

EYFS Assessment Grid

PSED: Making Relationships

	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Emerging	Uses familiar adult as a base to explore from	Interested in others' play and starting to join in Shows sign of jealousy	Keeps play going by responding to what others are saying or doing	Selects friends and may exclude others More co-operative and follows rules and routines Initiates conversation	<i>These statements are not necessarily progressive. Award E, D, S by how many the child can do</i> Play co-operatively Take turns Listen to another's ideas about organising activities
Developing	Plays alongside others	Shows affection and concern for people who are special to them	Plays in a group extending and elaborating play ideas	Aware of different genders and differences Monitors other's behaviour with a sense of right and wrong	Show sensitivity to other's needs and feelings Form positive relationships with adults and children
Secure	Plays co-operatively with an adult	May form a special friendship with another child Enjoys conversations with carers Complies with request though may be stubborn	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and adults	Works independently in groups Shares resources and equipment Can behave differently in a range of situations	

PSED: Self-confidence and self-awareness

	16-26 months	22-36 months	30-50 months	40-60 months	ELG
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EYFS Assessment Grid

Emerging	Explores environment and toy but checks in regularly with adult	Separates from carer with support	<p><i>These statements are not necessarily progressive. Award E, D,S by how many the child can do</i></p> <p>Selects and uses activities and resources with help</p> <p>Welcomes and values praise</p> <p>Enjoys responsibility of carrying out small tasks</p>	<p>Confident to speak to others about needs and wants</p>	<p><i>These statements are not necessarily progressive. Award E, D,S by how many the child can do</i></p> <p>Confident to try new activities</p> <p>Say why they like some activities more than others</p>
Developing	Gradually able to engage in pretend play	Shows strong sense of ownership of toys	<p>More outgoing towards unfamiliar people and more confident in new social situations</p>	<p>Can describe self in positive terms</p> <p>Confident to speak to others about interests</p>	<p>Confident to speak in a familiar group</p> <p>Chose resources they need for activities</p> <p>Say when they do or don't need help</p>
Secure	Demonstrates sense of self as individual – wants to be independent, says 'No' to adult	Expresses own preferences and interests	<p>Confident to talk to others when playing</p> <p>Communicate freely about home and community</p> <p>Confidence in asking adults for help</p>	<p>Can talk about their own abilities e.g. I am good at...</p> <p>Confident to speak to others about opinions</p>	

PSED: Managing feelings and behaviour

	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Emerging	Is aware of others' feelings e.g. looks concerned if hears crying	<p>Seeks comfort from adult when needed</p> <p>Responds to the feelings and wishes of others</p>	Aware of own feelings and knows that some actions and words can hurt others	Aware of the boundaries set	<i>These statements are not necessarily progressive. Award E, D,S by how many the child can do</i>

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				Aware of behavioural expectations in the setting	Talk about how they and others show feelings
				Understands what is right/ wrong and why	Talk about their own and others behaviour
Developing	Growing sense of determination may lead to tantrums	Aware that some actions can hurt others Tries to help or give comfort when others are distressed	Can take turns and share resources, sometimes with support from others	Understands that own actions affect other people Understands the need to argue with words rather than reacting physically	Knows that some behaviour is unacceptable and has consequences Work as part of a class and group and can follow rules
Securing	Responds to a few appropriate boundaries with encouragement and support	Shows understanding and co-operates with some boundaries and routines Growing ability to distract self when upset	Can usually adapt behaviour to different events, social situations and changes in routine	Beginning to negotiate and solve problems without aggression	Adjust behaviour to different situations Take changes of routine in their stride

Physical Development: Moving and Handling

	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Emerging	Palmar grip Scribbles spontaneously Marks go off the page	Palmar grip Scribbles – may go off the page	Imitates modelled pencil movements – horizontal and vertical	Uses a preferred hand Tripod grip Copy name	<i>These statements are not necessarily progressive. Award E, D,S by how many the child can do</i>

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	Walks upstairs with adult Beginning to balance blocks to build a tower	Runs safely on whole foot Squats and rises without using hands	Can stand on tiptoe Jumps from the height of a step	Experiments with different ways of moving Jumps off an object and lands appropriately	Move around confidently Handles a range of tools effectively, confidently and safely e.g. knives for spreading
Developing	Palmar grip Scribbles spontaneously Marks go off the page	Palmar grip Scribbles confined to page- <i>circles, lines, dots</i>	Mark-making includes 'v' shapes. Draws simple face Snips with scissors	Forms recognisable letters and numerals Handles small tools safely and with control	Move around confidently in a range of ways: Balances on one foot Skips Hops forward Moves rhythmically to music Good control and co-ordination in small movements e.g. accurate cutting Good control and co-ordination in large movements e.g. bike riding
	Pushes tricycle with feet Walks backward pulling large wheeled toy	Kicks a large ball Pushes and pulls large toys (<i>difficulty steering around obstacles</i>)	Rides tricycle, steers and attempts to use pedals. Walks upstairs using alternate feet	Shows control when pushing, patting, throwing, catching or kicking an object	
Securing	Palmar grip Scribbles spontaneously Marks go off the page	Immature tripod grip Imitates modelled pencil movements – circular	Tripod grip Can trace a simple outline Copies letters e.g. from name (<i>not formed correctly</i>)	Letters correctly formed Uses tools to make changes to materials	Negotiates space successfully during chasing and running games Numerals correctly formed
	Walks up and down stairs holding on, 2 feet to a step Throws small ball overhand	Jumps with 2 feet together Attempts to catch a ball with body and arms	Can walk on tiptoe Kicks ball forcibly Walks downstairs 1 foot to each step		

Physical Development: Health and self-care

	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Emerging	Develops own likes and dislikes in food and drink Holds cup with both hands not much spilling	Tolerates sitting on toilet Feeds self completely with a spoon Drinks well without spilling	Asks for the toilet Eats with a fork and spoon Pours drink from a jug (<i>some spillage</i>)	<i>These statements are not necessarily progressive. Award E, D, S by how many the child can do</i>	<i>These statements are not necessarily progressive. Award E, D, S by how many the child can do</i> Manage own basic hygiene e.g. washes

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Developing	Shows awareness of what a potty/toilet is used for	Indicates need for toilet by behaviour	Mostly clean and dry during the day <i>(occasional accidents)</i> Washes and dries hands	Distinguishes between healthy and non-healthy foods Understands the importance of exercise	hands at appropriate times Articulates the importance of exercise and impact Articulates why personal hygiene is important Talks about ways to keep healthy and safe
Securing	Clearly communicates wet/soiled nappy/pants Shows desire to help with dressing/undressing and hygiene routines	Turns tap on and off Helps to dry self after washing	Flushes toilet Pulls up own trousers Pulls zip up once fastened Observes the effects of activity on their bodies	Usually clean and dry in the day Shows some understanding of good practice of: exercise and hygiene	Understands and talks about consequences of germs Knows why some foods are healthy e.g. vitamins Recognises the changes that exercises has on your body Dresses themselves successfully Consistently clean and dry

Communication and Language: Listening and Attention

	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Emerging	Moves whole body to music Has strong exploratory impulse	Watches and points to things of interest Interested in music and singing	Answers when asked 'What goes on your feet?'	Can stop what they are doing if name is called Listens to a story with increasing attention and recall	<i>These statements are not necessarily progressive. Award E, D, S by how many the child can do</i> Maintains attention during an appropriate activity	<i>These statements are not necessarily progressive. Award E, D, S by how many the child can do</i> Listen attentively in a range of situations

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					Concentrates during an appropriate activity	Listen to stories whilst anticipating events
Developing	Concentrates intently on and object or activity of their own choosing for short periods	Waits for 'go' signal in 'ready, steady, go' games Likes to move from one activity to another	Starting to focus on an activity of their choice Listens to a short story 1-1	Can join in small group activities led by an adult Joins in with repeated refrains	Sits quietly during an appropriate activity Two-channelled attention (can listen and do)	Respond to stories with relevant comments, questions and actions Give attention to what others are saying, whilst engaged in another activity
Securing	Pays attention to dominant stimulus – easily distracted	Enjoys rhymes tries to join in with actions or vocalisations Acts in response to action words e.g. 'clap hands'	Beginning to follow adult-led interaction for a short time	Can persist at an activity of their choosing for 10 to 15 minutes Is able to follow directions		

Communication and Language: Understanding

	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Emerging	Follows body language, pointing and gesture Follows simple instructions accompanied by gesture 'Give it to teddy'	Selects/finds familiar objects Understands familiar instructions without cue 'Get your cup'	Carries out 2 related directions 'Get your shoes and put your coat on' Can perform action when named 'jump'	Understands use of objects 'What do we use to cut things?'	Follows a story without props Understands pronouns	<i>These statements are not necessarily progressive. Award E, D, S by how many the child can do</i>
Developing	Responds to things in context 'Where's your nose?' 'Where's Mummy?' by pointing or looking	Responds to own name Understands at least 15 words	Understands simple who/what/where questions	Understands 'under', 'on top', 'behind' Understands 'Who has <u>no</u> ball?'	Responds to instructions with two parts Listens to ideas of others	Responds to instructions with several parts Answers 'how' and 'why' questions in response to

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		Associates objects with their use	Identifies action words ' <i>Who's jumping?</i> '	Understands plurals	Places objects by positional instruction Understand some opposites	personal experiences Answer questions beginning with 'how', 'why' in response to stories
Securing	Understands single words in context e.g. 'cup', 'milk', 'Daddy'	Understands simple sentences ' <i>Throw the ball</i> ' Understands approximately 50 words Responds to simple yes/no questions	Understands ' <i>Put your toys away and we'll read a book</i> ' Distinguishes between <i>big and little</i>	Begins to understand ' <i>why</i> ' and ' <i>how</i> ' Responds to a basic instruction	Responds to ideas expressed by others Understands comparative objectives	

Communication and Language: Speaking

	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Emerging	Uses sounds in play ' <i>Brrmm</i> ' Imitates words and sounds	Copies familiar expressions ' <i>Oh dear</i> ', ' <i>All Gone</i> '	Uses 50 or more words appropriately Uses 'me', 'my'	Begins to use ' <i>and</i> ', ' <i>because</i> ' Retells simple event in order	Imaginative role play Gives an connected account of significant events Talks about a story, characters and events Listens and joins in with conversations Starts to use new words e.g. topic based words	<i>These statements are not necessarily progressive. Award E, D,S by how many the child can do</i> Express themselves effectively
Developing	Experiments with using sounds and words to communicate ' <i>more</i> ', ' <i>no</i> ', ' <i>bye</i> '	Beginning to put two words together ' <i>want ball</i> ', ' <i>more juice</i> ' Uses nouns, verbs and adjectives ' <i>banana, go, sleep, hot</i> '	Talks to self when playing – may not be understood Holds a conversation jumping from topic to topic	Uses talk	Retells a story Can sing several simple songs Says what will happen next in a familiar sequence of events Initiates conversation	Uses past, present and future tenses when talking about previous or future events

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Secure	Creates personal words as they begin to develop language Uses 5 words appropriately	Beginning to ask simple questions Beginning to talk about people and things that are not present	Has vocabulary of 100-300 words Asks 'what', 'where' questions Uses simple sentences (3) Beginning to use endings 'cats', 'going'	Talks at a correct volume Makes specific requests e.g. 'orange', instead of 'drink' Uses 'could' and 'would' in speech Speaks in complex sentences using the word 'and', 'because' Uses a range of tenses	Introduces a story line or narrative through play Describes a story setting Uses some prepositions Uses talk to resolve disagreements	Develop own narrative and explanations by connecting ideas and events
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Literacy: Reading

	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Emerging	Shares a book with an adult Holds a book the right way up	Chooses story to be read from a selection Looks at and talks about picture	Shows interest in print in books and the environment Tells what happens next in a repetitive story	Say sound of initial letter of words Recognises name May read other phonemes in words but struggle to blend Pretends to read text Reads Phase 2 phonemes	Recognises some HFW or Tricky Words Reads Phase 3 phonemes
Developing	Points to named items on a page Turns pages of a book	Listens to a short story Looks through picture books independently	Recognises initial letter of name Joins in with repeated refrains Repeats simple story using pictures as a prompt	Blends and segments 3 letter CVC words (Phase 2) May name alphabet letters Recognises familiar words e.g. McDonald, ADSA Points to separate words on a page	Understands books have different purposes Sequences 3-5 elements in a story (with support) Attempts to segment and blend Phase 3/4 phonemes

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Secure	May choose a favourite book to look at	Repeats words or phrases from familiar stories Supplies missing word if adult pauses	Recognises own name and logos Awareness of L-R, top to bottom etc. Can talk about a book in more detail	Blends 3 and 4 letter CVC words (Phase 2) Reads NF and F	Reads sentences containing Phase 3/4 phonemes Read a range of Tricky Words Talk about and understand what has been read
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Literacy: Writing

	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Emerging	N/A	<i>E/D/S dependent upon whether this is self or adult initiated and to frequency of mark-making</i>		Spontaneous letters written Initial phoneme of words First name written May write second or medial phonemes	Captions accurate at Phase 2
Developing	N/A	Distinguishes between the different marks they make	<i>E/D/S dependent upon whether this is self or adult initiated and to frequency of mark-making</i>	3 letters CVC words Captions with phonetically plausible attempts	Series of captions/sentences Beginning to apply Phase 3 (digraphs and trigraphs)
Secure	N/A		Sometimes ascribes meaning to marks as they draw and paint.	4 letter CVC with digraph (rain, chop, ship) Finger spaces	Variety e.g. story sentences, lists, letters, instructions, invitations, cards

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					Embedded application of Phase 3 and 4 graphemes in writing
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Mathematics: Numbers

	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Emerging	<p>Knows that things exist even when out of sight</p> <p>Interested in things that go together (<i>e.g. lid on teapot</i>)</p>	<p>Joins in with actions to number songs and rhymes</p> <p>Understands 'Take one biscuit'</p>	<p>Uses numbers and number language spontaneously</p> <p>Recites numbers 1-10</p>	<p>Counts up to 5 objects</p> <p>Recognises some numerals 1-5</p> <p>Aware of zero in number rhymes</p>	<p>Matches objects to numerals 0-10</p> <p>Orders numbers 0-10</p> <p>Counts irregular arrangement of objects</p> <p>Estimates</p> <p>Say the number that is one more</p> <p>Uses adding/subtracting vocab</p>
Developing	<p>Beginning to categorise (<i>e.g. groups teddies and cars</i>)</p>	<p>Begins to understand quantity (<i>e.g. 'there are lots of'</i>)</p> <p>Joins in with number rhymes and songs</p>	<p>Can count reliably up to 3 objects</p> <p>Beginning to represent numbers with fingers or marks</p>	<p>Gives specified number of objects on request 0-5</p> <p>Counts up to 10 objects</p> <p>Recognises numerals 1-5</p>	<p>Orders numbers 0-15</p> <p>Recognises 0-15</p> <p>Solve doubling, halving, sharing problems with support</p>
Secure	<p>Says some counting words randomly</p>	<p>Can give '2' objects</p> <p>Can rote count to 5</p>	<p>Sometimes matches numeral and quantity</p> <p>Separates a groups of 3 or 4 objects – recognising total is the same</p>	<p>Counts 1-15</p> <p>Recognises numerals 0-10</p> <p>Matches objects to numerals 0-5</p> <p>Holds out correct number of fingers</p>	<p>Orders numbers 0-20</p> <p>Recognises numerals 0-20</p> <p>Say number that is one more and one less</p> <p>Add and subtract two single digit numbers</p>

EYFS Assessment Grid

			Interested in numerals in the environment	States last number after counting when asked 'How many?'	Solve doubling, halving, sharing problems
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Mathematics: Shape, Space and Measures

	16-26 months	22-36 months	30-50 months	40-60 months	ELG
Emerging	<p>Attempts to fit shapes into inset puzzle (<i>sometimes successfully</i>)</p> <p>Uses blocks to create simple structures/arrangements</p>	<p>Notices simple shapes and patterns in pictures</p> <p>Matches circle, square and triangle</p>	<p>Makes arrangements with shapes</p> <p>Notices 'roundness' of wheels, 'squareness' of windows</p>	<p><i>These statements are not progressive. Award E, D, S by how many the child can do</i></p> <p>Recognises and selects some 2D and 3D shapes</p> <p>Uses some 2D and 3D shape names</p> <p>Uses some positional language by describing relative position</p>	<p><i>These statements are not progressive. Award E, D, S by how many the child can do</i></p> <p>Orders 3 items by length or height</p> <p>Uses everyday language to compare inc size, weight, capacity, position (e.g. 1st, 2nd etc, behind, next to...), distances (e.g. far and near), time (e.g. talking about days of the week, months, names time of day associated with activities) money (e.g. recognising coins in the role play shop)</p>
Developing	<p>Matches circle and square</p> <p>Enjoys filling/emptying containers</p>	<p>Begins to sort by shape or size</p> <p>Begins to use language of size (e.g. 'big', 'little')</p>	<p>Talks about shapes - identifies and names 'circle' and 'square'</p> <p>Understands size difference 'find the big car'</p>	<p>Understands/uses comparative language e.g. big, bigger, biggest</p> <p>Recreates patterns</p>	
Secure	<p>Associates a sequence of actions with daily routines</p> <p>Begins to show size awareness with graded toys</p>	<p>Begins to understand 'soon', 'before', 'later'</p> <p>Anticipates specific time-based events</p> <p>Stacks by size using trial and error</p>	<p>Talks about everyday objects 'round', 'tall'</p> <p>Uses shapes appropriately</p> <p>Uses 'in', 'on', 'under'</p>	<p>Orders 2 items by length or height</p> <p>Orders 2 items by weight or capacity</p> <p>Uses some everyday time language</p> <p>Uses some everyday language related to money</p>	<p>Recognise, create and describe patterns (e.g. repeating patterns with Lego, counters)</p> <p>Explore characteristics of everyday objects and shapes</p> <p>Use mathematical language to describe shapes (e.g. corners, sides)</p>