



The Talentum Learning Trust

EYFS Cohort Tracking				
1	2	3	4	5
Working significantly below, requires smaller steps to demo progress and/or bespoke curriculum	Not on track, needs a lot of support to access provision and adult led teaching	Working on track, sometimes needs scaffolding/support in provision and adult led teaching	Working on track, responding to provision and accessing adult led teaching at expected level	Confident accessing provision and adult led teaching and often requires further challenge

## Nursery & Reception Baseline Assessment and Checkpoints

Prime Areas			
Checkpoint	Communication and Language	Physical Development	Personal, Social and Emotional Development
<b>Nursery Baseline</b>	<p>The child can change from one task to another if an adult gets their attention.</p> <p>Beginning to understand simple instructions given to them.</p> <p>The child can show that they understand action words by pointing to the right picture in a book.</p> <p>Beginning to show interest and join in with rhymes or songs.</p> <p>The child is beginning to ask questions.</p> <p>The child makes little sentences, joining a few words</p> <p>Pronunciation: can say middle and end sounds in words and correct number of syllables.</p> <p>Can say sounds p,b,t,d,n,m,</p>	<p>The child is able to move my walking, jumping.</p> <p>The child is active and can climb confidently, catch a large ball and begin to pedal on a trike.</p> <p>He child can begin to climb stairs using a hand rail with some support at times</p> <p>The child can sit comfortably on a chair.</p> <p>The child can make large and small body movements in their activities.</p>	<p>The child enjoys the company of other children and wants to play with them</p> <p>Sometimes manages to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p> <p>Can settle to some activities for a period of time</p> <p>Begin to be more independent in play</p> <p>Take part in group activities eg tidying up</p>
<b>Autumn 2 Checkpoint</b>	<p>Sometimes pay attention to more than one thing at a time.</p> <p>Begin to enjoy a longer story, listening for short periods of time.</p> <p>Begin to use a wider range of vocabulary.</p> <p>Can understand a simple instruction given to them.</p> <p>Beginning to sing songs and join in with rhymes or songs.</p> <p>Beginning to initiate conversation with adults and children.</p> <p>Can tell another child in actions if they do/do not want them to do something</p> <p>Can repeat a modelled sentence.</p> <p>Beginning to speak in full sentences using talk to connect ideas.</p> <p>Beginning to ask why questions and think about why things happen.</p> <p>Can say sounds s,z,f,v</p>	<p>Can climb stairs using a hand rail independently.</p> <p>Begin to skip with two legs and hop.</p> <p>Move in a variety of ways – crawl, walk, run, jump, roll, slide etc</p> <p>They can stand still.</p> <p>Participate in ring games, parachute games</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Can begin to make marks using large movements</p> <p>Beginning to use the toilet independently with reminders to wash hands</p>	<p>Select and use activities and resources, with help when needed to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Make the right choices in own behaviour</p> <p>Begin to develop self confidence</p> <p>Can calm self down when upset with some support.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Beginning to play with others.</p> <p>Can begin to take turns or share equipment</p> <p>Take part in pretend play -being 'mummy' or 'daddy'</p>
<b>Spring 2 Checkpoint</b> (TBC I 30-50d,s)	<p>Enjoy listening to longer stories and can discuss some ideas.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a story.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Begin to give another person an instruction.</p> <p>Uses intonation and expression in their language, making meaning clear.</p> <p>Beginning to say sounds k,g,ng,sh, l</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Be increasingly independent as they get dressed and undressed, for eg.putting coats on and doing up zips</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Take part in action songs, copying and mirroring actions.</p> <p>. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Can begin to hold pencils, crayons cutlery.</p> <p>Independent in toilet hygiene inc hand washing</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Develop appropriate ways of being assertive.</p> <p>Show understanding of making right choices and following rules.</p> <p>Understand gradually how others might be feeling.</p> <p>Beginning to extend play with others using talk and cooperation</p> <p>Can manage own emotions and understand own feelings.</p> <p>Can take turns and share.</p>
<b>End of Nursery Checkpoint /Reception Baseline</b> (TBC I 40-60e)	<p>The child can enjoy listening to longer stories and can remember much of what happens.</p> <p>The child can use full sentences of four to six words and has a wider vocabulary.</p> <p>The child uses sentences that are joined by words like 'because', 'or', 'and'</p> <p>The child uses the future and past tense:</p> <p>The child can answer and understands simple 'why' questions?</p> <p>Sing a large repertoire of songs and know many rhymes..</p> <p>Be able to express a point of view and to debate when they disagree, using words as well as actions.</p> <p>Hold a conversation, listening and responding. Uses more complex sentences.</p> <p>Can say sounds k,g,ng,sh, l</p>	<p>The child can match physical skills to tasks. Eg decide whether to run, walk, crawl</p> <p>Can skip, hop, stand on one leg and hold eg musical statues</p> <p>Use a comfortable modified grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more children , extending and elaborating ideas</p> <p>Take part in pretend play with different roles – being the Gruffalo</p> <p>Follow rules and understand why they are important.</p> <p>Negotiate solutions to conflicts in their play and talk with others to solve conflicts.</p> <p>Can calm self down independently when upset.</p> <p>Can begin to understand how others might be feeling.</p>

<p><b>Autumn 2 Checkpoint</b> <b>(TBC I 40-60d)</b></p>	<p>Can listen during carpet time and to rhymes, stories or sounds learning new vocabulary Use modelled vocabulary for themselves Answer questions asked of them Can speak in full sentences using a variety of vocabulary Describe events in some detail. Develop social phrases. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding. Pronunciation: beginning to say bl, pl, s blends (sp, sc, st)</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools ( pencils, brushes, cutlery) competently,safely and confidently. Use core strength to achieve good posture when sitting at a table or on the floor. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>	<p>Can talk about themselves, likes, family and interests. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs. - Personal hygiene. healthy snack Know and talk about the different factors that support their overall health and wellbeing: - healthy eating - toothbrushing - having a good sleep routine.</p>
<p><b>Spring 2 Checkpoint</b> <b>(TBC I 40-60s)</b></p>	<p>Understand how to listen carefully and why listening is important. Can sustain listening for extended periods - 10minutes Can use new vocabulary appropriately in own conversation or new contexts. Ask questions to find out more and to check they understand what has beensaid to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, explaining ideas. Retell a story, once they have developed a deep familiarity with the text, using some exact repetition and some own words. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books, listen to and talk about texts to develop a deep familiarity with new knowledge and vocabulary. Can say the sounds bl, pl, s blends (sp, sc, st) ch and j Is beginning to use accurate pronunciation in r and th</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian.</p>
<p><b>End of Reception checkpoint ELG / Year 1 entry</b> <b>(TBC I 2e-3e)</b></p>	<p><b>Listening and Attention</b> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <b>Speaking</b> -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>Gross Motor Skills</b> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <b>Fine Motor Skills</b> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p><b>Self-Regulation</b> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <b>Managing Self</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy foodchoices. <b>Building Relationships</b> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>

# Nursery & Reception Baseline Assessment and Checkpoints

Specific Areas				
Checkpoint	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>Nursery Baseline</b>	Enjoy stories, songs and rhymes. Join in with some words in songs and rhymes. Draws freely. Enjoys sharing books with an adult.	Can say when they have lots or more than someone else. Can complete a simple insert jigsaw. Says some numbers Interested in sorting objects (colour, type or size). Describes an object by its size, shape or colour.	Talk about their family and people who are important to them. Interested in finding out how things work. Explore and talk about natural things going on around them e.g. notice the weather.	Enjoy moving to music. Enjoy making sounds 'music' with instruments. Enjoy and take part in songs. Enjoy taking part in pretend play. Create pictures using paint and other media. Make simple models.
<b>Autumn 2 Checkpoint</b>	Can recognise their own name. Knows that books have words and pictures. Can hold the book and turn pages in the right direction Knows some rhyme and can say some nursery rhymes Begin to identify things with the same initial sounds Talk about stories what they liked and disliked Can mark make beginning to explain meaning	Make comparisons between objects relating to size, length, weight and capacity. Know names of some common 2D and 3D shapes Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc Can notice pattern in the environment and describe Can complete jigsaws and insert puzzles Can give 3 objects counting them out Says 1,2,3, when touching objects Can match 1,2,3, to objects Know in number songs that the amount get less or more.	Begin to explore using outdoors using senses Explore water, mud, sand using senses Bake and explore ice noticing changes Talk about family and wider family, make sense of their own life-story and family's history. Know some people who help us at school and in immediate world. Explore how things work. Use all their senses in hands-on exploration of natural materials.	Use role play in the home corner or small world Build with blocks or create dens Listen to and respond to different sounds or music. Sing a simple song beginning to sing the pitch of a tone sung by another person ('pitch match'). Can explore materials and combining in different ways using sticking or painting inc colour mixing Draw shapes or simple people
<b>Spring 2 Checkpoint</b> <b>(TBC I 30-50d,s)</b>	Can pretend to read a book. Can tell when it is time to turn the page Can recognise own name in a group of names. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound Engage in extended conversations about stories, learning new vocabulary Can talk about characters and what happens next Can mark make own name	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.' Can place objects on/under next to, above/below, in/out Understand position through words alone Discuss routes/locations, 'in front of'and 'behind'. Can begin to recognise and create ABAB patterns  Beginning to count to 5 saying 1,2,3,4,5, Says 1,2,3,4,5 when touching objects Can use fingers to count or show response	Use senses to explore using new vocabulary to describe. Know that there are different countries in the world.. Can plant seeds/bulbs and care for growing plants Can make observations of growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Explore materials and investigate different properties Can explore floating and sinking or shadows making observations Can ask and explore how things work. Know some people who have a helpful job. Talk about what they see, using a wide vocabulary.	Use role play and small worlds to recreate stories Respond to what they have heard, expressing their thoughts and feelings Sing a simple song from memory Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
<b>End of Nursery Checkpoint /Reception Baseline</b> <b>(TBC I 40-60e)</b>	Understand the five key concepts about print: - print has meaning -print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Can engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Develop fast recognition of up to 3 objects, without having to count them ('subitising'). Can tell you how many counting a small set of objects Know that the last number reached when counting tells you how many there are in total ('cardinal principle'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. can count beyond Show 'finger numbers' up to 5. Link numerals and amounts, up to 5. Experiment with their own symbols and marks as well as numerals eg + sign Compare quantities using language: 'more', 'fewer'. Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' to explain properties Can talk about and identify the patterns around them Extend and create ABAB patterns independently Notice and correct an error in a repeating pattern.	Continue developing positive attitudes about the differences between people. Know which country they are from -Can explain what this is like Show interest in different occupations and explain jobs building vocabulary. Talk about differences they have experienced or seen using a wide vocabulary. Use all of their senses in hands on exploration of natural materials. Explore and talk about different forces they can feel. Explore collections of materials with similar and/or different properties and changes they notice. Understand the key features of the life cycle of a plant and an animal. Can tell you that's some animals that come from eggs Begin to understand the need to respect and care for natural environment and living things.	Make imaginative and complex 'small worlds' with blocks and construction kits Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Take part in simple pretend play, using an object to represent something else even though they are not similar. Remember and sing entire songs and create own songs Play instruments with increasing control to express their feelings and ideas Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs  Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing Listen with increased attention to sounds.

<p><b>Autumn 2 Checkpoint</b> <b>(TBC I 40-60d)</b></p>	<p>Read individual letters by saying the sounds for them.,Know all 26 letter sounds Begin to read and recognise digraphs that represent one sound. Begin to recognise a few common words matched to the school's phonicprogramme. Form letters from the alphabet. Recognise lower case and capital letters. Begin to use phonic knowledge to spell out words. Use mark making linking to developing letter knowledge</p>	<p>Count objects, actions and sounds beyond 5 to tell you how many. Can begin to recognise numbers to 10. Subitise from 1-4 Composition of numbers to 5 Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Can talk about the place where they live, beginning to know about other places. Can talk about own beliefs and listen to others. Can talk about the weather, observing changes.</p>	<p>Listen to and talk about music describing own simple views. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups Can mix colours and know the colour that they want to create.</p>
<p><b>Spring 2 Checkpoint</b> <b>(TBC I 40-60s)</b></p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups(digraphs) that each represent one sound and say sounds for them. Read a few common tricky words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few tricky words. Read an age appropriate book. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Subitise from 1-5 Count beyond 10, recognising some numbers to 20. Count along a number line. Compare amounts beyond 10 Can show 'finger numbers' from 5-10 Can show the value of numbers 1-10 in different ways. Can write numbers 0-10 Understand one more one less adding or taking away. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.</p>	<p>Describe family with some details, answer questions about them. Describe other people in the community and what they do. Can talk about the present and past. Can explain if something is old. Explore maps showing features. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses Begin to sing in tune. Can perform with others. Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses Explore, use and refine a variety of artistic effects to express their ideas and feelings inc colour mixing and adding white or black. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
<p><b>End of Reception checkpoint ELG / Year 1 entry</b> <b>(TBC I 2e-3e)</b></p>	<p><b>Comprehension</b> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <b>Word Reading</b> – Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>Writing</b> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<p><b>Number</b> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <b>Numerical Patterns</b> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>Past and Present</b> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <b>People, Culture and Communities</b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps. <b>The Natural World</b> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>Creating with Materials</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <b>Being Imaginative and Expressive</b> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>