourage them to develop their thinking and problem solving skills;
- practitioners who observe, assess and plan carefully for their developmental needs and interests and include them in this process;
- practitioners who encourage and extend conversations;
- practitioners who provide good role models;
- opportunities that support their development as independent, confident learners;
- opportunities to work collaboratively;
- opportunities to follow routine and unfamiliar activities, as well as opportunities to be involved in new and challenging tasks;
- opportunities to be creative through access to a variety of media that allows them to express themselves and apply their imagination in a purposeful way;
- opportunities to work cooperatively with their peers and to have time to sustain their interest in activities; and
- opportunities to keep pace with and challenge their physical coordination and development.

Personal and Social Development, Well-being and Cultural Diversity

Personal and Social Development, Well-being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors.

Within this Area of Learning children learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values and an understanding that others have differing needs, abilities, beliefs and views. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales. They should become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

Further details of the skills and range of experiences for this Area of Learning can be found in *Curriculum for Wales: Framework for Children's Learning for 3 to 7-year-olds*. Guidance on implementing this Area of Learning can be found within the Foundation Phase guidance.

Skill ladders included within Personal and Social Development, Well-being and Cultural Diversity

Skill ladders within the Compact Profile	Additional ladders within the Full Profile
Social interaction	Engagement
Behavioural regulation	Emotional expression
Response to others	
Independence in personal care	

Social interaction

This skill ladder assesses the development of social interactions, an important part of children's ability to build positive relationships with peers and adults. Development in this area may be influenced by gender and cultural expectations/ experiences. Generally, as children develop they spend less time in solitary or parallel play and more time in cooperative play.

Observations should take place across a wide range of scenarios in continuous, enhanced and focused provision as well as during social times of the day such as the start and end of the day and at snack or mealtimes. Practitioners may also notice that children may show aspects of different Outcomes at the same time: their ability to use social skills will depend on factors such as tiredness, desirability of objects that are being played with and familiarity with play partners.

	Children are able to:	**Children may be observed:**
Bronze	engage in social play initiated by older children and/or adults.	reacting with laughter or smiles to simple play such as peek-a-boo or making funny faces.
Silver	engage with a range of one-to-one play initiated by older children and/or adults.	showing enjoyment of or joining in with one-to-one play such as rolling a ball to each other.
Gold	play near other children or adults sometimes showing an interest in what they are doing.	playing near other children often by coincidence rather than choice.
Outcome 1	play alone or parallel to other children often near a familiar adult.	playing near others through choice rather than coincidence. They are typically engaged in a solitary activity and are dependent on familiar adults emotionally.
Outcome 2	usually play with other children.	sometimes demonstrating affection for other children and playing with them.
Outcome 3	sometimes play cooperatively with other children.	negotiating, turn taking and sharing during familiar structured activities sometimes with adult support, *e.g. reminding them to take turns in a game.*
Outcome 4	play independently and cooperatively with other children.	negotiating play roles to keep play going, taking turns and the ending of play.

Outcome 5	associate, cooperate and communicate appropriately with other children and familiar adults, seeking help when necessary.	showing awareness of the needs of others by adapting their behaviour (and language, for verbal children). More often than not, they will play fairly according to the rules of the game, showing respect to their playmates.
Outcome 6	show awareness of the needs of others by adapting their behaviour (and language, for verbal children). More often than not, they will play fairly according to the rules of the game, showing respect to their playmates.	talking positively about their friendship with particular children; non-verbal children might be seen seeking out the company of particular children.

Behavioural regulation

This skill ladder assesses behavioural regulation, an important for social situations as well as learning situations; it has been shown to influence achievement. Younger children require external support *e.g. distraction and explanation* to help them to regulate their behaviour.

As adults support children to regulate their emotional responses through modelling, hints and cues, children gradually move on to independence in behavioural regulation. Practitioners may notice children using strategies such as private speech to help them to regulate their behaviour ('Aled's turn, Becky's turn, then my turn'). They may also notice that children are most likely to regulate their behaviour if they agree with the request – this is why explaining rules to children and involving them in the development of rule systems can be successful approaches to improving behavioural regulation.

	Children are able to:	**Children may be observed:**
Bronze	respond to being calmed.	responding to soothing behaviour such as rocking or talking to them gently.
Silver	usually respond to regulation from a familiar adult.	complying with simple rules or regulations from familiar adults, *e.g. staying close to adult when asked.*
Gold	respond appropriately to consistent boundaries.	understanding and complying with consistent boundaries, *e.g. sitting down to eat and drink.*
Outcome 1	understand that some behaviour is unacceptable.	playing associatively, *e.g. they understand not to snatch a toy another child is playing with*. They may express frustration through tantrums and strategies such as distraction and explanation may also be required.
Outcome 2	understand simple behavioural expectations and are willing to share toys and materials and will take turns	usually responding to adult support in turn-taking with desirable items and showing an understanding of familiar behavioural expectations, *e.g. helping to tidy up.*

Outcome 3	begin to recognise appropriate behaviour for different situations, often modelled on the standards of adults close to them, respond to reason and cope with change in routines.	following classroom rules, *e.g. walking rather than running inside or using a quiet voice when appropriate.* They will usually respond to rules or requests if the reasons are explained.
Outcome 4	show increasing self control for different situations and can wait for their needs to be met.	showing appropriate self control and behaviour for a range of situations. They will usually accept a request to wait for their needs to be met, *e.g. when wanting to talk to an adult about a situation will not interrupt*.
Outcome 5	understand the concepts of right and wrong as well as fair play and rules and why they are there. They understand there are consequences to their actions and take responsibility for decisions they make. They are able to control their emotions and cope with disappointment.	showing appropriate behaviour for different situations, including those that are unfamiliar, and understand the need for rules, *e.g. playing by the rules of a game.*
Outcome 6	demonstrate appropriate self control.	showing appropriate behaviour for different situations, including unfamiliar situations and demonstrate self discipline.

Response to others

This skill ladder assesses children's response to others which considers their awareness and understanding of the emotions of others, and the development of appropriate responses to them. Children's responses to others are tied in closely with their ability to recognise and understand the thoughts, beliefs, desires, intentions and feelings of others ('Theory of Mind') which is influenced by both nature and nurture. From a nurture point of view, children's experiences of diversity and the behaviour of those with whom they spend time are a strong influence on their responses to others (as explained by Social Learning Theory).

Children show natural curiosity about the differences between themselves and others including gender, ethnicity, culture and social class. Initially this may include open questions about differences between themselves and others, which becomes increasingly more polite and respectful as they understand the way people feel about their own experiences.

	Children are able to:	**Children may be observed:**
Bronze	move attention between object and caregiver during one-to-one play.	sharing their attention between a co-player and an object such as a toy or other stimuli.
Silver	respond differently to caregivers and unfamiliar adults.	showing awareness of whether people are strangers or not through their different response to them. This may be seen especially in new situations, where children may look to a caregiver to see how they have responded.
Gold	respond appropriately to social greetings from familiar people.	responding with a wave when familiar people say 'Hello' or 'Bye-bye' to them.
Outcome 1	respond to social greetings.	responding with a wave or verbal response when familiar or unfamiliar people say 'Hello' or 'Bye-bye' to them.
Outcome 2	begin to identify with the emotions of others and may like to help adults and peers but not when it conflicts with their own interests.	beginning to identify with the emotions and feelings of others. They may like to help adults and peers, *e.g. picking up toys,* so as long as it does not conflict with their own interests. They do not always judge feelings accurately.

Outcome 3	respond to others with increasing sensitivity to their needs.	showing care, respect and concern for other people, animals and plants with increasing sensitivity. Their responses will show awareness that other people have different emotional responses to the same things.
Outcome 4	respond to the emotions and needs of others, showing support or comfort where appropriate; showing awareness of similarities and differences between themselves and peers.	responding appropriately with increasing awareness of cultural differences and diversity. They will notice, support, comfort and help other children when they are sad and upset and enjoy caring for the environment.
Outcome 5	respond to others with respect and value their achievements, showing awareness of other people's feelings, views and beliefs.	demonstrating this through responding positively to the achievements of other children and talking about how another person may feel about a situation or occurrence.
Outcome 6	respond to others with respect, understanding different preferences, views and beliefs, and show an understanding of how they should relate to others morally and ethically. They are able to see things from others' points of view.	taking part in relevant discussions, *e.g. discussing rules for behaviour or different cultural experiences or religious expectations*.

Independence in personal care

This skill ladder assesses how independent children are in their personal care, which in turn encourages a sense of control and allows children to spend more time engaged in meaningful activities. This skill ladder focuses on the confidence and will of children to attend to personal care needs and as they develop their understanding of the importance of personal health development. Observations can be made throughout the day, whenever children have care needs such as toileting, eating, hygiene and dressing.

	Children are able to:	**Children may be observed:**
Bronze	show an understanding of basic cause and effect.	understanding that if they spill their drink on themselves they will be wet.
Silver	show an understanding of objects used in care routines.	using wipes to clean up a spill; they might brush their hair with a brush that they find.
Gold	start to help with familiar care routines.	helping or complying with care routines performed by an adult, *e.g. putting their coat on,* but will sometimes show frustration or distraction.
Outcome 1	with support, complete everyday self-help (personal) care routines but are usually keen to help. They show knowledge of familiar care routines.	helping with self-care routines that are familiar to them, but will need adult direction for the tasks. Helping behaviour might be putting out feet for shoes, hands for drying etc.
Outcome 2	start to perform care routines independently and show some awareness of hazards.	still requiring some help with performing some actions or remembering all parts of a routine, *e.g. forgetting to dry off after washing their hands*, but will usually say they don't need help or will attempt the activity independently. They will respond to warnings about routine safety, *e.g. they won't run with scissors.*

Outcome 3	perform most personal care routines independently and understands significant hazards.	performing most personal care needs within their physical ability (toileting, eating, simple dressing etc), though there may be occasional requests for help, *e.g. with zips or fastenings*. Children understand significant hazards of different environments, *e.g. slippery grass, using tools carefully or taking care on playground equipment such as climbing frames.*
Outcome 4	perform most personal care routines independently and show some awareness of healthy eating.	performing personal care needs within their physical ability (toileting, eating, dressing etc), though there may be occasional requests for help. Children will begin to be aware of longer-term personal care concepts such as healthy eating, being aware of foods that are healthy and those that are not.
Outcome 5	perform personal care routines independently and understand the impact of food and drink on health.	performing personal care needs independently within their physical ability (toileting, eating, dressing etc.), with very few requests for help occurring rarely. They will be able to show understanding of or discuss healthy eating and drinking habits.
Outcome 6	perform personal care routines independently and understand the impact of food, drink and exercise on health.	performing personal care needs within their physical ability (toileting, eating, dressing etc.) independently. They will be able to show understanding of or discuss the importance of healthy eating and exercise.

Engagement

This skill ladder assesses children's developing engagement and independence in their learning and play. Engagement depends on their curiosity, confidence and the ability to resist distraction and maintain attention. Observations for this skill ladder can be done across all Foundation Phase activities and will help practitioners to understand children's learning styles and interests in order to inform future plans and support the Foundation Phase pedagogy. Practitioners should look for perseverance, confidence and dependency on others as they approach a wide range of activities, challenges and a experiences.

	Children are able to:	**Children may be observed:**
Bronze	explore the environment intentionally.	reaching out and grabbing a brightly coloured toy that is within their reach.
Silver	explore activities for a short time.	showing their positive attitude through excited movements or vocalisations. They might attend to their self-chosen activity, *e.g. banging a drum for a few minutes or less*.
Gold	start to engage with a range of familiar activities.	engaging with adult-led activities with support from a familiar adult.
Outcome 1	engage in a range of familiar activities.	engaging with a range of activities that are familiar to them. They may need reassurance and help to choose these activities.
Outcome 2	engage in a broad range of familiar activities.	engaging with a broad range of familiar activities, as well as some that are new to them, within the indoor and outdoor environments. They will be keen to act independently; though will sometimes need assistance if they are unsure or if they can't perform part of a task.
Outcome 3	engage with a broad range of activities and have become more independent in their learning.	engaging with a broad range of activities, including new or unfamiliar experiences. They choose and carry out activities without adult support, sometimes concentrating on them for a longer time.

Outcome 4	engage with a broad range of tasks and activities, demonstrating concentration and showing likes and dislikes.	engaging with a broad range of activities even though they have particular favourites. They are usually able to concentrate on tasks and this might include refocusing on an activity after usual environmental distractions, *e.g. other children playing nearby.*
Outcome 5	engage with a broad range of tasks and activities, some perseverance with tasks.	engaging with a broad range of activities even though they have particular favourites. They are able to concentrate on tasks, even with distractions and to persevere with things they find difficult seeking help when necessary.
Outcome 6	engage with a broad range of tasks and activities, reflecting on how they can improve their learning and show perseverance, concentration and motivation. Children are competent in identifying problems and coming up with solutions.	engaging with a broad range of activities even though they have particular favourites. They are able to concentrate on tasks and to persevere with things they find difficult. They are able to reflect on strategies they use to help them approach challenging tasks.

Emotional expression

This skill ladder assesses children's understanding of their own emotions and feelings, an important step in personal development and supporting their understanding and response to others.. Distinct facial expressions, gestures or behaviours will help practitioners to keep track of children's emotions before children are able to do so themselves.

Children who show good understanding of emotions also tend to be better at regulating their emotions, behaviour and attention, skills which practitioners will observe as being of benefit to children's progress across all aspects of the Foundation Phase. Practitioners may notice that children who spend time with older siblings or older peers often develop understanding of emotions beyond that which is typical for their age.

Observations can be made across all activities, but especially where the child has a particularly strong emotional response – this may vary from child to child. Judgments about children's placement on this skill ladder may require conversations as well as natural observations and non-verbal children may be observed using sign language to express themselves.

	Children are able to:	**Children may be observed:**
Bronze	show a range of basic emotions clearly.	expressing, at this stage, happiness, sadness, fright or anger. They are shown through tone of vocalisations, facial expressions and other non-verbal communication.
Silver	begin to express a range of preferences.	realising that they can show their feelings and preferences through their voice and actions, *e.g. pushing away a book they do not want to look at*.
Gold	express a range of preferences simply.	understanding that their feelings and preferences can be shown through their voice and actions, *e.g. crying, smiling, laughing or shaking their head etc*.
Outcome 1	start to express how they feel in simple terms.	starting to use emotional terms such as 'happy' and 'sad' although may not always use them accurately.

Outcome 2	show awareness of their own feelings and emotions.	using a larger vocabulary of emotional terms when talking about their own feelings and preferences although they may not always use them accurately.
Outcome 3	express emotions with some control, starting to recognise that emotions are influenced by different people and things.	expressing likes and dislikes, and understanding that different objects, experiences and people affect how they feel. They demonstrate some control over their emotions.
Outcome 4	express emotions with developing control, recognising that these may be influenced by different people and things.	talking about their likes and dislikes and the way in which different objects, experiences and people affect how they feel.
Outcome 5	recognise and express their feelings appropriately.	controlling and expressing their emotions in an appropriate fashion. For example, they can identify when they feel disappointed and can express their disappointment appropriately *e.g. through speech rather than behaviour*.
Outcome 6	often control their emotions.	controlling their feelings and emotions accurately They can label and reflect on the different emotions they feel and manage to express their feelings and emotions in appropriate ways.

Personal and Social Development, Well-being and Cultural Diversity glossary

These are common terms used in the context of Personal and Social Development, Well-being and Cultural Diversity.

Cooperative play

Children work together to achieve a common goal. This would usually include negotiations of play roles, turn taking and sharing.

Emotions

These are sensations in response to someone or something, which can be brief or intense. There are a small number of 'basic' emotions seen across all cultures. These include happiness, surprise, anger, disgust, fear and sadness. Each emotion causes a predictable response in people's body, *e.g. facial expression or an impact on heart beat.* Emotions influence motivations and feelings and therefore affect people's behaviour.

Empathy

Empathy is the ability to understand and share the feelings of somebody else.

Parallel play

Children play alongside other children without trying to influence each other's play although they may be interested in what others are doing and may imitate each other.

Social Learning Theory

Social Learning Theory suggests that people can learn new behaviours, values and attitudes by observing others even if no direct teaching has occurred.

Theory of Mind

This relates to people's ability to attribute beliefs, intents, desires, pretending, knowledge, etc. ('mental states') to themselves and others and to understand that others have mental states that are different from their own.

Language, Literacy and Communication Skills

As children learn a language it is essential that they have opportunities to acquire and develop their skills. Language is made up of different forms and skills which include speaking and listening, reading, writing, thinking and observation. It is important that the different elements of language and literacy are seen as linking and having a purpose. Language, reading and writing skills develop together and are interconnected. They should not be taught in isolation of each other or other Areas of Learning. These literacy skills are developed and observed through meaningful experiences for the children.

Some children may use alternative methods to communicate such as sign language and non-verbal indicators and these can replace and extend speech, as well as demonstrate an attitude or express emotions.

The skill ladders have been designed to align with the Area of Learning for Language, Literacy and Communication (revised September 2015) and the National Literacy and Numeracy Framework. Further details on the skills and range of experiences for this Area of Learning can be found in *Curriculum for Wales: Framework for Children's Learning for 3 to 7-year-olds in Wales (Revised)* and on the **Learning Wales** website.

Skill ladders included within Language, Literacy and Communication Skills

Skill ladders within the Compact Profile	Additional ladders within the Full Profile
Oracy – Listening and understanding	Oracy – Collaboration and presenting information and ideas
Oracy – Phonological awareness	Oracy – Speech
Oracy – Expressive language	Oracy – Talking and play
Reading – Understanding reading materials	Reading – Comprehension
	Reading – Reading words
	Writing – Handwriting
	Writing – Spelling
	Writing – Punctuation and grammar
	Writing – Genre
	Writing – Planning, evaluating and editing

Oracy– Listening and understanding

This skill ladder assesses children's listening and understanding of spoken language, concepts used and instructions spoken by others as part of children's developing receptive language skills. Initially children will show understanding by non-verbal gestures, followed by verbal response and later by asking questions to find out more about what has been said and making connections between what is understood and what is already known.

Some children can appear not to respond to language and instructions, as would be expected for their stage of development, and it is important to establish whether a hearing difficulty is a factor in this. Children may continue to show understanding non-verbally by carrying out instructions correctly as they get older, but more sophisticated understanding of something that's been said is usually observed whilst responding to appropriate questions and making more detailed comments and observations. Understanding may also be shown through their creative response to stimuli, though it is often important to discuss children's work in order to gauge their level of understanding.

	Children are able to:	**Children may be observed:**
Bronze	respond with understanding to some words used in their usual context.	using vocalisations, non-verbal gestures or facial expressions to respond to an adult, *e.g. smiling*. They rely heavily on visual and other clues within the immediate environment.
Silver	respond to simple adult communications.	showing an understanding of what is said by responding appropriately, or by joining in basic actions one-to-one or in a small group of their peers *e.g. joining in with a clapping song.*
Gold	respond to simple and familiar one-step instructions.	performing one-step instructions, *e.g. 'Get your shoes, Emma'*, which may be supported by gesture.
Outcome 1	respond to spontaneous one-step instructions and show an understanding of simple phrases.	following one-step instructions that they haven't heard very often as long as they are familiar with the setting and vocabulary *e.g. 'Fetch me the book Dafydd'*. Children at this stage understand many more words than they will use themselves.

Outcome 2	listen with growing attention and concentration. They show understanding of two-step instructions and basic concepts, and ask simple appropriate questions.	showing comprehension of two step instructions, e.g. *'Fetch the book Hari, and sit on the carpet'*. They will begin to ask 'Who?', 'What?', 'Why?' questions in response to stimuli. Their understanding of basic concepts will include in, on, big, little, wet, dry, hot and cold.
Outcome 3	demonstrate that they have listened to others. They understand three-step instructions and basic concepts. They usually respond appropriately to people and stimuli and ask an appropriate question about something that has been said.	following instructions in regular situations, *e.g. 'Fetch your wellies, put them on, and line up to go outside'.* They will take part in discussions with small groups and show they have listened by asking questions to clarify their understanding or by responding simply, *e.g. adding something to a picture because someone suggested it.* Their understanding of basic concepts includes over, under and behind.
Outcome 4	listen to other speakers or stimuli, with growing attention, usually responding appropriately to complex information and instructions. They ask detailed questions to clarify understanding.	listening to and understanding increasingly complex information and instructions which may include new and unfamiliar information. More detailed questions will include asking 'Who?', 'What?', 'Where?', 'Why?', 'When?' and 'How?' about information they have heard.
Outcome 5	listen to other speakers or stimuli with concentration, asking more detailed questions to clarify understanding, responding to key points and relating understanding to own experience.	listening to a variety of stimuli and audiences with concentration. They will show understanding of the main points of spoken information, asking a variety of relevant questions for clarification or for more information and will sometimes prepare these carefully.
Outcome 6	use relevant comments and questions to show that they have listened carefully to a range of speakers or stimuli and begin to make connections between information from a speaker and what they already know.	listening to a variety of stimuli and audiences and will show understanding by asking relevant questions. They will be able to ask further questions to gain more specific information and will often prepare these carefully.

Oracy - Phonological awareness

This skill ladder assesses children phonological awareness through songs, rhymes and word play and children's early understanding of language patterns. Hearing sounds in words is an essential early step in the segmenting and blending and as children's skills develop they will move on to understand these are reversible arrangements. In the earlier stages of language development, the repetition of the words in simple rhymes heard will also help to develop children's vocabulary. They will also hear and experiment with pitch, volume and inflection as well as rhythm.

In addition to being an important factor in language development, there are also cognitive benefits to hearing and learning rhymes and songs. The patterns in rhymes and songs help children recall language and memorise words and verses. These patterns, in addition to sequences can develop simple mathematic skills. Repetitive songs and rhymes help reinforce concepts across many areas of development in the early stages, *e.g. number, time etc*.

	Children are able to:	**Children may be observed:**
Bronze	show an interest when listening to songs and rhymes.	showing interest through verbal or non-verbal gestures *e.g. smiling, moving in excitement.*
Silver	show engagement with familiar songs and rhymes and join in with familiar parts.	joining in with parts of two or three favourite songs or rhymes by remembering some words or specific actions.
Gold	show engagement with familiar and new songs and rhymes and join in with singing or actions.	showing an interest in new songs and rhymes, usually within a group.
Outcome 1	listen to and join in with songs and rhymes, and with support begin to engage in word play.	taking part in action songs, *e.g. Pen, ysgwyddau, coesau, traed* and finger rhymes *e.g. one, two, buckle my shoe*. They will occasionally engage with word play when supported by an adult.

Outcome 2	listen to and join in with songs and rhymes and engage in sound and word play.	showing an understanding and knowledge of sounds within words and enjoying listening to, recognising and using rhyming words, *e.g. listening to and saying/ singing nursery rhymes Mi welais Jac y do/Humpty Dumpty and Jack and Jill,* and join in familiar parts. They may engage in sound and word play and hear and discriminate general, environmental and speech sounds, either verbally or through gesture.
Outcome 3	memorise and perform songs and rhymes and showing recognition of rhythm, spoken alliteration and rhyme with support. They play with sounds in words including isolating and identifying initial sounds.	isolating and identifying initial sounds and blend and segment combinations of known letters in words. They perform and join in with a repertoire of songs and rhymes which they know parts of completely, with some support, often in a group. They recognise rhythm in spoken words and continue a rhyming string.
Outcome 4	join in, repeat or memorise rhymes, songs and poems and use alliteration and rhyme to create their own. They can segment and blend sounds in words.	hearing and identifying sounds in spoken words, including medial vowels and final sounds. They recognise the difference between onset and the rime of the word that rhymes, *e.g., mark, park, bark.* They may create rhyming words and poems in whole or in part, *e.g. by completing lines in rhymes by adding the rhyming word,* and also create their own simple songs, rhymes and poems, although these may be based on a familiar model.
Outcome 5	recall an expanding repertoire of rhymes, songs, and poems and use alliteration, rhythm and rhyme to create their own. They can segment and blend sounds in polysyllabic words.	using their phonological awareness which is reflected in their reading and writing and they orally blend and segment polysyllabic words. They perform a growing number of rhymes, songs and stories. They will create their own rhymes and poems including nonsense verse.
Outcome 6	use a wide repertoire of rhymes, songs, poems and create their own chants, rhymes and poems. They confidently use their phonological awareness.	confidently using their phonological awareness which is reflected in their reading and writing and they orally blend and segment polysyllabic words. They perform many songs, rhymes and poems and will create their own versions independently.

Oracy – Expressive language

This skill ladder assesses children's use of expressive language; how they express their needs, ideas, feelings and communicate and convey meaning in general. Frequent opportunities to explore and experiment with sentences that are both at and above their current level help children consolidate their abilities in structuring their language and using vocabulary well. They should be given many opportunities to hear well-modelled language and use new and appropriate words for different situations across a wide range of topics, activities and experiences. Children who are learning English or Welsh as an additional language may develop correct language structure in English or Welsh at a different pace to their first language.

Language rich classrooms, indoors and outside, resourced with interesting stimuli, along with practitioners who model good language and engage in talking to children support observations of developing language skills. Discussions with parents/carers are important to gain a full picture of children's use of language.

	Children are able to:	**Children may be observed:**
Bronze	use simple sounds or words purposefully and attempt to name familiar objects.	creating their own sounds or using simple words for familiar things such as foods, pets, family members or toys. The sounds they create may not always be understood by others.
Silver	use recognisable words to name familiar objects and link two words together to convey meaning.	understanding and using two words together, often when presented with a familiar object in a familiar context, *e.g. 'cup' when given a drink.* Sometimes the same noun may be used to describe many different but similar things, *e.g. 'dog' can be used to describe a dog, a fox, a tiger etc.*
Gold	talk about familiar objects in simple terms stringing together more than two words, to form simple sentences.	using words for most familiar things, talking in simple sentences of 2-3 words, *e.g. 'Nia go out'*, to communicate interests, give information or ask questions.
Outcome 1	begin to use newly learned words in their play. They 'talk' to themselves, other children and familiar adults using simple sentences.	repeating words which are new to them when playing freely or taking part in activities. They will talk about activities or stories using one or two simple sentences of three or more words.

Outcome 2	use newly learned words and relevant vocabulary in their play using complete sentences with five or more words.	using simple descriptive phrases including adverbs and adjectives in incomplete sentences, *e.g. 'Big ball is red'.* They will often experiment with newly learned vocabulary in their play. They use longer sentences, including simple plurals and simple questions, of five or more words, sometimes showing grammatical immaturities.
Outcome 3	use an appropriate and increasing range of vocabulary in phrases and simple complete sentences.	using a wider vocabulary that includes more adjectives and adverbs. They talk about experiences, respond to creative stimuli or create/retell stories. They will choose the appropriate words talking in complete sentences to share more detailed information, ideas and events from their experience.
Outcome 4	use an increasing and varied range of appropriate vocabulary. They usually make themselves clear by choosing words deliberately and organising what they say.	showing an awareness of appropriate vocabulary in different situations by including relevant detail in their accounts or using specific vocabulary in their play, choosing words to make themselves understood by a wider audience. They will show awareness of correct sequencing, often correcting themselves.
Outcome 5	use a growing range of appropriate vocabulary, using variety to add interest. They make themselves clear by choosing words deliberately, organising what they say and using more complex sentences including relevant details.	showing an understanding of formal and informal vocabulary and when it is appropriate to use both, *e.g. 'Hello Tomos' when greeting a friend or 'Good morning Miss/Mr…' when greeting a practitioner*.
Outcome 6	modify talk to the requirements of the audience, organising what they say and varying the use of vocabulary and level of detail, choosing words deliberately and using more complex sentences.	showing an understanding of the needs of audience and change the vocabulary appropriately, *e.g. the difference in the use of vocabulary when talking to friends or when presenting in class,* and using more complex sentences.

Reading - Understanding reading materials

This skill ladder assesses children's understanding of reading materials; how to use a book and other reading materials. Children learn how to use books by observing adults, *e.g. turning pages, pointing to pictures and words*. They are able to respond to reading materials which engage them. As reading competence increases children are able to demonstrate their understanding and comment upon features of texts and across a range of genre. Assessments for this ladder can be gathered through a range of reading activities, including adult modelled reading and observing children when they are engaged in independent reading activities, *e.g. in the book corner or, researching a topic online.*

	Children are able to:	**Children may be observed:**
Bronze	respond to visual and tactile stimuli.	paying attention when shown visual or tactile stimuli, showing their response by following the images with their eyes, reaching out to or touching the tactile stimuli, or responding verbally simply.
Silver	explore tactile and interactive books with support.	with the support of a familiar adult, looking at, touching or responding verbally to interactive books including those with different textures, pop-ups and sounds.
Gold	independently explore tactile and interactive books.	independently looking at, touching or responding verbally to interactive books including books with different textures, pop-ups and sounds.
Outcome 1	understand the basic structure of reading materials.	showing an understanding of the structure of reading materials, *e.g. looking at the cover, top and bottom and pages*. They will be most familiar with simple reading materials available in the environment, *e.g. books, magazines and catalogues.* They may imitate a familiar adult reading a book aloud, though they may not hold the book correctly.

Outcome 2	hold books the correct way up and turn pages. They choose different kinds of simple reading materials and make meaning from pictures.	exploring different kinds of books, including picture books, poem-stories, interactive books or on-screen texts and will act as a reader, *e.g. by imitating reading by holding a book, looking at pictures and turning the pages*. Children will make meaning from pictures, mimic reading out a 'sentence' or describe what is happening. They will do this with or without an adult.
Outcome 3	choose reading materials including books, understanding print conventions. They are aware of the difference between texts.	exploring reading materials including books above their reading level. They understand that print is read left to right, top to bottom They show an awareness if the difference between stories and information texts.
Outcome 4	choose reading materials and talk about simple text features.	approaching texts by looking at simple features, *e.g. titles and pictures,* to help them make their choices and understand texts
Outcome 5	choose reading materials independently giving reasons for their choices and use text features.	choosing reading materials independently and can explain their choice in their own words. They will show knowledge of more features, *e.g. titles, headings and pictures,* and use text features to locate and understand specific information.
Outcome 6	identify the different purposes and features of texts and how they are organised, skims content, and selects texts based upon their needs.	using texts purposefully to gather information and using their understanding of text features, *e.g. lists, numbered points, diagrams on-screen features, toolbars and side bars headings*. They understand the different purposes of texts, *e.g. for entertainment or a news report,* and use them accordingly.

Oracy – Collaboration and presenting information and ideas

This skill ladder assesses how children interact to work together and how they communicate their idea, feelings and opinions. Development in these skills is important as many other skills within the Foundation Phase link strongly to children's developing ability to collaborate and express their ideas and opinions. The degree to which they act as 'listeners' and to which they act as 'teachers' may vary across different activities, so it is important to observe them in a variety of contexts to establish the degree to which they collaborate and contribute to tasks, *e.g. a child who is a confident model maker may take the lead in one activity, but may be less forthcoming with ideas in an activity where they are less confident*. It is not unusual for early friendships to have a dominant member who is more confident or assertive than their friends, who may contribute more actively to discussions.

	Children are able to:	**Children may be observed:**
Bronze	show an interest in what is going on around them. They start and stop eye contact during social interactions.	sometimes looking for a sustained period of time (at least a few minutes) towards people who are doing things near to them, watching their actions. They make deliberate eye contact.
Silver	show an interest in group activities led by adults or older children. They move attention between things of interest, showing likes and dislikes simply	sometimes moving towards a group activity (such as singing, clapping or dancing) and watch for at least a few minutes at a time. They move their gaze between objects and people during one-to-one play. They will respond simply to the objects or people using sounds, simple words *e.g. 'No',* or gesture.
Gold	join in with group activities led by adults or older children. They respond verbally in simple terms.	joining with group activities as an individual without cooperating with other members of the group, *e.g. clap along to a song, without paying attention to other children in the group*. They may express what they like and dislike by using appropriate words to convey meaning, *e.g. 'Want milk'.*
Outcome 1	begin to take part in activities alongside adults or other children. They begin to show curiosity in stimuli and express enjoyment or interest.	joining in with group activities and beginning to show an interest in other children taking part in the activity. They mostly participate as individuals rather than engaging with other children in the activity. They will state what they like and dislike on occasions – this may not be consistent, as their likes and dislikes are still affected by their current mood.

Outcome 2	participate in discussions and activities alongside adults or other children. They respond to creative stimuli, expressing enjoyment or interest. They retell events or experiences and talk about what they have made or done in simple terms.	taking part in activities alongside other children and discussing activities simply. They respond to creative stimuli by talking using words, phrases or simple sentences.
Outcome 3	exchange ideas and interact with others during activities. They respond to creative stimuli, retell stories, share information and talk about things they have made or done, and express likes and dislikes.	contributing to conversations and exchanging ideas with other children, *e.g. making suggestions for building a model, asking a question about what another child is doing*. Their interactions may be simple. They express an opinion through talking about their likes and dislikes.
Outcome 4	talk to and respond to others during shared activities. They extend ideas or accounts on familiar topics by including some detail, express opinions and explain processes, showing awareness of the needs of listeners.	talking about what they are doing with other children, contributing to conversations and responding to others. They will work together on the same activity, using their talk to complete their work together. Their talk may be extended by using longer complete sentences to express their ideas or accounts. They take part in group discussions, showing awareness of conventions or needs of others.
Outcome 5	contribute to discussions and share activities and information to complete tasks. They show awareness of the needs of listeners by including relevant detail and expressing opinions and talk in detail about a wider range of subjects.	focusing on the topic and collaborating and sharing activities and information with other children, taking turns to speak, to achieve a common goal. They use expressive skills across a wider range of stimuli and retell stories or accounts to different audiences adapting the delivery depending on the needs of the audience. They talk about an idea, things they have made or done and explain processes in detail using relevant vocabulary.
Outcome 6	use discussion, ideas and information purposefully to complete a task. They explore, explain and communicate ideas, emphasising their key points.	talking before and throughout group tasks to achieve a shared goal, rather than making changes as they go along. They will talk extensively about ideas and other stimuli within their own experience, using expressive language to help emphasise key points.

Oracy – Speech

This skill ladder assesses children's fluency of speech an important skill that supports their interaction with other children and adults. Practitioners may observe that as they track this skill, children can pass through stages of non-fluency at any age. These stages may last for days or a few weeks, before returning to their previous level of ability. There may be times when children can be fluent and verbal, followed by times where they are hesitant in talking, which may be linked to their emotional well-being or relate to their confidence in the particular topic/idea being discussed. Short periods of withdrawal in this way are typical for children, but may raise a concern if they last for more than a few weeks or appear to be linked to an issue relating to their well-being.

Observations will occur through many activities, usually beginning with one-to-one and small group conversations, and as children develop it is often seen through interaction with unfamiliar adults or speaking to the class, in group activities and performances.

	Children are able to:	**Children may be observed:**
Bronze	repeat simple sounds.	experimenting with a small number of simple sounds, often consonant-vowel or consonant-vowel-consonant. Their sounds may only convey meaning to familiar adults.
Silver	use two simple words together which are intelligible to familiar adults.	using two words together in a meaningful way, with a familiar adult able to guess the meaning.
Gold	be more intelligible to familiar and unfamiliar adults, including use of simple sentences.	using conventionally understandable pronunciation. They will use two to three words to talk about things and to ask for things clearly enough to be understood by an adult.
Outcome 1	use simple sentences which are mainly understood by others.	using simple sentences (sentences with more than four words) which are usually understood by adults outside the family.

Outcome 2	speak clearly with other children and familiar adults.	talking clearly to familiar others. Their speech may not be clear enough to be understood by unfamiliar people, or may be quiet. Children who can differentiate between different environmental sounds, *e.g. speech, background noise and outdoors etc*, will be better able to make themselves clear.
Outcome 3	speak clearly and audibly with growing confidence and clarity with most sounds and words correctly pronounced.	communicating with others, usually adults and children who are familiar. Many sounds/words will be pronounced correctly. Children who are better at identifying initial sounds in others' speech will often be able to speak more clearly themselves.
Outcome 4	speak clearly and audibly, conveying meaning to a range of listeners.	gaining confidence as a speaker and beginning to communicate with listeners beyond their friendship group. The more sounds they can identify in others' speech, the more easily they will be able to speak clearly themselves.
Outcome 5	speak clearly to a wider range of audiences, with increasing confidence and fluency.	gaining in confidence when speaking to others outside immediate circle.
Outcome 6	speak clearly, using tone and intonation and adapting language used for specific situations.	using language appropriate to more formal situations, *e.g. when talking to a guest in school.* They will use differentiating tone and intonation for different situations.

Oracy – Talking and play

This skill ladder assesses children's use of talk through a range of types of play including imaginative and role play. Observing children's play provides insights into their ability to think in abstract and creative ways, into their thoughts and feelings, and their cultural experiences. Observations for the skills within this ladder are most likely to take place during role play and imaginative play activities, *e.g. small world play*, and often take place spontaneously and independently. Role play develops from imitating simple scenarios that they have witnessed, *e.g. cooking, shopping etc*, to imaginative retellings of stories or their own creative role play.

Practitioners may also notice children exploring emotions within their play, giving each other instructions such as 'Pretend that you're sad'; Practitioners should bear in mind that imaginative play is often at a peak when children feel that they are not being watched by adults.

	Children are able to:	**Children may be observed:**
Bronze	explore common objects.	touching, putting to their mouth and banging objects such as a plastic cup or hair brush. They do not yet use the objects in a functional manner.
Silver	use common objects in a functional manner.	use a hairbrush to brush their hair or using a wipe on a doll's face.
Gold	imitate familiar routines, using common objects in a functional manner.	imitating everyday activities. They will use objects and toys for their expected use, *e.g. they might sweep the floor with a brush, feed a doll with a spoon or hand out cups of 'tea' to adults.* Their play sequences may be initiated by an adult.
Outcome 1	imitate short real life and make believe experiences through play. They verbalise in symbolic play.	acting out two- or three- stage symbolic play sequences using substitute objects *e.g. they might 'drive' a stone around, pretending it is a car, and then 'park' the stone in a garage, making a car-like sound as they do so.* Their play sequences may be initiated by an adult.

Outcome 2	imitate real life and make believe experiences within play. They use appropriate talk in symbolic play.	acting out sequences from real life or TV; they will not yet act out situations which they have never seen before. It is typical to involve other children in this play. They use talk in symbolic play.
Outcome 3	imitate real life and imaginative experiences, using some relevant language. They use talk to create a storyline in symbolic and imaginative play.	planning, talking about and developing their role-play, rather than simply copying real life or TV. They use talk to create a storyline in creative and imaginative play, *e.g. in small-world play*. They will draw on an increasingly relevant vocabulary in their play.
Outcome 4	adopt real or imaginative roles using appropriate language.	acting out roles which may combine own experiences with imaginative situations. The role adopted may show some changeability in the course of the imagined scenario, but will be broadly consistent. They will more often than not use language appropriate to the scenario they are creating.
Outcome 5	act out specific real or imaginative roles, using appropriate language.	acting out specific roles, *e.g. Sion Cwlt*, which may combine own experiences with imaginative situations.
Outcome 6	sustain specific real or imaginative roles, using appropriate language.	supporting others to act out extended sequences which combine their own experiences with imaginative situations. They will be able to sustain the role for the duration of the role play.

Reading – Comprehension

This skill ladder assesses children's understanding of written texts which forms part of their ability to understand and explain the content of written materials. Early understanding occurs before children can read a text independently, with understanding supported by adult's use of questions, pictures and role play stemming from stories, *e.g. playing Billy Goats Gruff*.

As children begin to interact with more informative texts, they will also make links between different texts on the same topic or theme. Progression in this ladder is dependent on children developing their awareness of different sources of information and that more than one opinion can be held about the same thing. The growing awareness of life beyond their own direct experiences is also critical to processing information from texts.

Discussions of a wide range of genre including stories, information texts and poems all provide rich opportunities for children to demonstrate their understanding.

	Children are able to:	**Children may be observed:**
Bronze	show an interest in simple picture books.	pointing to familiar pictures, *e.g. a teddy,* in early reading resources such as picture books, picture mats or bath books when a familiar adult talks about the images.
Silver	show engagement with picture or tactile books and materials read to them.	purposefully engaging with simple picture books or stories sitting down and taking notice of or listening to a story. They may show appreciation of books by gestures or responding verbally, and pushing it away or saying 'no' if they don't like it.
Gold	recognise favourite books and materials and identify them by how they look.	showing recognition of a familiar story, *e.g. joining in at a familiar part*.
Outcome 1	follow texts read to them and start to volunteer some information about familiar texts.	responding by gesturing or by responding verbally to texts which can be familiar or new to them, *e.g. 'nice story'*. They may not always engage with a book if there are distractions.
Outcome 2	recall details of texts, beginning to make simple links to their own experiences and respond appropriately.	recalling details of a story or text, answering open ended questions or referring to picture prompts. They will show understanding of the difference between fiction and real life when there is a clear and simple connection, *e.g. 'I have a doggy too'*, and show understanding by talking about 'what might happen next'. They will respond simply and appropriately to picture books and texts, *e.g. surprise or clapping when happy*.

Outcome 3	retell familiar stories in simple ways. They identify information from texts using words and visual features, making links to personal experiences.	recognising words and pictures in books and on screen, using pictures to aid understanding of text, and becoming more confident when looking at unfamiliar texts. They show understanding of simple connections between fiction or information and ideas and real life, *e.g. it rained yesterday like in the story*, or by predicting an end to stories.
Outcome 4	retell events from narratives in the right order. They recall information in texts, using personal experiences to support their understanding.	exploring language, information and events in texts, identifying information in the process. They will recall details from information texts and use personal experiences to support their comprehension and their views about the content. They talk about personal experiences in relation to the content.
Outcome 5	explain relevant details from texts and, recall and retell narratives an information drawing upon personal experiences, prior knowledge and new information to support understanding.	performing different elements of this skill appropriately in response to different texts. They will start to show more sophistication in their comprehension and responses, identifying which information from a text or which personal experience is relevant to their explanation. They will show adaptability by making links between read and new information about a topic and can sort information gathered from texts. Children express views about information and ideas and communicate opinions about language, information and events in texts.
Outcome 6	identify the topic and main ideas of texts, deducing information by making links between texts and using information beyond their personal experience.	identifying both the topic/theme of texts as well as the ideas within it, responding orally and in writing. They will start to show more sophistication in their understanding and responses, understanding what does and doesn't match their own and others experiences from a text. They will show adaptability by making links between texts read and new information about a topic. Children express views about information and ideas in texts, understanding that they are adapted for different audiences.

Reading – Reading words

This skill ladder assesses children's ability in and approaches to reading words. Children will use a variety of supportive reading strategies as they develop their abilities to decode unfamiliar words, while also recognising an increasing number of high-frequency words. This skill ladder will indicate children's development when using different reading strategies to read letters, words, phrases and sentences. Children begin by depending on visual cues to 'read' from pictures and the dependency on these visual cues will lessen as they progress. Pace and fluency of reading will increase as children's vocabulary increases.

Observations will usually take place during one-to-one supported reading assessments, and at later stages reading creative work expressively. Letters, numerals and words should be displayed prominently in the environment both indoors and outside.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	begin to recognise differences and similarities in pictures, shapes, patterns and textures.	talking about pictures in books as well as shapes, patterns and textures in resources or the environment. They may indicate or identify the initial letter of their name, *e.g. notice their initial within the environment or in a book*
Outcome 2	recognise differences and similarities in objects and visual and tactile stimuli and link objects and images with some spoken initial sounds.	linking some initial phonemes with and talking about objects and images. They will be able to match shapes, patterns and textures and differentiate between print and pictures. Children will recognise familiar words, *e.g. own name* and print displayed in the environment.

Outcome 3	recognise that words are constructed from phonemes and these are represented by graphemes. They will read some familiar, simple words using strategies with support and show awareness of simple punctuation.	knowing most lower case graphemes and will be able to use these to blend and segment combinations of known letters. They identify familiar and simple words, including high-frequency words, sight words and consonant-vowel-consonant, *e.g. mum, dad, cat or dog*. With the support of an adult, they will use the following reading strategies; phonic strategies to decode simple words, recognition of high-frequency words, context cues, *e.g. pictures, initial sounds, repetition in text and one-to-one correspondence between written and spoken word*. Children will show awareness of capital letters and full stops when reading aloud, pausing and tracking print appropriately.
Outcome 4	recognise familiar words and use strategies to decode unfamiliar words, tracking print with their eyes and reading punctuation expressively.	using a variety of strategies when reading including blending adjacent consonant words, *e.g. grey and strong*, tracking print with their eyes and pointing at difficult words, phonic strategies to decode words (segmenting phonemes, onset and rime), recognition of high-frequency words (including sight words), context clues, *e.g. prior knowledge, graphic and syntactic clues, self-correction, including re-reading and reading ahead*. Punctuation including question marks, speech marks and exclamation marks will be read expressively. Children will show understanding of the punctuation by changing the inflection or pacing of their reading.
Outcome 5	use a range of strategies when reading suitable unfamiliar texts to establish meaning, tracking print more quickly with growing accuracy, fluency and emphasis.	recognising a larger number of words from sight and the speed of reading is improving. Strategies used include: phonic strategies, using all phonemes and their corresponding graphemes when blending and segmenting two-syllable and three-syllable words, recognition of high-frequency words, context clues, *e.g. prior knowledge, graphic and syntactic clues, self-correction, including re-reading and reading ahead.* Children will make a conscious effort to pace their speech, use correct inflection for question marks, exclamation marks and will vary their voice when reading text in speech marks.
Outcome 6	read independently and use appropriate strategies to establish meaning, reading fluently and expressively.	reading independently using strategies including: using knowledge of word roots and families, grammar, sentence and whole-text structure, content and context to make sense of words, sentences and whole texts, using speed reading, close reading, annotation, prediction to skim texts for gist, key ideas and themes, and scan for detailed information. Children will use punctuation with increasing accuracy to read aloud expressively.

Writing – Handwriting

This skill ladder assesses children's handwriting which develops through specific stages as they follow their implicit drive to make meaning of the world around them through marks, letters and eventually words. During this development children draw upon their experiences of talking with familiar adults and peers, reading and drawing and their desire to engage with written activities to communicate. Emergent writing can be observed through mark making with paints, crayons, drawings in the sand, moving from mark making into handwriting. This skill ladder develops alongside physical development, in particular ‘Fine manipulation’ and 'Holding a Writing Implement'.

	Children are able to:	**Children may be observed:**
Bronze	experiment with mark making without purpose.	making marks but are not creating them with purpose, *e.g. swirling fingers through finger paint*.
Silver	start to experiment with purposeful mark making.	making marks, without tools, creating them with some purpose, *e.g. finger painting, stepping in puddles to create footprints*
Gold	experiment with making purposeful marks, starting to use implements with either hand.	using brushes, crayons, finger painting etc to make marks using either hand.
Outcome 1	experiment with making purposeful marks, shapes and symbols, using their preferred hand.	using brushes, crayons, finger painting etc to make marks and will begin to show preference for their right or left hand, by only using their other hand for a short while, perhaps to reach another part of the surface. They will draw shapes and symbols purposefully, *e.g. circular shapes or crosses,* often repetitively.
Outcome 2	experiment with a range of mark-making instruments and materials across a range of contexts. They write letters or symbols randomly, demonstrating an understanding of the directionality of written print.	beginning to write some letters and numbers which may correlate with sounds, using a variety of materials, *e.g. paper, on-screen, in sand*. Their traversing scribbles may include some known letters and numbers.

Outcome 3	recognise the alphabetic nature of writing and write letters and simple words and phrases, writing from left to right They can hold writing implements appropriately.	discriminating between letters, applying their phonic knowledge to write letters and simple words/phrases, *e.g. from the environment or high-frequency words*. They will consistently write from left to right when producing pieces of emergent writing.
Outcome 4	form upper and lower case letters which are usually clearly shaped and correctly orientated.	forming single upper and lower case letters which are clearly and correctly formed. Letters may not show correct sizing between upper and lower case letters, but will mostly follow a 'baseline' and be correctly orientated.
Outcome 5	form upper- and lower-case letters accurately, with consistent size and orientation.	forming letters correctly and with consistent size and orientation the majority of the time. Errors will be infrequent at this stage, appearing rarely.
Outcome 6	produce legible handwriting which is consistent with handwriting modelled by an adult.	forming letters correctly and consistently, that are legible to most readers. They will be able to produce appropriate handwriting modelled by a practitioner.

Writing – Spelling

This skill ladder assesses children's ability in word building and spelling. Spelling is linked to the phonic skills that develop through learning to read, and children often experiment verbally with sounds in the early stages of attempting to spell words. They are learning how to convert the spoken language to visual form by writing symbols on a writing surface. In the early stages of this, children will experiment with plausible phonetic spellings of short and simple words. This experimentation helps children understand the different ways in which letters can sound, and should only be a cause for concern if the child persistently uses phonetic spellings when unsure of a word. It is not unusual for a child to confuse letter sounds and shapes at an early age.

As spelling skills develop, children will start to use spelling strategies with more independence to spell longer or unfamiliar words. Even towards the end of the Foundation Phase, children may occasionally misspell words that they usually spell correctly, through lack of concentration for example though this should not be a concern provided that the child is using strategies to decode unfamiliar words well.

Observations can be made through any activity where the children engage with mark making and writing. This skill ladder develops alongside a child's reading ability, as tracked by the skill ladder for Reading Words.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	No statement at this outcome	
Outcome 2	identify some letter sounds through exploration of their shape.	beginning to notice environmental print and explore letter shapes using tactile letter forms and multi-sensory play activities *e.g. large jigsaw pieces or tactile fabric letters.* Children may talk about letter shape and those found in their name. They may show random letter shapes in their 'writing', without attempting a whole word.

Outcome 3	discriminate between letters and use correct initial consonant and they begin to use spelling strategies to spell vowel-consonant, consonant-vowel-consonant and high-frequency words.	spelling familiar and high-frequency words correctly most of the time. They will use strategies such as sound-symbol correspondence, oral segmentation, familiar sounds in vowel-consonant and consonant-vowel-consonant words and phonic knowledge to find the correct initial consonant to establish the spelling of an unfamiliar word.
Outcome 4	use spelling strategies to spell longer consonant-vowel-consonant and high-frequency words conventionally, developing their phonemic awareness.	using strategies such as sound-symbol correspondence, oral segmentation, phonic knowledge, picture dictionaries, spelling mats and other resources in order to spell longer words correctly more often than not. They can spell some blends and diagraphs correctly. Longer high-frequency words are also usually spelled correctly. Children can hear the single sounds within words and can spell some long-vowel words correctly *e.g. wait, boat* but will try out different patterns when not sure, *e.g. writing nite for night*.
Outcome 5	use knowledge of syllables to spell high-frequency and polysyllabic words including some simple suffixes.	using spelling strategies such as segmenting, simple roots and suffixes, *e.g. ing, ed*. Polysyllabic words are spelled correctly more often than not.
Outcome 6	use strategies to spell high-frequency, polysyllabic and plural words correctly.	using strategies including knowledge of word families, roots, morphology and graphic knowledge to spell most common polysyllabic words and all high-frequency words correctly. This will include some plural forms, *e.g. –s, -es, -ies.*

Writing – Punctuation and grammar

This skill ladder assesses children's written use of punctuation and grammar which develops through oracy skills and relates to their developing ability to formulate a written sentence correctly. Children's emergent writing often begins with a desire to label their own creative efforts, rather than to articulate a sentence. When writing, children begin to understand and use punctuation firstly to indicate pauses between separate sentences. This can be supported by modelled sentences and method such as showing sentences clearly separated from each other in picture books. As their knowledge of expressive punctuation such as exclamation or question marks develops, they begin to use them in their writing to help communicate meaning.

Written grammar and punctuation naturally follows on from a child's development of structured spoken grammar. Children's use of increasingly appropriate written grammar is influenced by the grammar in the speech that they hear and read. Observations for this skill ladder will need to be of written sentences for the higher Outcomes, rather than simple labels.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	No statement at this outcome.	
Outcome 2	No statement at this outcome.	
Outcome 3	distinguish between upper and lower case letters and show an awareness of full stops and spaces between words.	using spaces between words using capital letters and full stops, but not always correctly.
Outcome 4	start to use connectives and some ordering words when writing, and use capital letters and full stops with some degree of consistency.	beginning to use connectives to expand a point, *e.g., I like chocolate and I like eating lots of sweeties*. More often than not, they will use capital letters and full stops correctly. Some ordering words will be used, *e.g. first, then.*

Outcome 5	use connectives and ordering words when writing and use expressive punctuation and simple grammar accurately.	using connectives consistently where appropriate, *e.g. I was going to play with Hannah but she is poorly.* They will use ordering words including first, next, then; lastly their use of simple grammar includes standard forms of some verbs, *e.g. see/saw, go/went* and subject-verb agreement, *e.g. I was/we were.* Expressive punctuation includes swapping full stops for exclamation marks and question marks where appropriate.
Outcome 6	start sentences in a variety of ways, using connectives for causation and using different types of words and punctuation correctly.	varying the start of sentences they write, *e.g. My friend Vicky…, When I went to…* They will also use connectives including 'because' and 'after', and use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing. Punctuation will include full stops, exclamation marks, questions marks and commas for lists.

Writing – Genre

This skill ladder assesses children's understanding and use of forms of writing. Assessments on this ladder relate to the growing variety of written formats or genre understood and used by children throughout the Foundation Phase. Very young children should understand that different written formats are used for different purposes, and the first steps of understanding why we write will usually involve them exploring writing through play. As writing skills develop and children experience different genres and formats, modelled by an adult, they will gradually move towards working independently, sometimes requiring support when using a new format. Children working at higher Outcomes will use characteristic features of a wide range of formats creatively in their writing, adapted to the needs of the audience.

Early observations will often involve shared writing with an adult and later by children purposefully using their understanding of different formats in their writing across a variety of contexts and for a range of purposes and audiences.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	No statement at this outcome.	
Outcome 2	orally contribute to a form modelled by an adult, showing simple understanding of different purposes of writing, conveying meaning using symbols and pictures.	showing through play that they understand that writing can be used for different purposes, *e.g. to write a shopping list in role-play or to sign a birthday card*. They will orally contribute to a form modelled by an adult, *e.g. writing a letter to a story character*. Children will attribute meaning to marks, drawings, on-screen pictures and art work, often asking an adult to help them annotate.

Outcome 3	contribute in writing to a form modelled by an adult, showing developing understanding of different formats and conveying meaning by sequencing words, symbols and pictures.	contributing to a form modelled by an adult, *e.g. through shared writing*. They will show understanding of different formats used to write for different meanings, *e.g. cards, lists, invitations or responses.* Children may either mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences. A developing sense of sequencing will be shown appropriately in different formats.
Outcome 4	use written language for different purposes independently, following a form modelled by an adult, and can sequence content correctly.	independently using formats modelled by an adult, *e.g. records of events, descriptions or narratives.* They will write in response to a variety of stimuli, develop their use of storyline and communicate their responses and meaning purposefully. Children will sequence content correctly when using forms they are familiar with.
Outcome 5	use written language for different audiences, building on a form modelled by an adult, and can sequence and structure content correctly and extend their writing.	building upon formats modelled by an adult, *e.g. extending creative writing after seeing the introduction modelled.* They extend their response to a variety of stimuli. Children will experiment with different forms showing an awareness of the audience, using different types of writing, appropriate vocabulary and layouts of a particular form.
Outcome 6	use the characteristic features of a wide range of forms creatively in their writing, adapting their work according to the audience.	independently writing in a range of formats, showing understanding of which format is appropriate, and also using formats creatively, *e.g. a news report of a historical event.* Features of formats such as imaginative writing, sequencing, layout and appropriate vocabulary will be used correctly more often than not.

Writing – Planning, evaluating and editing

This skill ladder assesses children's skills in planning, evaluating and editing their own written work. Planning and reviewing of written work is a key skill for children, and will be seen across a range of different types of writing, e.g. writing as part of a science investigation or creative writing. Talking for writing is a key part of the planning process for children throughout the Foundation Phase and their imaginative play may be reflected in their written work.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	use scribbles, shapes, or pictures to express a sentence.	scribbling, drawing shapes or pictures that represent a sentence to them and will talk about or sign it, *e.g. Mummy and dog*. They may ask an adult to write the sentence on the picture for them.
Outcome 2	realise that the spoken word can be written down.	orally composing a sentence, with support. They observe adults when writing and when producing pieces of emergent writing they may talk to themselves or about what they have done.
Outcome 3	orally compose and dictate a sentence, describing events, experiences and pictures to communicate meaning.	orally composing a sentence that an adult may scribe, or they will write themselves. They may link their sentence to a picture they have drawn either on paper or on-screen
Outcome 4	. talk about what they are going to write	thinking aloud when collecting ideas or talking about a piece of writing either on paper or on-screen. They will use the language associated with their writing, *e.g. letter, word and sentence.*
Outcome 5	use talk to plan their writing,, They re-read and improve their writing to ensure it makes sense.	discussing or explaining what they are planning, *e.g. talking about their proposed storyline or content,* including details of the beginning, middle and end. They will read back their own writing and improve on it.

Outcome 6	organise their writing, showing awareness of the audience, reflecting upon their work and improving it.	. composing text that makes sense to another reader, re-reading their work and improving it to ensure it makes sense.

Language, Literacy and Communication Skills glossary

These are common terms used in the context of Language, Literacy and Communication.

Adjective

Adjectives describe the quality, state or action that a noun refers to *e.g. a new house.*

Adverb

Adverbs modify the meaning of a verb/adjective expressing manner, time, place or degree, *e.g. she sang happily.*

Connective

A word or phrase that links two sentences together, *e.g. then, when, next.*

Diagraph

Diagraphs are sounds made up of two letters *e.g. sh, ch, th.*

Emergent writing

Part of the early stages of writing. Children experiment with writing; they may try out letter formation, demonstrate an understanding of the direction of written English/Welsh and talk about what they have written.

Genre

The different types of texts, with their own specific features or characteristics.

Grapheme

A letter or sequence of letters that represent a phoneme, *e.g. –igh, -ough.*

High-frequency words

Words that are spoken or read more times than other words. High-frequency words have been defined for children in the Foundation Phase.

Noun

Nouns name a person, place, thing, quality or action.

Onset

Any consonant sound which comes before the vowel in a word, *e.g. 'b/all'.*

Oral blending

Merging individual phonemes together to produce a grapheme or word.

Oral segmentation

Hearing individual phonemes within words, and only when able representing them with graphemes.

Phoneme

A sound made by a letter or group/blend of letters, *e.g. s, p, sh.* Phonemes are represented by graphemes.

Polysyllabic

A word with more than one 'beat'.

Preposition

A word that usually indicates time, position or direction, *e.g. at, of, in, over, through.*

Pronoun

A pronoun is a word that substitutes for a noun or noun-phrase, *e.g. I, you, he, this, that, which.*

Rime

The part of a word that includes the vowel sound and any consonants that follow it, *e.g. '–ing' in spring or '-all' in ball.*

Shared writing

Effective teaching of different types of writing involves practitioners modelling the process; this supports children's understanding of the processes writers use. Through shared writing they understand that writing is an interactive process. Writing may be shared with a whole class, a focus group or individual children.

Subject-verb agreement

This is a rule by which verbs and subjects must both be either singular or plural, *e.g. we were, I was.*

Syllable

A beat in a word.

Text

A range of reading materials, including fiction and non-fiction resources, *e.g. story books, catalogues, leaflets, information books, atlases and on-screen resources.*

Verb

Words that describe actions, states or occurrences, *e.g. be, take, get.*

Mathematical Development

Children's mathematical development and learning has to be meaningful for it to be effective. Mathematical activities need to be relevant and part of children's everyday lives and experience. They should have plenty of opportunities to investigate and explore their indoor and outdoor environments, to use their energy and curiosity to make sense of their world. It is through these investigations that children develop their understanding of relationships which is vital in understanding mathematics

Communicating, discussing and talking about mathematics and mathematical concepts is a key and vital part of children's learning and understanding of this area of development and support the assessment of their skills and understanding. The more active 'hands-on' activities that children experience, the easier it is for them to understand and talk about mathematical concepts, such as how things can be ordered and are connected.

It is important that mathematical activities and experiences are developmentally appropriate and build on previous achievements to enable children to have continuity in their learning. It is crucial that gaps in children's mathematical learning are avoided, so that children do not miss out on essential elements in their understanding of mathematical concepts.

Further information on this Area of Learning can be found in *Curriculum for Wales: Framework for Children's Learning for 3 to 7-year-olds in Wales (Revised)* and as well as the Learning Wales website.

Skill ladders included in the Foundation Phase Profile

Skill ladders within the Compact Profile	Additional ladders within the Full Profile
Reciting and sequencing numbers	Reading and writing numbers
Counting	Properties of number
Shapes	Fractions
Patterns	Measures and units
	Time
	Data recording and representation
	Data sorting and grouping
	Addition and subtraction
	Managing money
	Multiplication and division
	Temperature
	Angle and position
	Estimating and checking

Reciting and sequencing number

This skill ladder assesses the growing range of numbers understood as children develop and their ability to know and say number names in order. Numbers are an essential part of everyday life and children need to develop confidence in using and talking about them. Children will use their understanding in this skill to develop other numerical concepts, including multiplication and data handling.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	listen to familiar number rhymes, songs and stories and say or indicate at least one number.	joining in at a particular point when they hear a number they remember within a song or nursery rhyme.
Gold	listen to familiar number rhymes, songs and stories and say or indicate more than one number.	joining in at a particular point when they hear numbers they remember within a song nursery rhyme or story.
Outcome 1	recite or indicate numbers 1 to 3 with support. They compare and order numbers up to 3.	reciting numbers 1-3 when an adult prompts them, or as part of a familiar number rhyme.
Outcome 2	recite numbers up to 10, forwards and backwards using songs and rhymes. They compare and order numbers up to at least 5.	reciting up to and back from 10, normally supported by number rhymes and games, *e.g. One Man Went to Mow, Un bys, dau fys, tri bys yn dawnsio*. They will be able to do this backwards and forwards, and from different starting points.
Outcome 3	recite up to 20 and in simple sequences. They compare and order numbers up to at least 10.	saying or signing numbers from 0 to 20 both forwards and backwards, in the right order and from different starting points, including number songs, *e.g. Un a Dau a Thri Banana.* Reciting can include sequences of numbers in 2s up to 10, and in 10s to 100.
Outcome 4	recite in simple sequences to 100, including different starting points. They compare and order numbers up to at least 20.	saying or signing numbers from 0 to 100 both forwards and backwards, from different starting points and in the right order. Reciting in simple sequences can include numbers in2s, 5s and 10s to 100, but always within the times table, *e.g. 5, 10, 15, not 1, 6, 11 etc*.

Outcome 5	recite in simple sequences beyond 100, including different starting points. they compare and order 2-digit numbers.	saying or signing sequences of numbers beyond 100, forwards and backwards and from different starting points.
Outcome 6	recite in less predictable sequences to 1000, including different starting points.	saying or signing two digit numbers to 1000 and in the right order. Children will be able to recite in sequences of 2s, 3s and 4s from different starting points.

Counting

This skill ladder assesses children's ability to know or derive the total number of objects in a set. Children will engage in counting when joining in rhymes and songs as well as counting collections of objects within the environment. The use of concrete apparatus such as cubes and counters will support children's development in this area. Observations for counting are often seen when the child has a motivation to count, in a counting rhyme or through paying for items in role play for example.

	Children are able to:	**Children may be observed:**
Bronze	explore countable objects.	exploring countable objects such as cups or bricks, pushing them apart and together, showing recognition of separate objects.
Silver	mimic an adult counting.	imitating an adult counting by mimicking tapping objects one by one, or pretending to recite numbers in order (they do not need to get the numbers right, or even use real numbers).
Gold	count or indicate two objects with support.	using quantity in relation to personal wants or needs at this stage, *e.g. 'Can I have two?'* They also understand the concept of counting through physical objects.
Outcome 1	use one-to-one correspondence to count up to three objects.	using one to one correspondence to count up to three objects reliably, and begins to realise that objects are not the only things that can be counted, *e.g., hops, jumps or claps*.
Outcome 2	use one-to-one correspondence to count up to five objects.	'counting' by matching up to five objects/pictures with other objects or people, *e.g. giving five children an apple each or touch counting three apples*. They will apply their understanding of counting to more than just objects; they realise that anything can be counted, *e.g. claps, steps in hopscotch*.
Outcome 3	count up to ten objects reliably.	counting up to 10 objects. They understand that the last number counted is the total number of objects.

Outcome 4	count up to twenty objects, sometimes in small groups.	counting up to 20 objects. They will sometimes use small groupings of 2s and 5s to reach the total for the set, *e.g. 5 and 5 and 5 makes 15*.
Outcome 5	count larger sets of objects reliably, using grouping.	using groups of objects in 2s, 5s and 10s, and will be able to include the remainder to get the right result, *e.g. 10, 10, 10 and 2 make 32.*
Outcome 6	count large sets of objects using a range of strategies.	counting objects in groups of including 3s and 4s, as well as 2s 5s and 10s.

Shape

This skill ladder assesses children's understanding of shape and space which is closely linked with their understanding of the physical environment and their relationship with it. Children need to talk about, explore and experience shape and space in two and three dimensions as well as playing with pattern and symmetry.

Children's experiences need to move beyond the naming of shapes and to those that enable them to understand their properties. Children will be able to make choices about shapes using their understanding, such as using a shape that rolls in construction or bricks to build a wall, and will move onto describe shapes using mathematical language. It is also important for children to have a good understanding of the specific vocabulary related to shape and be able to use this to talk about and describe their work and play.

They may be observed experimenting with shapes in their play before they can name or talk about them – indoor and outdoor construction areas and mark making areas often provide rich opportunities for observations of children's skills.

	Children are able to:	**Children may be observed:**
Bronze	explore simple tactile shapes.	reaching to, touch or feel shapes with their hands or mouth.
Silver	fit simple 2D shapes into spaces.	putting together shapes in paper, felt or card to make a picture, or attempting simple jigsaw, *e.g. body parts of an animal*. More often than not the child will fit the shapes together correctly.
Gold	explore 2D shapes and 3D objects in play.	experimenting with 'rolling' a brick and discovering a ball is better, or squeezing a beanbag to fit in a box.
Outcome 1	explore regular 2D and 3D shape in play.	exploring the properties of shapes in their play, *e.g. running their fingers around the edges of a square or triangle or rolling a ball.* They will not name shapes.
Outcome 2	recognise and name simple 2D shapes, and use 2D and 3D shapes in their play.	naming circles, squares and triangles and using them in their play. They can sort and categorize using 2D and 3D shapes simply, *e.g. matching shapes together*. They will use 2D shapes in their play, and will use 3D shapes in building activities, *e.g. building with cubes and cuboids(but not name them)*

Outcome 3	recognise simple 2D and 3D shapes, describe them in simple language and use them in their play.	using simple words in relation to shape e.g. side or round. Simple 2D shapes are circles, squares, triangles and rectangles. Simple 3D shapes include cubes, cuboids and spheres. Children will use 2D and 3D shapes within play based activities such as making models or pictures.
Outcome 4	recognise and name the common regular 2D and 3D shapes and describe and experiment with how they fit together in their play.	recognising 2D shapes which include square, triangle, rectangle, circle and semi-circle. They recognise 3D shapes including cube, cuboid, cone and sphere. They will experiment with fitting different shapes together in their play*, e.g. using cubes and cuboids to make a wall*, and will describe how they fit together, *e.g. squares fit together any way around.*
Outcome 5	recognise, name and describe the properties of regular and irregular 2D and 3D shapes, and use them in increasingly more complex or accurate ways in their play.	using their understanding of their properties to make increasingly more complex or accurate models with 3D shapes and to tessellate 2D shapes. This could be copying a model they have seen, or creating a new model. They will understand that irregular 2D and 3D shapes have similar properties to their regular counterparts, *e.g. a regular pentagon has 5 equal sides, and an irregular pentagon does not.*
Outcome 6	recognise and classify regular and irregular 2D and 3D shapes.	talking about and classifying 2D shapes including triangles, squares, rectangles, pentagons and hexagons and 3D shapes include prisms.

Pattern

This skill ladder assesses children's understanding of pattern in a range of forms. Pattern is not just a fundamental part of mathematics, but also of language, creativity and understanding of the world and the ability to recognise and make patterns is an important skill. The foundation of developing an awareness of pattern is the understanding that something exists when it is out of sight: this allows children to extend sequences in their mind when they know the pattern to follow. Shared stories, pictures and rhymes that have a pattern element will encourage children to start to predict what will come next.

It is important that children have lots of opportunities to differentiate between patterns and designs without repeating patterns, so they can see the difference between the two. Their ability to recognise, understand and extend sequences and patterns through shape, colour and number feeds into their ability to understand number sequences and algebra at an older age, as well as support reading and writing skills. Most early observations of an understanding of pattern will be seen through children describing simple patterns in their environment, developing an appreciation of number patterns only when they have an appropriate understanding on normal number sequences and number facts.

	Children are able to:	**Children may be observed:**
Bronze	keep a very simple clapping pattern.	following an adult to clap.
Silver	show an understanding that things exist, even when out of sight. They can repeat a simple clapping pattern.	starting to realise that things that are out of sight still exist, *e.g. when playing peekaboo.*
Gold	understand that things exist, even when out of sight. They can copy a simple auditory pattern.	showing an understanding that things that are out of sight still exist, *e.g. dropping a ball into a shoot and waiting for it to drop out.* They can copy simple auditory patterns involving two repeated, alternating elements, *e.g. clap, stamp, clap, stamp.*
Outcome 1	begin to show recognition of pattern in environment.	commenting on patterns inside and outdoors, *e.g., talking about patterns in natural materials* and noticing when a simple pattern is wrong.
Outcome 2	copy a range of simple patterns visually and aurally.	copying simple patterns of two easily recognised colours, sounds or shapes, *e.g. yellow and blue beads, singing do – ray – do – ray.*

Outcome 3	recognise and repeat patterns of up to three, visually and aurally.	copying a sequence of three colours, objects or sounds, *e.g. yellow, blue, red bricks.*
Outcome 4	reproduce, describe and extend patterns including shape and number.	describing patterns and extending them independently. They will use their knowledge of number facts within 20 to support number patterning at this stage, *e.g. 2, 4, 6, 8*.
Outcome 5	order and identify patterns in mathematical objects, including number and discuss them.	comparing and describing different patterns, *e.g. 2, 4, 6 , 8 then 5, 10 ,15, 20 and 10, 20, 30, 40 are in order of biggest steps*, or *13, 15, 17, 19 and 23, 33, 43, 53 are patterns of odd numbers*.
Outcome 6	explore and extend number patterns including addition and subtraction.	identifying patterns of addition and subtraction, *e.g. 33, 37, 41, 45 or 46, 40, 34, 28 etc* and extending those patterns.

Reading and writing numbers

This skill ladder assesses children's abilities to form and read numbers. They acquire understanding of written number through play activities and the environment, and develop an understanding of the correspondence between spoken and written words.

Children's ability to read and write numerals should progress in parallel alongside their development of handwriting – there should not be any significant difference in their writing abilities for letters or numerals. However, it is often the case that children can recite more numbers than they can read or write. Strategies such as making written number part of number songs and games can help children forge the association between numbers they can recite and those they write.

Ordering games, list making or racing games with positions are some of the activities where reading/writing number words can be observed.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome	
Gold	recognise that '2' comes after '1' and associates numbers 1 and 2 with number activities. They explore tactile number shapes.	when exploring tactile number shapes talking about numbers 1 and 2.
Outcome 1	recognise numbers 0 to3 and begin to make marks to represent numbers.	recognising numbers 0 to 3 and may comment on numbers of personal significance in the environment. They attribute numbers to marks they have made.
Outcome 2	recognise numbers 0 to 5. They make marks to represent numbers within play.	recognising numbers 0 to 5 in their environment or tactile number forms, *e.g. magnetic or wooden numbers.* This may be supported by visual representations of the number. They talk about marks they have made in terms of number.
Outcome 3	read and write numbers to 10.	noticing and reading numbers up to 10 in print and number rich indoor and outdoor environments. They will write numbers to 10 in play activities and focused tasks.

Outcome 4	read and write numbers to 20.	reading and writing numbers to 20 in play activities and focused tasks. Numbers are formed and orientated correctly
Outcome 5	read and write numbers to 100.	reading and writing numbers to 100 in play activities and focused tasks. Numbers are formed and orientated correctly.
Outcome 6	read and write numbers to 1000.	reading and writing numbers to 1000 in play activities and focused tasks.

Properties of number

This skill ladder assesses children's understanding of properties of number and place value which underpins our number system. It supports their understanding of mathematical concepts such as calculation and develops as they build connections between language, symbols, concrete materials and pictures. This is best supported through practical experiences where children can make the connection between 'the exchange of 10 of these for 1 of those'. Base ten apparatus provides this experience, as well as money, *e.g. exchanging 10 pennies for one 10p*. Alongside this there needs to also be an understanding of 0 as a place holder in numbers and what this represents when using physical apparatus.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	No statement at this outcome.	
Outcome 2	No statement at this outcome.	
Outcome 3	understand that zero means none.	showing an understanding that 'no objects' can be represented by the number 0.
Outcome 4	understand and describe how to partition numbers below 20 into tens and units. They recall halves and doubles up to 10 and recognise and understand odd and even numbers up to 20.	demonstrating an understanding of place value e.g. one ten and four units equal 14, up to 20. They will describe the '1' as 10, and the '4' as '4'. They may do this the support of simple partitioning resources.

Outcome 5	understand and explain that the position of the digit determines the value up to 100. They partition 2-digit numbers and know the value of each digit and recall doubles up to 20. They recognise and understand odd and even numbers up to 100.	demonstrating an understanding of place value e.g. five tens and three units equal 53, up to 100. They will be able to explain their understanding in their own words, *e.g. 'the first number is the ten so 5 means 50, and the second number is the unit so 3 means 3'.* They partition 2 digit numbers and explain the value of each digit.
Outcome 6	understand and explain that the position of the digit determines the value up to 1000 and make approximations based upon place value.	demonstrating an understanding of place value, *e.g. six hundreds, no tens and three units equal 603, up to 1000.* They will be able to explain their understanding in their own words. Their knowledge of place value will support approximations, *e.g. we need 47 metres of material. It is sold in lengths of 10 metres. How many do we need?*

Fractions

This skill ladder assesses children's understanding of the concept fractions. Children first encounter fractions as part of a whole when they look at dividing objects in real life and play, *e.g. half a melon or half a square*. Their ability to recognise a half or quarter may precede their ability to accurately share it out, especially if they have poor motor abilities, so it may be useful to provide a variety of opportunities to observe making halves and quarters in different ways.

Observations of the understanding of fractions are usually seen in practical, contextual activities when children need to share out whole objects.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	No statement at this outcome.	
Outcome 2	No statement at this outcome.	
Outcome 3	No statement at this outcome.	
Outcome 4	find halves in practical situations.	dividing single whole objects in two equal halves, allowing for small errors e.g. if the child intends to cut something into two pieces but goes over the edges.
Outcome 5	find halves and quarters in practical situations.	dividing single whole objects in two equal halves or four equal quarters, allowing for small errors as long as they makes their intentions clear.
Outcome 6	find halves and quarters in practical situations, recall more number halves and recognise simple joining of fractions.	dividing single whole objects in two equal halves or four equal quarters. Children will also understand that two quarters are the same as one half, and two halves are a whole, *e.g. dividing a mud-pie into four quarters, then putting two quarters back together to make a half.*

Measures and units

This skill ladder assesses the developing understanding of the concept of measurement and of different units. Measurement is finding a number that shows the size or amount of something and using that number to make comparisons between objects developing from an understanding of the language of size and measure.

Non-standard units are a gateway for children to understand that you can describe and compare objects of different sizes by breaking them down into units of the same size. As children develop they will measure with greater accuracy using a range of standard and non standard units. Problem solving in real contexts such as cooking enable children to develop their understanding and decision making as to the level of accuracy needed in the measure. Children then can move on to using measures to solve problems.

Early observations are often seen through children interacting with and comparing objects, developing their use of language in relation to size and weight before purposefully using measures in investigation activities. The outdoor environment provides a rich variety of opportunities for children to explore the concepts of size and measure as the open space often affords them the chance to work on larger scale.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome	
Silver	explore the distinctions between two objects.	putting or holding two similar items together or trying to fit objects into containers.
Gold	start to understand the language of size and can find the ‘big’ object.	demonstrating their understanding of simple size related terms including terms such as 'big' or 'small'.
Outcome 1	use everyday language to compare sizes of objects.	using everyday language such as 'long', 'short', 'heavy' etc.
Outcome 2	compare, sort and order two objects by direct observation of simple measures.	talking about simple measures relating to size and weight when using them to compare two objects by direct observation. Direct observation involves looking at or physically lifting or lining up objects rather than measuring them against a scale.

Outcome 3	use direct comparisons and simple measuring terminology and understand that measurements must start at the same point.	beginning to use a 'baseline' to measure and talk about objects, including length, height and distance from the same starting point, *e.g. longer than, shorter than*, weight and mass, *e.g. heavier than/lighter* than and capacity, *e.g. holds more/less than.*
Outcome 4	use non-standard units when measuring.	using a non-standard unit when measuring, *e.g. a straw or stick to measure length or a cup or bucket to measure water/sand.*
Outcome 5	use standard units to measure and show awareness of different scales of units.	using standard measures accurately to measure objects, including metres, centimetres, kilograms, temperatures, angles and use the symbols related to them.
Outcome 6	understand some large and small units in relation to each other.	beginning to use different sizes of units accurately together *e.g. metres and centimetres*.

Time

This skill ladder assesses children's developing concept of time. Time itself is a measure but due to its abstract nature can pose difficulties for children. They develop a sense of when something happens before they develop a sense of duration: both need to be in place before they can transfer their knowledge into reading time. Role play activities that use the language of time, e.g. catching a train, and understanding of daily routine are particularly useful opportunities to support and observe children in learning to tell the time.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome	
Silver	No statement at this outcome	
Gold	anticipate a routine event from an adult action.	showing understanding of routine, *e.g. lunchtime will follow an adult preparing food or laying the table.*
Outcome 1	understand simple time related vocabulary.	responding to and begin to understand to wait their turn, *e.g. 'it is your turn after Bethan'.*
Outcome 2	anticipate events related to elements of daily routines and begin to use simple time related words.	showing an understanding that certain events happen at the same fixed point each day*, e.g. snack time is after tidy up time.* They use and understand the terms 'before' and 'after'.
Outcome 3	use the concept of time in terms of daily events and demonstrate a sense of how long tasks and events take.	showing an understanding that the school day can be broken down into fixed durations. They may use talk or resources such as a sand timer to demonstrate how they understand sortingthe concept of time.
Outcome 4	use the concept of time in daily and weekly activities and use standard units of time to read hours on a clock.	reading the hour but not the minute from both analogue and 12 hour digital clocks, when reading time as part of everyday activities.
Outcome 5	use standard units of time to read hours and minutes on a clock.	reading are those that quarter of an hour: quarter past, half past and quarter to on an analogue clock. On a 12 hour digital clock, they can read hours and minutes, *e.g. they can read 10:37*.

Outcome 6	use standard units of time to read hours and minutes on a digital clock and can calculate simple everyday durations.	reading the hour and minutes to the nearest 5 on analogue and accurately on a 12 hour digital clock. They will be able to use their more accurate reading of times to calculate durations of 15 and 30 minutes and hours from given start and end times.

Data recording and representations

This skill ladder assesses how children record and represent countable objects and data they gather. Initially children will show their understanding of marks and images representing countable objects through drawings and mark making. It is important that data activities are embedded in real contexts for children and are seen as a way to record children's observations or to answer particular questions, e.g. counting all the snails. The more children are motivated to take part in a data investigation or to know the answer, the more they will engage with the data collection tasks involved, e.g. recording a vote.

Later observations may be seen through more purposeful investigations including data they collect themselves and data provided for them.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	use mark making to represent numbers in play activities that can be interpreted and explained.	attributing meaning to marks in relation to number in their play. They may not do this accurately.
Outcome 2	use mark making to begin to record collections.	keeping simple records of quantities. including a 'tally' of one mark per object for example, or by drawing a picture with each part representing something in the real world. Children with poor fine-motor skills may record their totals more simply, *e.g. taking a counter per teddy or drawing a line in sand with their finger*.
Outcome 3	record collections using marks, numbers or pictures.	keeping simple records of quantities, and applying a number quantity up to 10 to what they have recorded. These might include a 'tally' of one mark per object for example, or by drawing a picture with each part representing something in the real world, *e.g. a drawing of their family with one drawing per person.* They will be able to explain in their own words that their record represents the number in the set.

Outcome 4	collect information by voting or sorting and represent the total in pictures, objects or lists and tables.	keeping simple records of quantities and will be able to apply a number quantity up to 20 to what they have recorded. Their record keeping will include data they have purposefully collected, *e.g. from a vote on which drink is the favourite, as well as objects that are readily available*. Children will record the information in a representative way through pictures, drawings or objects. or they will use lists and tables to categorise data, *e.g. a counter for a vote, a table of votes for each drink*.
Outcome 5	gather and record data and extract and interpret information from a range of sources.	recording their findings using methods such as tables, lists, diagrams and pictograms and will be able to extract and interpret information from existing sources.
Outcome 6	represent data using more complex methods, and extract and interpret information from data representations.	representing their data in a variety of ways including lists, tally charts, tables, diagrams, bar charts/line graphs labelled in 2s, 5s and 10s and pictograms where the symbol represents more than one unit. They will be able to extract and interpret information from charts, timetables, diagrams and graphs.

Data sorting and grouping

This skill ladder assesses children's abilities in collecting and sorting objects, a key element to data handling. It is the development of these skills and the ability to reason about decisions that is crucial for children's progress in this area. It is important that sorting experiences are relevant and therefore more meaningful for children. Sorting with real objects allows children to think mathematically and develop visual discrimination and descriptive language. Using sorting and grouping to answer questions is key to making sorting tasks relevant. Children begin by grouping similar objects together before they start to describe the reasoning behind their sorting.

Once they begin to organise and classify data in different ways children need experience of describing which objects belong in one set and which do not, as well as having lots of opportunities for creating their own criteria. Practitioners should give children opportunities to explain their criteria, and their rationale.

	Children are able to:	**Children may be observed:**
Bronze	explore objects and materials.	touching objects and materials with their hands or mouth to explore around them.
Silver	recognise and indicate familiar objects.	developing sense of familiar objects in their world and will reach out for them, or indicate by speech or signing.
Gold	find and retrieve an object when prompted by an adult.	finding and retrieving a familiar toy or piece of clothing when asked, showing their ability to identify objects.
Outcome 1	find similar objects when prompted by an adult.	identifying and finding multiple objects when asked without sorting the whole set e.g. finds all the shells, but leaves other objects unsorted.
Outcome 2	sort and match objects and pictures by recognising similarities.	sorting and matching objects such as matching shoes and socks or tidying up games and toys. They will often be motivated by play, but can be encouraged to talk about what is the same and what is different.
Outcome 3	sort and classify objects using one criterion.	sorting when setting up a game or small world *e.g. sorting the plastic farm animals into sheep in one field, cows in another, or giving their friend the red counters for a game*. They will use a single criterion, *e.g. colour or shape,* to split a group of pictures or objects into two or more groups.

Outcome 4	sort or match objects using more than one criterion	sorting objects using more than one criterion, sometimes sorting into one criterion before deciding to split them again, *e.g. toy animals sorted into farm and not farm animals can be further sorted into birds and not birds*. They may talk about their reasoning throughout the process.
Outcome 5	sort and classify using more than two criteria.	purposefully choosing all the criteria before starting to sort, though changing as they go along is still common. They talk about their sorting and give reasons for the decisions they have made.
Outcome 6	sort and classify using more than two criteria, explain their reasoning in mathematical language and use sorting diagrams.	purposefully choosing all the criteria before starting to sort and classify, They will be able to use Venn and Carroll diagrams to support this.

Addition and subtraction

This skill ladder assesses children's ability to combine and subtract quantities has its roots in understanding that quantities change, so children first develop an understanding of increase and decrease. These early skills can be shown in activities using small groups of objects, followed by money, play and investigations involving adding up and taking away.

Achieving the correct result when performing addition and subtraction is only part of the picture; children should be encouraged to explain the strategies they have used to their peers and to practitioners. Children may also progress in terms of the difficulty of the calculations they are able to perform, but become 'stuck' on one or two types of strategy, taking longer than necessary to arrive at the answer. Practitioners should assess children according to their ability to achieve the calculation but also support children who are struggling to use a range of strategies, which may be caused by a difficulty with another skill.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	ask for 'more' in relation to personal wants.	asking for 'more' in the context of a personal need, *e.g. when they want more food.*
Outcome 1	begin to recognise 'more' and 'less' in their play.	showing their understanding in their own words or actions that there is a mismatch when matching items one-to-one or when comparing groups of objects, *e.g. when putting out plates for a tea party, they realise not everyone has a plate, so they search for another.* They need to be able to recognise differences in quantity before they can begin to name the difference.
Outcome 2	understand and use the concept of 'one more and 'one less' in their play.	understand that the total number of objects/pictures in a group has increased when another is added or decreased by one when one is removed. This will be shown through understanding of objects or pictures as opposed to number calculations, *e.g. taking away one counter.*

Outcome 3	understand very simple addition and subtraction and mentally recall ‘one more’ and 'one less' within 10.	completing one step addition or subtraction within the range of 0-5. They will be able to sign, say or indicate ’how many altogether’ or 'how many are left' when objects are added or taken away. They will have mental recall of ‘one more’ or 'one less' within 10. This will normally be shown through understanding of pictures, objects or coins, as opposed to number calculations, *e.g. Ten Green Bottles*.
Outcome 4	perform simple addition and subtraction using their preferred strategy within 10 and mentally recall ‘one more’ and 'one less' of a number within 20.	using mental recall of ‘one more’ or 'one less' within 20. They will use a range of strategies to complete addition and subtraction including using concrete objects, pictorial representations, ‘counting on’ or 'counting back' and mental recall of number facts to solve problems within 10 . They complete addition of two or three numbers within 10. Children will realise that addition can be done in any order, but will often start with the largest number, *e.g. 8 + 5*.
Outcome 5	perform additions and subtractions using their preferred strategy within 20. They mentally recall 10 and 20 more within 100.	using mental recall of 'ten less' or 'twenty less' within 100. They will use a range of strategies when completing addition and subtraction, including ‘counting on’ and 'counting back' , understanding of place value, number facts within 10, adjusting simply from round numbers and mental recall of number facts within 10 to help add two digit numbers. They may give a simple explanation for an answer, *e.g. it's 55 because 55 is ten less than 65.*
Outcome 6	perform more difficult additions and subtractions using their preferred strategy including mental strategies.	using mental recall of 'ten less' or 'twenty less'. They will use a range of strategies when subtracting, including 'counting back' , understanding of place value, adjusting simply from round number and mental recall of number facts within 10 to help subtract two digit numbers. they can give a simple explanation for an answer, *e.g. 64 -15 = 49 – ‘I took away 15 from 65, then took away 1’.*

Managing money

This skill ladder assesses children's understanding and value of money which will develop through practical, first-hand experiences in everyday situations, indoors and outdoors. Initially, children will need plenty of opportunities to handle and use coins, and to build up and use relevant vocabulary.

A wide range of experiences should provide children with opportunities to handle and use money by making financial transactions in their role play and in everyday activities such as buying fruit for snack time. Moving along the learning continuum, children should begin to use money in other mathematical activities, such as addition, subtraction and multiplication, etc.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	find coins from a limited collection.	identifying coins amongst collections of objects, *e.g. finding coins amongst a collection that includes large buttons and shells.*
Outcome 1	sort coins according to one attribute.	sorting coins by colour, shape or size.
Outcome 2	demonstrate an awareness of money through role play.	exchanging money in role play scenarios.
Outcome 3	use 1p, 2p, 5p and 10p coins to pay for items.	using coins in different combinations to pay for items up to 10p. They begin to relate pennies to units and understand two pennies are the same as 2p, five pennies are 5p and ten pennies are 10p.
Outcome 4	'pay' for items up to 20p and find totals and give change from 10p.	using different combinations of money to 'pay' for items up to 20p and find totals and give change from 10p. They relate their understanding of money to their understanding of place value.
Outcome 5	'pay' for items up to £1 and find totals and give change from multiples of 10p.	using different combinations of money to pay for items up to £1 and find totals and give change from multiples of 10p. They relate their understanding of money to their understanding of place value.

Outcome 6	‘pay’ for items up to £2 and calculate change. They can order and compare items up to £10.	using different combinations of money to pay for items up to £2 and calculate change. They can order and compare items up to £10. They record money spent and saved using decimal notation.

Multiplication and division

This skill ladder assesses children's abilities and understanding of multiplication moving onto division. These skills are linked to children's understanding of mathematical structures, and only develop once they are comfortable with a range of numbers. Children may be observed performing doubling and halving of numbers or groups of objects in sharing activities or games, before solving problems using their knowledge of times tables.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	No statement at this outcome.	
Outcome 2	No statement at this outcome.	
Outcome 3	No statement at this outcome.	
Outcome 4	No statement at this outcome.	
Outcome 5	recall and use the 2,5 and 10 multiplication tables and begin to link multiplication and simple division.	understanding that multiplication is repeated addition, and that division is the opposite of multiplication, *e.g. 2 + 2 + 2 = 6,* and 6÷3 = 2. They will understand the more straightforward times tables first, *e.g. 2, 4, 6, 8 or 5, 10, 15, 20.* They will be able to use their knowledge of number bonds to support doubling and halving of two-digit numbers, *e.g. 40 + 40 from knowing 4 + 4,* and their knowledge of near-halves.
Outcome 6	use 2, 3, 4, 5 and 10 tables to solve multiplication and division problems, and begins to understand remainders.	recalling the 2, 3, 4, 5, and 10 times tables and use them to solve problems within 100. They will realise that divisions can give rise to remainders, but will leave the remainder as a whole number, *e.g. 17÷4 = 4 with 1 remainder.*

Temperature

This skill ladder assesses children's understanding of temperature which develops through their use of the language of the concept. Practical activities, particularly those planned around the Knowledge and Understanding of the World range of experiences as well as everyday situations will provide opportunities for observation of children's skills and understanding.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	begin to use words and gestures that describe temperature during everyday activities.	using very simple language, gestures or facial expressions in terms of temperature.
Outcome 2	use words that describe temperature during everyday activities.	using words within simple phrases to describe temperature, *e.g. 'The water is cold today' or 'I feel hot'.*
Outcome 3	use direct comparisons when describing temperature.	using words such as hot or cold when describing temperature.
Outcome 4	use descriptive words for a range of temperatures.	drawing on a range of descriptive words for temperatures, *e.g. cooler or warmer.*
Outcome 5	compare daily temperatures using a thermometer.	using records to compare and talk about daily temperatures.
Outcome 6	recognise negative numbers in the context of temperature.	talking about temperature in detail which includes understanding reading below zero degrees.

Angle and position

This skill ladder assesses children's understanding of position, direction and later their early understanding of angles. Through physical activities and using small world resources, children can begin to develop and understand positional and directional vocabulary. To support their development children can be given instructions to follow – for example, 'stand behind the yellow line and jump forwards'.

Battery-operated resources, as well as programmable toys, are useful for reinforcing directions, etc. These can be used indoors and outdoors and children can take them on a journey. Mark making and art activities are also beneficial in giving children experiences of left-to-right orientation, of filling space and for the introduction of turns through pattern making. In initial discussions about turning, children should begin to identify what objects around their homes and in the setting/ school turn; for example, clocks, wheels, handles, etc.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	imitate simple movements when modelled.	copying adults movements or moving in particular way when the instructions are accompanied by gesture
Outcome 1	follow one-step instructions for simple movements.	following directions for simple movements
Outcome 2	follow two-step instructions for simple movements.	beginning to understand the term 'turn' in two step instructions, *e.g. 'march straight ahead… and turn' but not in a given direction.*
Outcome 3	move in given directions.	following instructions to move in particular directions, *e.g. 'skip ahead….turn towards the door…'* and talk about things that turn, *e.g. clocks, wheels, cogs etc*
Outcome 4	make whole and half turns.	understanding objects or themselves can complete whole or half turns, *e.g. will turn a printing tool when making repeating patterns*
Outcome 5	recognise half and quarter turns and that a quarter turn is a right angle.	understanding and talking about half and quarter turns. They understand right angles, identifying them practically and can relate them to quarter turns.
Outcome 6	relate right angles to full, half and quarter turns.	identifying right angles and recognising that two right angles make a half turn and four right angle make a full turn

Estimating and checking

This skill ladder assesses skill in estimating and checking if they were correct. Before children can begin to make estimations based upon approximate calculations of number, they need to develop and understanding of the process of making a reasonable guess of a visual or physical measure, and checking their estimation using appropriate methods. Observations might take place by asking children to guess quantities or sizes using standard and non-standard measures, or at the beginning of an investigation.

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	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	No statement at this outcome.	
Gold	No statement at this outcome.	
Outcome 1	No statement at this outcome.	
Outcome 2	begin to make a sensible estimate of up to five objects.	guessing 'five' when there are 4 objects, but will not guess 'wildly'. They will give their guess quickly, without actively counting using one-to-one correspondence.
Outcome 3	make a sensible estimate up to 10 and understand that this can be checked by counting	counting or using number facts within 5 to check their estimate is correct.
Outcome 4	make sensible estimates of larger groups of objects, and use estimation and checking with calculations and measurements.	estimating larger groups of objects up to 20 items and giving a reasonable estimate (within 3 of the correct number), then check by counting. They will use their knowledge of number facts to estimate and then check their calculations and measurements such as length, weight, height and capacity, e.g. guessing a jug contains about 5 cups of water, then measuring by pouring out cupfuls.

Outcome 5	use a variety of estimation and checking strategies that are appropriate to calculations and measurements.	making estimates of length, height, weight and capacity, and check them using standard measures*, e.g. guessing that Krishnan is 120cm tall, because he's taller than Lucy who is 110cm tall, then measuring against a height ruler*. They may check addition by repeating in another order, or multiplication/division by halving and doubling within 20.
Outcome 6	use finer estimations and checking strategies including inverse addition/subtraction and halving/doubling.	using inverse addition/subtraction and halving/doubling within their calculation, *e.g. 'I took away 12 from 53 to get 41, then added it again to check it made 53 altogether*.' Multiplication may be checked by repeating the addition, *e.g. 5 x 5 = 25, and 5 + 5 + 5 + 5 + 5 = 25.* Children will estimate standard measurements on finer scales, *e.g. to the nearest centimetre, 10g and 100ml*.

Mathematical Development glossary

These are common terms used in the context of Mathematical Development.

Cardinal

The cardinal number is the number that denotes the total number of a set, *e.g. if there are 3 objects then 3 is the cardinal number.*

Criterion

A standard or norm against which something can be judged.

Estimation

A close guess of the actual value based upon simplified calculation, *e.g. 47 / 5 is about 10 because 50 / 5 is 10.*

Inverse operation

These are mathematical operations that reverse each other, resulting in the original number, *e.g. 6 x 10 = 60 and 60 / 10 = 6, so multiplication and division are inverse.*

Number bond

Number bonds are all the pairs of whole numbers with a particular total *e.g. number bonds for 10 are 1 + 9, 2 + 8, 3 + 7 etc.*

Number word

The word for a number, *e.g. one, two three.*

Numeral

The 'letter' symbol for a number, *e.g. 1, 2, 3.*

One-to-one correspondence

This term relates to the understanding that one object matches to one corresponding object or number, *e.g. one cup, one saucer.*

Ordinal

Ordinal words are terms that denote the position in an ordered set, *e.g. first, second, third etc.*

Partition

The ability to split a two or more digit number into units, tens, hundreds, *e.g. 153 is 100, 50, 3.*

Symmetry

An image or object has symmetry when it has one or more identical faces or halves, *e.g. putting a mirror down the centre half makes a perfect copy of the image, or cutting a sphere down the axis makes two symmetrical hemispheres*.

Physical Development

Overview

Physical development focuses on increasing the skill and performance of the body. Physical and cognitive developments are closely linked, especially during the early years. Problems with a child's physical development can be an indication that the child may have some learning difficulties. Physical development can be divided into gross motor skills and fine manipulative skills. Throughout the Foundation Phase, children acquire and develop their skills in many ways.

Further details of the skills and range of experiences for this Area of Learning can be found in *Curriculum for Wales: Framework for Children's Learning for 3 to 7-year-olds in Wales*. Guidance on implementing this Area of Learning can be found within the *Physical Development* Foundation Phase guidance.

Skill ladders included within Physical Development

Skill ladders within the Compact Profile	Additional ladders to include within the Full Profile
Holding a mark-making implement	Using scissors and tools
Coordinated movement	Improving performance
Drawing	
Fine manipulation	

Holding a mark-making implement

This skill ladder assesses the development of pencil or other mark-making implement hold, an ability that is important across the school years. Development of pencil grip involves manual dexterity and finger dexterity, two motor skills which are applied in many aspects of daily life, *e.g. dressing, eating.*

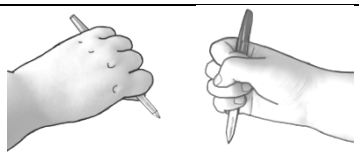
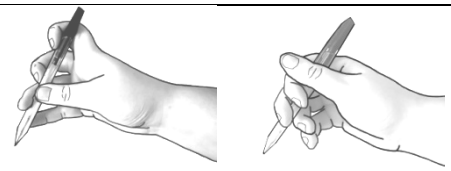
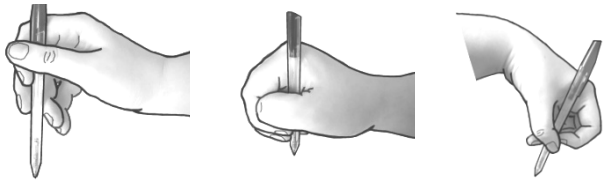
In the early stages of mark making, marks are made largely through whole-arm movements rather than hand or finger movements. As children experience improvements in postural control, shoulder stability, arm strength, wrist stability, hand strength, finger strength and finger agility, they develop the ability to hold and manipulate mark-making tools. Developing these underlying skills is an important part of supporting children to hold and use writing implements well. Using a dynamic grip helps the physical act of writing to become automatic. This helps children to have resources to focus on what they want to write rather than how they write it.

Early observations are most likely to be seen during colouring/mark-making activities before the child begins to form letters and numbers, in the Handwriting skill ladder.

	Children are able to:	**Children may be observed:**
Bronze	release objects intentionally.	releasing an object smoothly without needing to press it against a hard surface or drop it.
Silver	grasp a crayon/chalk in their fist, as if to use it for mark-making.	grasping at other objects as well as crayons/pencils.
Gold	grasp a crayon/chalk in their fist when mark making.	alternating between hands, and is likely to be making marks by moving their whole arm. They will probably mark-make in imitation before doing it spontaneously.
Outcome 1	begin to hold a crayon/chalk using all fingers and thumb.	mark making with the crayon/chalk grasped in a fist. Some grips which fit this description are inefficient and should be discouraged (see pictures).
Outcome 2	start to hold a large crayon/pencil using 2-3 fingers and thumb.	starting to hold a crayon or large pencil with 2-3 fingers and thumb.
Outcome 3	hold a crayon/pencil using 2 or 3 fingers and thumb.	holding a crayon/pencil using their thumb and 2 or 3 fingers. They sometimes revert to earlier grips but do not yet show a dynamic grip. Some grips which fit this description are inefficient and should be discouraged (see pictures).

Outcome 4	hold a pen/pencil with a dynamic (mature) grip.	with their thumb and 2 or 3 fingers should making contact with the pencil/pen,. The pencil/pen may be held further from the point than is usual for an adult's writing hold.
Outcome 5	hold a pen/pencil with a dynamic (mature) grip and good control	with their thumb and 2 or 3 fingers making contact with the pencil/pen, with movement of the writing tool coming from the finger tips. . They should usually hold the pencil/pen close to its point.
Outcome 6	consistently hold a pen/pencil with a dynamic (mature) grip and good control.	with their thumb and 2 or 3 fingers making contact with the pencil/pen, with movement of the writing tool coming from the finger tips. They should consistently hold the pencil/pen close to its point.

Images for different grips

Outcome	What might it look like
Outcome Silver/Gold	
Outcome 1: Acceptable grips	
Outcome 1: Grips to discourage	 These grips are inefficient and should be discouraged.
Outcome 2/3: Acceptable grips	 At this stage, movement of the writing tool is controlled by movement of the wrist and fingers rather than the finger tips.
Outcome 2/3: Grips to discourage	 These grips are inefficient and should be discouraged.
Outcome 4/5/6: 'dynamic grips'	 These grips have all been shown by research to be efficient ways of writing legibly and fluently: they are a writing hold similar to that of an adult. At this stage, movement of the writing tool is controlled by movement of the finger tips, with the hand, wrist, elbow and shoulder all stabilized.

Co-ordinated movement

This skill ladder assesses children's dynamic balance and gross body coordination to form coordinated movement. Coordinated movement generally develops from the centre of the body outward and from head to tail. Practitioners will notice that when children first join movements together to form a sequence, *e.g. climbing and jumping there is a lack of fluidity: they are clearly doing separate movements.* When children learn a new motor skill they often have to think about the movements that they make. With practice and maturation, movements require less and less thought the joining of children's movements becomes increasingly fluid (fluent), confident and controlled even when there are changes to their environment to accommodate, such as other children running around.

Alongside tracking the development of these skills, observations for this skill ladder should focus on whether or not children are able to combine movements easily into 'motor sequences'. Observations might take place during outdoor exploration, free play or break time; 'equipment' does not have to be formal gym equipment, it might be a tree stump or tyres in the playground, or active playground games.

	Children are able to:	**Children may be observed:**
Bronze	crawl or otherwise get around well and pull up to standing position using furniture.	crawling or shuffling on their bottom and pulling up to standing without help they may not yet be able to sit down without falling.
Silver	walk competently without help.	starting and stopping safely but there may be occasional falls, especially if they are carrying something or walking on an unfamiliar surface.
Gold	run in a straight line and bend or squat to pick up an object and stand up again without falling.	running in a straight line for a short distance, starting and stopping safely but there may be occasional falls; and bending or squatting down to pick up an object without the support of an adult.
Outcome 1	run in a straight line, stopping and starting with ease avoiding stationary obstacles. They can perform more than one action and can coordinate limbs to travel in a variety of ways including jumping with both feet.	increasingly controlled co-ordinated large body movements and these may include running, stepping, rolling, or jumping. Jumping at this outcome would involve both feet leaving the floor at the same time, either on the spot or forward; they may wobble but land safely.

Outcome 2	change direction to run around stationary obstacles. They show improved balance and coordination to access a variety of equipment. They can stand on one foot for a moment.	climbing over low apparatus (up to about 30cm from the floor) or pedalling an appropriate-sized tricycle/bicycle; they balance on one foot for a second. Their co-ordinated movement includes travelling, jumping and landing.
Outcome 3	show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.	climbing over and jumping down from low apparatus (up to about 30cm from the floor), showing good manoeuvring of themselves, bikes or hopping into a hoop. During these activities they should work safely in their own space; they may not yet have the ability to take account of other children who may be about.
Outcome 4	play and move in a variety of ways, developing their performance of simple skills. They use the basic actions of travel, jump and land, balance and stillness in their play and activities. They show increasing spatial awareness in a range of environment and activities.	climbing over higher apparatus (more than about 30cm from the floor), hop forwards or jump backwards and run or walk towards a ball to kick it and run lightly on their toes Movements should take account of the position of others who may be about to run or walk towards them.
Outcome 5	explore different activities, move with increasing confidence and physical control and begin to link actions using practice to increase their skills.	becoming stronger, more agile and confident when climbing over and jumping down from high apparatus (more than about 30cm from the floor). Actions such as catching and throwing and jumping and landing should appear linked rather than separate. Movements should take account of the position of others who may be about, *e.g. when running around not bumping into others*
Outcome 6	explore different activities, move with increasing confidence and physical control and begin to link actions using practice to increase their skills.	climbing over and jumping down from high apparatus (more than about 30cm from the floor). Movements should be fluent and show clear shape all the way to hands and feet and should take account of the position of others who may be about.

Drawing

This skill ladder assesses children's drawing as it develops through a typical series of stages. Early scribbles are done with movements from the whole arm and gradually children develop control over their wrist and finger muscles. The first recognisable object drawn by a child is usually a person. As children develop an understanding of the world and their interest in the world so does the complexity of their drawings. This is seen both in the level of detail included in their work and the way in which their representation of space relationships change.

Observations of children's drawings can help practitioners to know about children's fine motor skills and visual-spatial awareness as well as giving rich information about how they see and understand the world. Statements are designed to be assessable both by looking at children's existing artwork, *e.g. pictures done with chalk, paint, crayons or pens and by observing them creating artworks*. Supporting steps towards this skill can be found in the skill ladder for 'Holding a mark-making implement.'

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome.	
Silver	scribble with a random motion.	'scribbling' which can include any mark making on a surface. They have little control over their scribbles – they are not able to make the scribbles go in any particular way on purpose.
Gold	scribble independently, with some control.	'scribbling' which can include any mark-making on a surface. They are starting to gain control over their scribbles and to make a connection between their movements and the marks on the page. The scribbles start to include curves, straight lines and dots.
Outcome 1	scribble that include curves, straight lines and dots.	having made a connection between their movements and the marks on the page. Drawing is a physical activity; children do not name their marks.
Outcome 2	draw pictures that include basic shapes such as circles, ovals and lines.	including intentional shapes in their pictures that they repeated at will. Generally, shapes are drawn for the sake of drawing shapes although sometimes children name parts of their drawings.

Outcome 3	draw pictures including objects made up of two or three basic shapes joined together.	joining together basic shapes such as lines, circles and rectangles to form pictures of objects. They can draw a person showing head, legs and body. Objects are generally randomly placed on the page with little attempt at realistic sizing.
Outcome 4	draw pictures including objects made up of more than three basic shapes joined together.	joining together basic shapes such as lines, circles and rectangles to form pictures of objects that are important to them, *e.g. people or houses*. Pictures of people may now include body, legs, arms, head with eyes, nose and a mouth. Proportions of objects are generally not yet realistic.
Outcome 5	draw pictures including objects made up of more than three basic shapes and that are increasingly drawn in proportion.	drawing with increased realism, e.g.in pictures of people, the head is no longer completely out of proportion with the body and limbs.
Outcome 6	draw pictures including objects that are largely drawn in proportion with an awareness of the position of objects in relation to each other.	including a definite baseline and often a sky line too: they show awareness of the concept of space rather than different parts of a picture ‘floating’ without order on a page. Drawings of people are often more detailed, including hands and fingers.

Examples of drawings:

Silver		These scribbles were done with a random motion – the child used their whole arm to make the scribbles.
Gold		The child has started to gain control over their scribbles and to make a connection between their movements and the marks on the page. Curves, straight lines and dots start to appear in addition to random scribbling.
Outcome 1		These scribbles were the result of the child enjoying moving their pen; the child did not yet appear to draw particular shapes (*e.g. spirals*) intentionally but the scribbles still included a variety of lines such as curves, straight lines and dots.
Outcome 2		The child said that this is a picture of a play area after they had drawn it. Although there are at least two basic shapes in this drawing (lines and circles), it has been levelled at Outcome 2 rather than 3 because the child did not join up the basic shapes to represent particular objects.
Outcome 3		This drawing joins together two or three basic shapes (straight lines, circles, curves) to represent an object. As is typical for drawings of people at this stage, the person is shown with three or more different body parts,*e.g. body, legs, arms, eyes, mouth*.
Outcome 4		The drawing involves more than three basic shapes,*e.g. lines, circles, rectangles, triangles* joined together to form an object. Typically drawings of people at this stage include legs, arms, body and a separate face which has eyes, nose and a mouth. Drawings do not show realistic proportions and are shown floating in space.
Outcome 5		The drawing is better in proportion than in earlier outcomes. For example, the windows and chimney in the house are broadly in proportion. The drawing does not show a baseline or sky line. Drawings at this stage may still be shown floating in space.
Outcome 6		This drawing has a baseline (grass) and skyline. Different parts of the picture are related to each other in space rather than floating without order.

Fine manipulation

This skill ladder assesses children's manual dexterity, finger dexterity and hand-eye coordination. These skills are important for a wide variety of activities, *e.g. writing, dressing and eating.*

A number of skills related to fine manipulation develop alongside each other: children's arms and hands get stronger, their eyes and hands increasingly work together to direct their movements and they get better at using both sides of the body in a coordinated way.

Observations should occur across the curriculum including during snack time, small-world play, construction or in the creative area.

	Children are able to:	**Children may be observed:**
Bronze	use one or both hands to explore objects.	prodding, stroking and turning objects such as toys or food, or passing them from hand to hand.
Silver	uses one or both hands to pull objects.	pulling at a toy or piece of food with both hands, tearing paper, pulling at both ends of a piece of string.
Gold	uses hands to pull apart and put together materials.	taking apart or putting together materials such as dough, sand, leaves and paper.
Outcome 1	uses hands to manipulate and explore simple and tactile materials. They can build a six block tower.	exploring a wide range of materials using pulling, stretching and squeezing, such as: dough, sand, leaves and mud. Manipulating play materials at this stage might also include picking up and putting down small objects ; building a six-block tower; turning pages in a book one at a time, pressing large buttons etc.
Outcome 2	manipulate and explore tactile materials and equipment. They can build a nine or ten block tower.	locking together pieces in larger construction materials and jigsaw puzzles, threading a few large beads onto a hard-tipped string, swiping a touchscreen as well as building a 9-10 block tower.

Outcome 3	stringing beads onto a lace and are able to manipulate and lock together appropriate resources.	locking together jigsaw puzzles and construction materials; fluently threading a few large beads onto a hard tipped string; making a dough model with some attempts at detail; tapping a touchscreen; using a computer mouse; doing up front zips and large buttons.
Outcome 4	tie a single knot, construct models using kits and have good control over creative materials and resources.	using buttons, zips on self and toys without help. Manipulating materials for play at this stage would include tying a knot and building basic models using construction kits. Accessing technology would include some independent use of a mouse and touchscreens.
Outcome 5	start to use hands and fingers with confidence, control and appropriate pressure to accurately manipulate resources for a range of purposes.	manipulating materials for play including building increasingly complex models out of construction kits or modelling materials, using a range of materials and tools to make images and artefacts, manipulating equipment for science experiments or independently using a mouse and touch-screen.
Outcome 6	use hands with confidence, coordination control and fluency to accurately manipulate resources for a range of purposes.	accurately and independently engaging in any fine manipulation tasks across curriculum, *e.g., handling science or D.T. equipment, completing detailed art work or models,* as well as fine manipulation involved in tasks such as dressing and eating.

Using scissors and tools

This skill ladder assesses children's abilities in using and manipulating scissors and tools, particularly those used in creative activities. Coordinating movement of the two hands is an important part of being able to cut accurately. Development of the ability to use both hands in coordination depends both on the child and the experiences that they have had. When children first start to use their hands together they find it easiest if the hands do the same thing, working close to the centre of their body. As children get better at using their hands at the same time they can do different jobs with each hand at the same time, *e.g. one hand holding a piece of paper steady; one hand drawing*. As children develop their skills many of them will have mastered the technique of turning paper with one hand to help them to 'stay on the line' with the scissors. This skill is then applied to increasingly more complicated and intricate shapes.

Observations might take place in creative areas, when looking at symmetry in Mathematical Development, construction or completing an art activity.

	Children are able to:	**Children may be observed:**
Bronze	pass an object from one hand to another.	passing a rattle or a soft toy from one hand to the other.
Silver	use hands together to explore objects simply.	using both hands at the same time when exploring the properties of objects, *e.g. tearing paper; feeling a piece of food with one hand while holding it with the other*.
Gold	begin to manipulate and explore materials with both hands by pulling, stretching and squeezing.	exploring tactile materials such as dough, gel-filled shapes and wet sand.
Outcome 1	manipulate and explore materials with both hands by pulling, stretching and squeezing.	pulling, stretching and squeezing resources like cake dough, salt dough and 'gloop' either spontaneously or in imitation of an adult.
Outcome 2	begin to 'snip' paper by opening and closing traditional scissors.	'snipping' paper by holding the scissors in their preferred hand and using the fingers of that hand to open and close them. There is no forward motion of scissors across the paper at this stage.
Outcome 3	repeatedly open and close traditional scissors to cut paper into two pieces.	holding the scissors in their preferred hand and using their fingers to repeatedly open and close the scissors to cut across a piece of paper to cut it.

Outcome 4	cut out large basic shapes and pictures in paper using traditional scissors.	cutting out shapes such as squares, triangles and circles without going ‘over the line’ more than about 0.5cm. They might have drawn the shapes themselves, or have been given them to cut out.
Outcome 5	cut out difficult shapes and simple pictures in paper using traditional scissors.	cutting out simple pictures with a thin outline without leaving jagged edges, tearing or going ‘over the line’ more than about 0.5cm.
Outcome 6	cut out complex pictures and shapes in paper using traditional scissors.	cutting out complex pictures with a thin outline without leaving jagged edges or tearing, and sticking on the line more often than not.

Improving performance

This skill ladder assesses children's understanding of their own performance in relation to the skills expressed in the Physical Development Area of Learning. As children develop and refine their skills they will move from exploring what they can do to realising how they can improve what they do. Observations for this skill can be taken across a wide range of continuous, enhanced and focused provision and in group and individual activities.

	Children are able to:	**Children may be observed:**
Bronze	No statement at this outcome	
Silver	No statement at this outcome	
Gold	No statement at this outcome	
Outcome 1	recognise and use different pieces of equipment.	using resources and equipment in a conventional way, *e.g. using a bat to hit a ball or a peg to hanging clothing on a washing line.*
Outcome 2	play with different pieces of equipment appropriately.	playing with and using a range of equipment and resources, exploring their purpose.
Outcome 3	explore simple tasks using a variety of equipment for longer periods of time.	using resources for intended purpose and experimenting with a range of simple tools and equipment, *e.g. deciding which wheelbarrow will help them transport the most pebbles.*
Outcome 4	improve what they do, sometimes through watching others and helping them to improve.	realising or talking about how they and others can improve their performance, *e.g. 'I know if I keep my head up I won't bump into things when I run'.*

Outcome 5	talk about what they and others have done and make simple suggestions about how to improve performance. They work safely when using equipment and apparatus and take some responsibility for taking it out and putting it away.	using their knowledge of their own skills to improve those of others, *e.g. 'I threw the ball like this and it went further.'*
Outcome 6	evaluate the performance of others explaining what could be better and use this to improve their own performance.	watching each others performance and talking about what is good about it and what could be better, beginning to use key words related to their activity. They use this to plan how to improve their own skills and start to ask relevant questions in order to improve and make progress.

Physical Development glossary

These are common terms used in the context of Physical Development.

Bilateral coordination

The ability to use both sides of the body at the same time.

Dynamic balance

The ability to maintain balance when moving. Kicking, running around obstacles, jumping and landing, and hopping all use this skill.

Dynamic grip

The grip in which a writing implement is held between the thumb and index finger, with the writing implement resting on the middle finger.

Eye-hand coordination

The ability to coordinate the movement of the hand(s) with visual input.

Eye-limb coordination

The ability to coordinate the movement of limbs with visual input. Throwing, catching and kicking all use this skill.

Fine motor skill

The motor skill mostly requires small musculature of the hands and fingers. Fastening buttons, typing and drawing are examples of three fine-motor skills.

Finger dexterity

The ability to make skilful coordinated movements of the fingers of one or both hands in order to place or move small objects. Modelling play dough, clay and using scissors all require this skill.

Gross body coordination

The ability to coordinate the movement of the arms, legs and torso together in activities in which the whole body is in motion. Walking, running, skipping and rolling all use this skill.

Gross motor skill

The motor skill mostly requires large musculature such as whole-leg or whole-arm movements. Walking, jumping and throwing are examples of three gross motor skills.

Manual dexterity

The ability to make skilful coordinated movements of one hand in order to grasp objects. Using a crayon, using a glue stick and playing with blocks all use this skill.

Multiple limb coordination

The ability to coordinate the movements of two or more limbs while sitting, standing or lying down. Throwing, catching, clapping and swinging all use this skill.

Visual-motor integration

The ability to coordinate visual perception and finger-hand movements. Writing, cutting to a line and moving a cursor on a computer screen all use this skill.

Visual-spatial skills

The ability to accurately perceive, understand and interpret spatial relationships between objects.

Annex A: Ladders which appear in the Compact Profile

Personal and Social Development, Well-being and Cultural Diversity

- Social interaction
- Behavioural regulation
- Response to others
- Independence in personal care

Language, Literacy and Communication Skills

- Oracy – Listening and understanding
- Oracy – Phonological awareness
- Oracy – Expressive language
- Reading – Understanding reading materials

Mathematical Development

- Reciting and sequencing numbers
- Counting
- Shapes
- Pattern

Physical Development

- Holding a mark-making implement
- Coordinated movement
- Drawing
- Fine manipulation

Annex B: Using the Record Form

The Record Form is an optional tool, for those who do not use software based systems, for identifying where the evidence of the skills children demonstrates throughout their time in the Foundation Phase can be found. There are a great number of ways in which practitioners record evidence of children's attainment, including observations, field notes, photos and I.T. recordings and pieces of work. Practitioners should refer to these sources in the process of completing the Record Form. Below is an example from the Record Form.

The skill ladder, including statements and guidance.

The observation record, referring to what/where the evidence is or how it was demonstrated by the child.

The decision as to whether the Outcome statement has been achieved.

Social Interaction - PSDWCD

Compact and full

Ladder			Observations	Achieved?
Bronze	**Responds to social games initiated by older children and/or adults.**	More often than not the child might react with laughter or smiles to games such as peek-a-boo or making funny faces.		___
Silver	**Engages with a range of one-to-one games initiated by older children and/or adults.**	More often than not the child might show enjoyment of or join in with one-to-one games such as banging a drum or releasing a toy car down a ramp.		___
Gold	**Plays near children or adults when in need of reassurance.**	For example, in the presence of a stranger the child might move closer to a parent/carer or key worker.		___
Outcome 1	**Plays alongside children or adults during free play.**	The child plays near to others through choice rather than coincidence. They are typically engaged in a solitary activity.		___
Outcome 2	**Plays alongside children and sometimes likes to help adults and peers.**	The child plays near to others through choice rather than coincidence. They may still be following their own ideas in play. Children may like to help adults and peers, e.g. cleaning up, but not when it conflicts with their own interests.		___
Outcome 3	**With support, plays cooperatively with other children and sometimes likes to help adults and peers.**	More often than not, the child is able to keep play going by negotiating turn taking and sharing during familiar structured activities with adult support, e.g. reminding them to take turns in a game. Children may like to help adults and peers, e.g. cleaning up, but not when it conflicts with their own interests.		___
Outcome 4	**Independently plays cooperatively with other children and likes to help adults and peers.**	More often than not, the child is able to keep play going by negotiating play roles, turns and the ending of play during both familiar structured activities and exploratory free play. Children will usually help adults and peers, even when it clashes with their own interests.		___
Outcome 5	**Associates, cooperates and communicates appropriately with other children, showing understanding of fair play.**	For example, more often than not the child shows awareness of the needs of others by adapting their behaviour (and language, for verbal children). More often than not, the child will play fairly according to the rules of the game, showing respect to their playmates.		___
Outcome 6	**Associates, cooperates and communicates appropriately with other children and has begun to form friendships that are very important.**	For example, verbal children might talk positively about their friendship with particular children; non-verbal children might be seen seeking out the company of particular children.		___