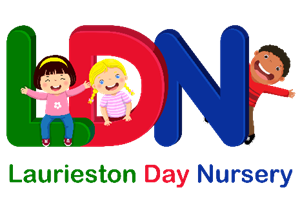
**Foundation Milestones**

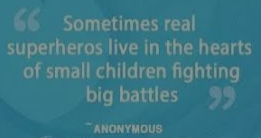


**Observations:-**

Report on progress: - State exactly what the child did/said, how well they attended or engaged with the activity (use the continuum), the type and amount of support needed/given to learner.

* The written narrative may also include whether the milestone has been achieved in one context- has the child **acquired** a new skill or knowledge.
* Are they **fluent** in using this skill or knowledge learned in that one context.

**or**

* Whether they can use the skill in a variety of contexts -can they **generalise** it or apply it in different and new situations.

Considerations of these stages are important when considering the achievement of a milestone.



**Types of Support**

When supporting learners with complex additional support needs to access the curriculum, it is important for practitioners to take account of the additional physical, communicative, sensory and cognitive barriers to learning which the child may experience.

When progress is being recorded or shared with others, include the associated level and types of support provided.

|  |  |  |
| --- | --- | --- |
| **Type of Support** | **Examples of Support** | **Code** |
| ***Physical support*** | *Hand over hand, use of equipment* | ***PS*** |
| **Gestural support** | Simple signs or gesture, pointing, demonstrating | **GS** |
| ***Visual support*** | *Using objects, photos, pictures, symbols* | ***VS*** |
| **Verbal support** | Prompting and cues, expectant pause | **SS** |
| ***Support via technology*** | *Use of switches, apps, communication aids* | ***TS*** |
| **No support** | No support required. Can work independently. | **NS** |

The use of on-body and or manual signing, sensory cues, objects of reference, signifiers, visual supports (photographs/symbols), Picture Exchange Communication System (PECS) may enable nonverbal and semi verbal children to communicate via pictures and symbols as well as to understand and anticipate.

Learners may use Voice Output Communication Aid devices (VOCA) for expressive communication, or Augmentative and Alternative Communication (AAC) tools such as touch screen, assistive switches, and eye tracker units.

Physical needs may require support including supportive seating, walking aid, standing frame, enabling learners to access the curriculum and make progress.

**Continuum of Engagement**

The following continuum outlines broad forms of engagement which learners may go through in their learning. When undertaking assessment of progress through milestones, practitioners should take account of the following forms of engagement as this will provide additional information as to whether the milestone has been fully achieved. In addition to making progression from one milestone to another, learners may also make progress within each individual milestone. The continuum of engagement and the types of support allow for the understanding of the breadth and depth of learning which may be undertaken by the learner.

*The level of a learner’s engagement can vary considerably across different aspects of learning.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Experiences**  (newly **acquired** skill/knowledge) | Encounters | Learner is present during an activity or experience. | 1a |
| Notices | Learner appears to be aware of what is happening around them. | 1b |
| Shows interest | Learner demonstrates some interest in people, events or objects. | 1c |
| **Actively engages**  (**fluent** in using the skill/knowledge) | Responds | Learner attends and begins to give reactions to show that he/she can tell the difference between people, events or objects. | 2a |
| Focuses  attention | Learner demonstrates more consistent attention and shows a clear distinction between specific people, events or objects. | 2b |
| Participates  actively | Learner begins to be proactive in their interactions with people, events and objects.  He/she anticipates familiar sequence of events. | 2c |
| Initiates | Learner initiates activities and interactions more regularly and responds to options and choices. | 2d |
| **Applies and extends**  (learners **generalise** it in different and new situations) | Demonstrates understanding | Learner demonstrates their understanding and skills in a specific learning setting. | 3a |
| Consolidates | Learner recalls previous learning and can use it in familiar situations. | 3b |
| Extends | Learner becomes more confident in their learning and can apply skills in a range of unfamiliar settings. | 3c |

***Foundation of Learning Milestones***

Pre-early level Foundation Milestones should be considered alongside the levels of engagement and types of support which are required to help learners demonstrate progression in the milestones.

They form the **foundation of learning** for learners focussing on **early communication; making connections; self and emotions; and functional movement**.

**Early communication-**

This is the range of skills which form the foundation of early communication, relating to how learners respond to and receive information.

**Making connections**

This is how learners explore and interpret their world, through experiences that provide engagement with stimuli, objects, people and activities (daily living activities and routines which will be needed for life and learning)

**Self and emotions**

This is how children develop self-awareness and explore their emotions (begin to recognise that they are experiencing emotions and to seek out support if and when needed). Aiding children to regulate emotions and feelings they have and accept support of others to co-regulate.

**Functional movement**

The aim is to enable learners to maximise their physical and functional independence. Recording development should include the type and level of physical support required, and some children may require postural management/support.



**Observation example’s in relation to the Foundation & Pre Early Level Milestones.**

*This can be documented in Seesaw/observation sheet:*

|  |
| --- |
| B was given “hand over hand” support to explore the texture of a variety of craft materials on offer within the art table (sitting on a 1-1 basis with familiar adult). He appeared to notice the variety of sensory stimuli, creating a range of excitable vocal sounds as he lifted (right arm reach and hand grasp) and ran his fingers on top of the feathers prior to gluing them onto the paper. He then grasped a pencil (within his left hand palmer grasp) holding and stabilising it to mark make on the paper.  Functional movement- fine motor skills  PS. 1c January 9th 2023 |

*Observation includes:-*

Type of support *– physical*

Continuum of engagement- *Experiences*-Shows interest

Foundation milestone’s- Functional movement-Fine motor skills~

* uses hands, fingers to explore objects
* grasps and releases a range of objects
* holds and stabilises a range of objects
* uses hands to manipulate a range of objects

|  |
| --- |
| Due to B’s interest in mark making the adult set up the drawing tools on the smart board & demonstrated scribble marks and pattern making. She then encouraged B to explore the function of writing and mark making by working hand on hand to co-actively create patterns, scribbles then B’s name. Whilst creating his name the adult said “B’s name, B” as she pointed to the written word, allowing him the opportunity to recognise that the function of writing is to convey meaning. When encouraged to use the pens B demonstrated right hand preference to lift and hold the drawing/writing tools.  LIT 0-01a -writing, enjoyment and choice  LIT 0-21b - tools for writing  PS, GS. 2c January 12th 2024 |

*Observation includes:-*

Type of support *– physical, gestural*

Continuum of engagement- *Actively engages-*participates actively

Pre Early Level milestone’s- Literacy-listening and talking~ enjoyment & choice

Literacy-writing~ enjoyment and choice

*These observations have shown progression in learning over a period of time, therefore it is important to record the context of learning when recording the child’s progress.*

**Example of Foundation Milestones Tracker for –**

Communication- **Attention Skills**

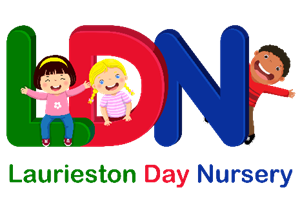
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **(Aug-Oct)** | **(Oct-Dec)** | **(Jan-April)** | **(May-July)** |
| Shows a simple reflex response to an individual stimulus | *August 25th 2022*  **VS** 1a (documented  in Seesaw) | November 23rd 2022  **VS** 1b  (documented in Seesaw) | January 20th 2023  **VS** 2a  (documented in Seesaw) |  |
| Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities. | *September 17th 2022*  ***PS*** 1a  (documented in  Seesaw) | December 9th 2022  ***PS*** 1a  (documented in Seesaw) | February 17th 2023  ***PS*** 2a (documented in Seesaw) |  |
| Shows awareness of something happening:   * Gives a quick and fleeting response * Gives inconsistent response * Gives more consistent attention and response. | *August 12th*  *2022* ***PS*** 1a  (documented in  Seesaw)  *August 19th*  *2022* ***PS*** 1b  (documented in  Seesaw) | *December 12th 2022* ***PS*** 2d  (documented in Seesaw) | February 23rd 2022 **NS** 3a  (documented in Seesaw)  January 20th 2023 ***PS*** 2a  (documented in Seesaw) |  |

**Communication- *Attention Skills***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | (Aug-Oct) | (Oct-Dec) | (Jan-April) | (May-July) |
| Shows a simple reflex response to an individual stimulus |  |  |  |  |
| Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities. |  |  |  |  |
| Shows awareness of something happening:   * Gives a quick and fleeting response * Gives inconsistent response * Gives more consistent attention and response. |  |  |  |  |
| Gives shared attention to a range of sensory stimuli, objects, people and/or activities. |  |  |  |  |
| Anticipates within familiar routines and situations |  |  |  |  |
| Shares a consistent response in familiar routines and situations. |  |  |  |  |
| Shows understanding of a sequence of activities within a familiar routine. |  |  |  |  |
| Demonstrates extended attention within familiar settings. |  |  |  |  |
| Demonstrates extended attention within unfamiliar settings. |  |  |  |  |

**Communication- *Preference and Choice***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | (Aug-Oct) | (Oct-Dec) | (Jan-April) | (May-July) |
| Shows pleasure/displeasure through:   * Non-verbal or physical response * Verbal response. |  |  |  |  |
| Accepts or rejects in response to sensory stimuli, objects, people and/or activities. |  |  |  |  |
| Indicates preferences in response to sensory stimuli, objects, people and/or activities. |  |  |  |  |
| Consistently shows and expresses preference to sensory stimuli, objects, people and/or activities. |  |  |  |  |
| Communicates basic needs that enables them to be understood by others (for example, more/again/finished  /enough/stop) |  |  |  |  |
| Makes a choice using:   * Real objects * Photos * Symbols. |  |  |  |  |



**Communication- *Interaction***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | (Aug-Oct) | (Oct-Dec) | (Jan-April) | (May-July) |
| Shows awareness of people and activities. |  |  |  |  |
| Tolerates other people within their space |  |  |  |  |
| Demonstrates a clear reaction to people and activities |  |  |  |  |
| Responds to facial expressions and/or body language. |  |  |  |  |
| Shows a response to a social interaction with familiar people and activities. |  |  |  |  |
| Shows a response to a social interaction with unfamiliar people and activities |  |  |  |  |
| Imitates, during interactions, using vocalisations and/or body movements. |  |  |  |  |
| Maintains an interaction for a brief period |  |  |  |  |
| Terminates an interaction (may be unconventional) |  |  |  |  |
| Terminates an interaction in a conventional way (for example, saying bye or all done) |  |  |  |  |
| Initiates an interaction with a familiar person or in a familiar situation (for example, through play) |  |  |  |  |
| Initiates an interaction with an unfamiliar person or in an unfamiliar situation. |  |  |  |  |
| Takes turns in an interaction with a familiar person or in a familiar situation (for example, through play) |  |  |  |  |
| Takes turns in an interaction with unfamiliar people and/or unfamiliar settings |  |  |  |  |

**Making Connections *(Cognitive)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | (Aug-Oct) | | (Oct-Dec) | (Jan-April) | | (May-July) |
| Notices stimuli | |  | |  |  | |  |
| Follows/tracks a stimulus when it moves. | |  | |  |  | |  |
| Looks around for disappearing stimuli. | |  | |  |  | |  |
| Explores toys and objects using one or two senses. | |  | |  |  | |  |
| Explores toys and objects with a wide range of senses. | |  | |  |  | |  |
| Demonstrates an interest in environment. | |  | |  |  | |  |
| Shows preference for toys and objects. | |  | |  |  | |  |
| Recognises that repeated actions lead to particular effects (cause and effect). | |  | |  |  | |  |
| Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities. | |  | |  |  | |  |
| Seeks a preferred or favourite toy or object in a familiar place. |  | |  | |  |  | |

**Making Connections *(Cognitive)* continued**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | (Aug-Oct) | (Oct-Dec) | (Jan-April) | (May-July) |
| Returns a familiar toy or object to a familiar place. |  |  |  |  |
| Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression. |  |  |  |  |
| Demonstrates an awareness that a specific toy or object has a purpose, e.g. pours from a watering can, feeds a doll using a bottle. |  |  |  |  |
| Shows awareness of a change or difference in a familiar activity or routine. |  |  |  |  |
| Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities. |  |  |  |  |
| Begins to initiate or complete a familiar routine (for example, transitions between activities, daily hygiene activities). |  |  |  |  |

**Self and Emotions- *Awareness***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | (Aug-Oct) | (Oct-Dec) | (Jan-April) | (May-July) |
| Shows basic emotions (happy, sad, angry, scared, surprised and disgust) through behavioural, physical, facial and vocal expression. |  |  |  |  |
| Reacts in some way to the emotions of others. |  |  |  |  |
| Demonstrates a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or activities. |  |  |  |  |
| Demonstrates a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or activities. |  |  |  |  |
| Shows emotional responses to a range of sensory stimuli, objects, people and/or activities. |  |  |  |  |
| Copies the emotional responses of others in their facial expression and body gestures. |  |  |  |  |
| Recognises different facial expressions that demonstrate basic emotions (real people, photos, symbols). |  |  |  |  |
| Demonstrates pleasure in response to feedback from others. |  |  |  |  |
| Demonstrates a sense of achievement through behavioural, physical, facial and/or vocal expression |  |  |  |  |



**Self and Emotions- *Regulation***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | (Aug-Oct) | (Oct-Dec) | (Jan-April) | (May-July) |
| Attempts to self soothe (may be unconventional) |  |  |  |  |
| Tolerates an adult’s attempts to intervene when distressed |  |  |  |  |
| Accepts redirection when distressed |  |  |  |  |
| Uses a range of sensory stimuli, objects and/or activities to self soothe at the direction of others |  |  |  |  |
| Responds to adult support when distressed |  |  |  |  |
| Selects a range of sensory stimuli, objects and/or activities to self soothe |  |  |  |  |
| Seeks adult support when distressed |  |  |  |  |
| Begins to regulate emotional response by using a range of sensory stimuli, objects, people and/or activities |  |  |  |  |

**Functional Movement- *Gross Motor Skills***

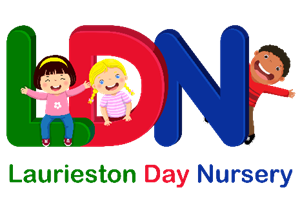
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | (Aug-Oct) | (Oct-Dec) | (Jan-April) | (May-July) |
| Shows an awareness of different body parts. |  |  |  |  |
| Demonstrates control of a body part (for example, stays still, turns head towards a stimulus or reaches hand towards a switch). |  |  |  |  |
| Maintains a position (on side, sitting, standing etc). |  |  |  |  |
| Transitions in and out of a position (sitting, standing etc) |  |  |  |  |
| Transitions out with centre of gravity and returns. |  |  |  |  |
| Travels in different ways (crawling, bottom shuffling, rolling, sliding, walking etc). |  |  |  |  |
| Moves in a range of directions e.g. reaches or moves forward, backwards or sideways. |  |  |  |  |
| Starts to control speed of movement. |  |  |  |  |
| Starts to control force of movement. |  |  |  |  |

**Functional Movement- *Fine Motor Skills***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | (Aug-Oct) | (Oct-Dec) | (Jan-April) | (May-July) |
| Uses hands, fingers or feet to explore objects |  |  |  |  |
| Grasps and releases a range of objects |  |  |  |  |
| Holds and stabilises a range of objects |  |  |  |  |
| Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close) |  |  |  |  |

**Functional Movement- *Co-ordination***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | (Aug-Oct) | (Oct-Dec) | (Jan-April) | (May-July) |
| Starts to coordinate actions (for example, walking and holding an object, reaching for an object etc.) |  |  |  |  |



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**Pre-Early Level**

**Numeracy and Mathematics Milestones**

# **Numeracy & mathematics Milestones**

**Pre-Early Level Number, Money and Measure** (Aug-Oct) (Oct-Dec) (Jan-April) (May-July)

| **Experiences and Outcomes**  for planning learning, teaching and assessment | **Milestones**  to support practitioners’ professional judgement |  |  | |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. *MNU 0-01a- Estimating & rounding* | Shows a recognition of one, none and lots in a range of practical contexts. |  |  | |  |  |
| Shows recognition of more or less in a range of practical contexts. |  |  | |  |  |
| I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order.  *MNU 0-02a -Number & number processes*  I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways.  *MNU 0-03a- Number & number processes*  I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways.  *MNU 0-03a- Number & number processes* | Participates in nursery rhymes and songs which involve an introduction to number. |  |  | |  |  |
| Calls out/demonstrates an awareness of numbers that come next in a familiar sequence. |  |  | |  |  |
| Recognises some familiar numbers within the environment. |  |  | |  |  |
| Carries out familiar tasks that involve one to one matching. |  |  | |  |  |
| Recognises and/or uses the sequence of 1, 2, and 3 to lead into or out of an activity. |  |  | |  |  |
| Says or signs the number words in order. |  |  | |  |  |
| Recognises and identifies some numerals. |  |  | |  |  |
| When asked ‘how many?’, recognises that they should respond with a number. |  |  | |  |  |
| Follows along a sequence of numerals while communicating the words. |  |  | |  |  |
| Begins to show one-to-one correspondence by indicating (for example, by pointing) at each item and/or reciting the appropriate number words. |  |  | |  |  |
| Uses counting to accurately identify ‘how many?’ there are in a small group of items. |  |  | |  |  |
| Gives a requested number of items in a practical setting. |  |  | |  |  |
| Adds one more and/or takes one away from a group of items on request. |  |  | |  |  |
| Identifies when there is none left. |  |  | |  |  |
| Demonstrates an understanding of first and last in a familiar routine. |  | |  |  |  |
| I can share out a group of items by making smaller groups and can split a whole object into smaller parts.  *MNU 0-07a- Fractions, decimal fractions & percentages* | Splits an item into smaller pieces. |  |  | |  |  |
| Puts smaller pieces back together to make the whole. |  |  | |  |  |
| Takes part in distributing a collection of items between a group. |  |  | |  |  |
| Distributes items one at a time. |  |  | |  |  |
| I am developing my awareness of how money is used and can recognise and use a range of coins.  *MNU 0-09a-Money* | Exchanges an item for something else. |  |  | |  |  |
| Exchanges a range of media including coins, cards or other forms of money in exchange for something. |  |  | |  |  |
| Handles a range of real money that demonstrates an awareness of money, for example, puts it into a purse or a till or other relevant item. |  |  | |  |  |
| Finds coins in a group of mixed items. |  |  | |  |  |
| Matches coins or notes that are the same. |  |  | |  |  |
| Sorts some coins from other coins. |  |  | |  |  |
| Identifies some coins. |  |  | |  |  |
| Uses language of money in a real life situation, e.g. pay, coin, change, buy, pounds, and pence. |  |  | |  |  |
| I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.  *MNU 0-10a-Time* | Demonstrates awareness of start and finish by responding to a start and finish signifier such as a tune, object, etc. |  |  | |  |  |
| Moves on to doing something different in response to a simple timetable (for example, objects, photos, symbols). |  |  | |  |  |
| Follows a sequence of activities in response to a timetable (e.g. objects, photos, symbols). |  |  | |  |  |
| Identifies that there are different activities that happen at different times of the day and different days of the week. |  |  | |  |  |
| Shows an awareness that there are different days of the week. |  |  | |  |  |
| Shows some awareness that there are different features associated with different seasons such as weather, clothes, festivals. |  |  | |  |  |
| Shows some understanding of time passing, e.g. through waiting for a timer, or waiting for a turn or activity. |  |  | |  |  |
| Shows some awareness of the language of time, e.g.  before, after, time for, tomorrow, today, afternoon, morning, night, now, next, finished and wait. |  |  | |  |  |
| I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.  *MNU 0-11a-Measurement* | Explores different items in their world in relation to size, weight, length and capacity through a variety of actions, e.g. filling and emptying. |  |  | |  |  |
| Identifies items by size and/or amount, for example, big and small, heavy and light, full and empty, from a choice of two. |  |  | |  |  |
| Matches items by size and length. |  |  | |  |  |
| Sorts items by size and/or amount, for example, big and small, heavy and light, full and empty. |  |  | |  |  |
| Responds to directions by more or less. |  |  | |  |  |
| I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.  *MTH 0-13a-Patterns & relationships* | Finds familiar items that go together and matches them. |  |  | |  |  |
| Responds to a change in a familiar pattern or routine. |  |  | |  |  |

**Pre- Early Level Shape, Position and Movement**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Experiences and Outcomes**  for planning learning, teaching and assessment | **Milestones**  to support practitioners’ professional judgement |  |  |  |  |
| I enjoy investigating objects and shapes and can sort, describe and be creative with them.  *MTH 0-16a-Properties of 2D shapes and 3D objects* | Investigates the properties of shapes and objects through play activities such as posting shapes, stacking objects, inserting puzzle pieces. |  |  |  |  |
| Uses objects in a way that demonstrates an awareness of their properties. |  |  |  |  |
| Matches real life 3 D objects. |  |  |  |  |
| Matches 2 D shapes. |  |  |  |  |
| Recognises the names of some simple shapes, for example, circle, star, square. |  |  |  |  |
| In movement, games, and using technology I can use simple directions and describe positions.  *MTH 0-17a- Angle, symmetry & transformation* | Demonstrates an understanding of simple positional language such as in, on, under, up and down. |  |  |  |  |
| Joins in familiar movement games and activities. |  |  |  |  |
| I have had fun creating a range of symmetrical pictures and patterns using a range of media.  *MTH 0-19a- Angle, symmetry & transformation* | Follows some simple directions within familiar movement games and dance, e.g. turn around. |  |  |  |  |

**Pre- Early Level Information Handling**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Experiences and Outcomes**  for planning learning, teaching and assessment | **Milestones**  to support practitioners’ professional judgement |  |  |  |  |
| I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.  *MNU 0-20a- Data and analysis*  I can match objects, and sort using my own and others’ criteria, sharing my ideas with others.  *MNU 0-20b-Data and analysis*  I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.  *MNU 0-20c- Data and analysis* | Collects or chooses a group of objects that share one property. |  |  |  |  |
| Matches specific objects to other objects, pictures or symbols. |  |  |  |  |
| Sorts a group of objects using a given criteria. |  |  |  |  |
| Uses signs/symbols/pictures/objects of reference to help plan and make choices. |  |  |  |  |

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Pre Early Level Literacy and English milestones

# **Pre Early Level Literacy & English Milestones**

**Pre-Early Level Listening and talking** (Aug-Oct) (Oct-Dec) (Jan-April) (May-July)

| **Experiences and Outcomes**  for planning learning, teaching and assessment | **Milestones** |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I enjoy exploring and playing with patterns and sounds of language, and can use what I learn.  *LIT 0-01a/LIT 0-11a/LIT 0-20a*  I enjoy exploring and choosing stories and other texts to watch, read and listen to, and can share my likes and dislikes.  *LIT 0-01b/LIT 0-11b*  I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.  *LIT 0-01c* | Shows a response to familiar characters, songs, rhymes and/or stories |  |  |  |  |
| Generates meaningful vocalisations in response to familiar stimuli, objects, people and/or activities |  |  |  |  |
| Demonstrates likes or dislikes for characters, songs, rhymes and/or stories |  |  |  |  |
| Anticipates and responds to known events in familiar texts, songs, rhymes and/or stories |  |  |  |  |
| Joins in with actions, signs and/or movements relating to familiar texts, songs, rhymes and stories |  |  |  |  |
| As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to speak and when to listen.  *LIT 0-02a/ENG 0-03a* | Responds consistently to routines which are spoken or written |  |  |  |  |
| Identifies named objects, pictures or symbols consistently |  |  |  |  |
| Listens and responds to different words and phrases appropriately |  |  |  |  |
| Can use single words to communicate |  |  |  |  |
| Can use a few words together to communicate |  |  |  |  |
| Uses short phrases to communicate |  |  |  |  |
| Shows awareness of others in a conversation |  |  |  |  |
| Demonstrates an awareness of others bytaking a turn |  |  |  |  |
| Joins in with a conversation using a preferred mode of communication |  |  |  |  |
| Uses sentences to communicate |  |  |  |  |
| Responds to simple questions by non-verbal or verbal means |  |  |  |  |
| I listen or watch for useful or interesting information and I use this to make choices or learn new things.  *LIT 0-04a* | Understands and responds to objects, pictures, symbols and/or key words from a familiar story, song or rhyme |  |  |  |  |
| Makes a choice between a few objects, characters, songs, rhymes and/or stories based on information presented to them |  |  |  |  |
| To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.  *LIT 0-07a/LIT 0-16a/*  *ENG 0-17a* | Responds to repetitive words in a story or text. |  |  |  |  |
| Anticipates repetitive words in familiar stories or rhymes |  |  |  |  |
| Responds to repetitive elements within stories. |  |  |  |  |
| Recognises omissions and alterations to familiar song, rhyme, story or text |  |  |  |  |
| Recalls some aspects of a song, rhyme, story and/or text |  |  |  |  |
| Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. *LIT 0-09a*  I enjoy exploring events and stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.  *LIT 0-09b/LIT 0-31a*  As I learn and take part in conversations and discussion, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.  *LIT 0-10a* | Demonstrates that they can follow pattern, sequence in a song, rhyme, story or text by joining in. |  |  |  |  |
| Shares a familiar experience demonstrating some awareness of sequence and structure. |  |  |  |  |
| Expresses ideas through different types of play. |  |  |  |  |
| Creates imaginary characters, rhymes and/or stories and communicates this to others. |  |  |  |  |
| Begins to identify new vocabulary and can use this to convey their ideas, thoughts and feelings. |  |  |  |  |
| Creates a text using an alternative method, for example, photographs, symbols, etc. |  |  |  |  |

**Pre-Early Level Reading**

| Experiences and Outcomes  for planning learning, teaching and assessment | Milestones  to support practitioners’ professional judgement |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.  *LIT 0-01a/LIT 0-11a/LIT 0-20a*  I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.  *LIT 0-01b/LIT 0-11b* | Shows an interest in rhymes, stories and/or text. |  |  |  |  |
| Shows an interest in and makes a choice between a familiar rhyme, story and/or text. |  |  |  |  |
| Anticipates or reacts to parts of a rhyme, story and/or text. |  |  |  |  |
| Demonstrates an awareness of the conventions of handling a storybook or text for example:   * + Turning a page   + Left to right   + Holding book right way up   + Identifying front and back of a book   + Knowing the difference between a picture and text |  |  |  |  |
| Explores a storybook or text in order to find objects, pictures and/or words. |  |  |  |  |
| I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read and write.  *ENG 0-12a/LIT 0-13a/LIT 0-21a* | Recognises when a story starts and finishes. |  |  |  |  |
| Matches objects, photos, pictures, symbols and/or text. |  |  |  |  |
| Sorts objects, photos, pictures, symbols and/or text. |  |  |  |  |
| Demonstrates an awareness thatsymbols and print carry meaning; for example, by pretending to read the print. |  |  |  |  |
| I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.  *LIT 0-14a* | Scans and tracks symbols and/or pictures. |  |  |  |  |
| Makes a choice using symbols and/or pictures. |  |  |  |  |
| Recognises and begins to read social sight words. |  |  |  |  |
| Recognises familiar words and/or names. |  |  |  |  |
| Recognises some familiar words in a storybook or text. |  |  |  |  |
| Comments on some ideas within a story and/or text. |  |  |  |  |
| Gives a response to a simple question about a text. |  |  |  |  |
| Experiences and Outcomes  for planning learning, teaching and assessment | Milestones  to support practitioners’ professional judgement |  |  |  |  |
| To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.  *LIT 0-07a/LIT 0-16a/ENG 0-17a* | Recognises a character/object in a picture. |  |  |  |  |
| Identifies an object/character within a story that is read to them. |  |  |  |  |
| Recalls a character, object or event in a story that is read to them. |  |  |  |  |
| Sequences parts of a story. |  |  |  |  |
| I enjoy events and characters in stories and other texts, sharing my thoughts in different ways.  *LIT 0-19a* | Makes simple comments/responses or asks questions about a story. |  |  |  |  |
| Responds to a simple question about a story or text. |  |  |  |  |

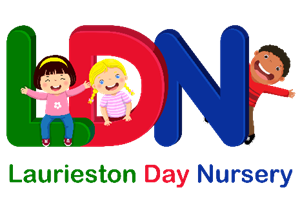
**Pre-Early Level Writing**

| **Experiences and Outcomes**  for planning learning, teaching and assessment | **Milestones**  to support practitioners’ professional judgement |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.  *LIT 0-01a/LIT 0-11a/LIT 0-20a* | Interacts with a range of objects using different senses. |  |  |  |  |
| Shows an interest in print through exploring different ways that print is presented; for example, shopping lists, cards, posters. |  |  |  |  |
| Shows an interest in making marks. |  |  |  |  |
| Experiments with mark making through different media. |  |  |  |  |
| Produces specific mark making such as scribbles. |  |  |  |  |
| Recognises that the function of writing is to convey meaning. |  |  |  |  |
| I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.  *ENG 0-12a/LIT 0-13a/LIT 0-21a*  As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information*.*  *LIT 0-21b* | Demonstrates arm and/or hand movements and/or alternative method; for example, assistive technology during tactile, digital and/or multi-sensory activities. |  |  |  |  |
| Demonstrates ability to hold, grasp and release tools for writing. |  |  |  |  |
| Demonstrates control of preferred tool for writing in  order to create patterns and sequences that convey meaning. |  |  |  |  |
| Uses fingers, hands and other media or tools to overwrite pre-written shapes and words. |  |  |  |  |
| Copies shapes and letter forms. |  |  |  |  |
| Demonstrates preferred hand to hold tools for writing. |  |  |  |  |
| Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my messages.  *LIT 0-26a* | Produces marks/drawings that they are able to share as having a meaning. |  |  |  |  |
| Produce meaningful marks that convey their own name. |  |  |  |  |
| Looks at/explores objects, photos or pictures from a personal/shared experience. |  |  |  |  |
| Uses objects, photos, pictures or other media to share feelings, ideas and information about a recent experience. |  |  |  |  |
| Uses objects, photos, pictures or symbols in sequence to create a story or a message. |  |  |  |  |
| Uses photograph/name card to label their own work. |  |  |  |  |
| Conveys a message/idea/information using their preferred mode of communication. |  |  |  |  |
| I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.  *LIT 0-9b/LIT0-31a* | Groups letters and leaves spaces between words. |  |  |  |  |
| Following a familiar story, uses objects, photos, pictures or symbols to create their own story in a sequence. |  |  |  |  |
| Begins to create a short piece of functional writing using objects, photos, pictures or symbols. |  |  |  |  |

**Factors that support my Wellbeing**

Child’s name: - Review Date: - Key Worker:-

|  |  |  |
| --- | --- | --- |
| Social Environment  Wellbeing Indicator-Responsible | Physical Environment  Wellbeing Indicator-Healthy /Safe | Communication Method  Wellbeing Indicator-Included/Achieving |
| Consider-  How is child supported and encouraged?  Is the child supported to play with other children?  How are they enabled to develop social skills through play?  Is the child supported to develop understanding of emotions? | Consider-  Sensory and coordination needs-   * What sensory elements of the physical environment have been considered?   Are there space’s to help them feel secure and relaxed?  Is there specific equipment used and for what purpose? | Consider-  How does the child communicate their views and preferences?  How do they understand others’ communication?  For which purpose do they communicate? |

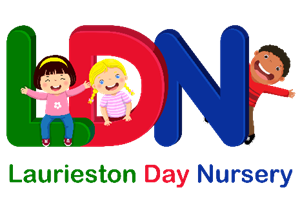
**Factors that support my Wellbeing**

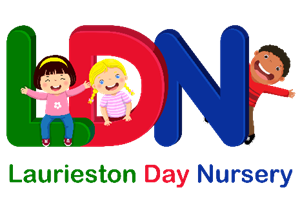
|  |  |  |
| --- | --- | --- |
| Daily & Social Routines  Wellbeing Indicator-Nurtured/Active | Social skills & relationships  Wellbeing Indicator-Respected/Included | Aspects of child’s skills & motivations  Wellbeing Indicator-Achieving |
| Consider-  How does the child manage routines and transitions?  How does the child manage choice and decision making?  How are the child’s self-help and independence skills?  What supportive factors aspects of the routine work well? | Consider-  What are the relationships and interactions like with peers?  How are the child’s social skills?   * Are they able to sit in a small group/take turns/seek comfort or help?   What are the child’s relationships and interactions like with adults? | Consider-  What are the child’s interests?  Is the child offered choice?  What experiences does the child appear to prefer ( even if they are unique) |

**Factors that support my Wellbeing**

|  |
| --- |
| Keyworkers comment:-  Staff shall:- |
| Parents comment:- |

Keyworkers signature: - Date:-

Parents signature:- Date:-

**Factors that support my Wellbeing**

Sensory and Co-ordination needs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Visual | Auditory | Tactile | Olfactory/Oral | Proprioceptive/Body Awareness | Vestibular/balance |
| For example   * has difficulty following a moving object * may seem “disorientated” * has difficulty with fine motor tasks * is uncomfortable by moving objects and people | For example   * is easily distracted with noise * becomes upset in noisy places * has difficulty looking and listening at the same time * covers ears to protect from sound | For example   * avoids being touched on the face * dislikes being held * has difficulty with grooming (cutting hair and nails) * dislikes having hair washed * dislikes taking a shower * may react aggressively when touched unexpectedly * dislikes when touched even in a friendly way * avoids messy play * avoids going barefoot * prefers long sleeves and pants even when the weather is hot | For example   * reacts negatively to, or dislikes smells that other children do not notice * refuses to eat certain foods because of their smell * is bothered/irritated by smell of perfume or cologne * may refuse to play with toys because of the way they smell * gags easily with food textures * avoids certain tastes * craves certain foods * may chew on or lick non-food objects * mouths objects * has difficulty with sucking, chewing, and swallowing | For example   * has difficulty with body awareness * has difficulty knowing where their body is in relation to others and objects * chews constantly on objects * stamps feet on the floor when walking * deliberately crashes into objects * uses a lot of force when playing with toys and may break them * has difficulty lifting objects | For example   * seems “on the go” * has difficulty sitting still * needs to keep moving in order to function * has difficulty paying attention * craves intense movement experiences such as jumping on bed and furniture * takes excessive risks during play * seems accident-prone * does not get dizzy easily * enjoys spinning for long periods of time |

Within the review include examples of observation’s you may have taken in relation to the Foundation or Pre Early Level Milestones, for example~

An observation linking to functional movement can be incorporated within Physical Environment-Wellbeing Indicator-Healthy /Safe, an observation within Self and Awareness can be incorporated in Social skills & relationships-Wellbeing Indicator-Respected/Included.

This will allow for the consistency of language used in reporting progress and to inform planning/next steps the keyworker will take to further develop the child’s skills and attributes.