

	NAME:							
	Early Years English Assessment: Reading							
		A	B	C	D	E	F	G
Phonics and Decoding	Develop their phonological awareness, so that they can: <ul style="list-style-type: none">spot and suggest rhymescount or clap syllables in wordsrecognise words with the same initial sound, such as money and mother							
	Read individual letters by saying the sounds for them.							
	Blend sounds into words, so that they can read short words made up of letter-sound correspondences.							
	Read some letter groups that each represent one sound and say sounds for them.							
	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.							
	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.							
Common Exception Words	<ul style="list-style-type: none">Read a few common exception words matched to the Little Wandle phonic programme							
Fluency	Understand the five key concepts about print: <ul style="list-style-type: none">print has meaningprint can have different purposeswe can read English text from left to right and from top to bottomthe names of different parts of a bookpage sequencing							
	<ul style="list-style-type: none">Develop their phonological awareness, so that they can:<ul style="list-style-type: none">spot and suggest rhymescount or clap syllables in wordsrecognise words with the same initial sound, such as money and mother							
	<ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of letter-sound correspondences.							
	<ul style="list-style-type: none">Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.							
	<ul style="list-style-type: none">Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.							
	<ul style="list-style-type: none">Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.							
Comprehension	<ul style="list-style-type: none">Enjoy listening to longer stories and can remember much of what happens.							
	<ul style="list-style-type: none">Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"							
	<ul style="list-style-type: none">Listen to and talk about stories to build familiarity and understanding.							
	<ul style="list-style-type: none">Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.							
	<ul style="list-style-type: none">Listen carefully to rhymes and songs, paying attention to how they sound.							
	<ul style="list-style-type: none">Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.							

	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 							
	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 							
	<ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. 							
	<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. 							
	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. 							
	<ul style="list-style-type: none"> • 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. 							
	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 							
	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary 							
	<ul style="list-style-type: none"> • Learn new vocabulary and use throughout the day 							
	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 							
	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 							
	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 							
Poetry and Performance	<ul style="list-style-type: none"> • Sing a large repertoire of songs. 							
	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 							
	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar 							
	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 							
	<ul style="list-style-type: none"> • Remember and sing entire songs. 							
	<ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know 							
	<ul style="list-style-type: none"> • Engage in story times 							
	<ul style="list-style-type: none"> • Learn rhymes, poems and songs. 							
	<ul style="list-style-type: none"> • Develop storylines in their pretend play. 							
	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories 							
Non-Fiction	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher 							
	<ul style="list-style-type: none"> • Engage in non-fiction books. 							
	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 							
	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 							
	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 							
Early Years English Assessment: Speaking and Listening								
		A	B	C	D	E	F	G
	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. 							

Listening Skills	● Pay attention to more than one thing at a time, which can be difficult.								
	● Start a conversation with an adult or a friend and continue it for many turns.								
	● Listen with increased attention to sounds								
	● Understand how to listen carefully and why listening is important								
	● Listen to and talk about stories to build familiarity and understanding.								
	● 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.								
	● 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.								
Following Instructions	● Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."								
	● Remember rules without needing an adult to remind them.								
	● Explain the reasons for rules, know right from wrong and try to behave accordingly.								
Asking and Answering Questions	● Ask questions to find out more and check they understand what has been said to them.								
	● Make comments about what they have heard and ask questions to clarify their understanding.								
Drama, Performance and Confidence	● Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.								
	● Show more confidence in new social situations								
	● Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.								
	● Develop appropriate ways of being assertive								
Vocabulary Building and Standard English	● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary								
	● 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.								
Speaking for a range of Purposes	● Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.								
	● Play with one or more other children, extending and elaborating play ideas.								
	● Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'								
	● Talk with others to solve conflicts.								
	● Describe events in some detail.								
	● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.								
	● Develop social phrases.								
	● Express their feelings and consider the feelings of others.								
	● Talk about their immediate family and community								
	● Name and describe people who are familiar to them.								
	● Comment on images of familiar situations in the past.								
	● Describe what they see, hear and feel whilst outside								
	● Talk about the lives of the people around them and their roles in society.								
● Share their creations, explaining the processes they have used.									
Participating in discussion	● Articulate their ideas and thoughts in well-formed sentences.								
Early Years English Assessment: Writing									

		A	B	C	D	E	F	G
Phonics and Spelling Rules	<ul style="list-style-type: none"> 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. 							
	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s. 							
	<ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop 							
Handwriting	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. 							
	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. 							
	<ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. 							
	<ul style="list-style-type: none"> Shows a preference for a dominant hand. 							
	<ul style="list-style-type: none"> Write some letters accurately. 							
	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 							
	<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 							
	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. 							
	<ul style="list-style-type: none"> Form lower case and capital letters correctly. 							
	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 							
Planning, writing and editing	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. 							
	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts 							
	<ul style="list-style-type: none"> Write some or all of their name 							
	<ul style="list-style-type: none"> Re-read what they have written to check it makes sense. 							
	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters 							
	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 							
Vocabulary, Grammar and Punctuation and Use of Phrases and Clauses	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and teachers. 							
	<ul style="list-style-type: none"> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 							
	<ul style="list-style-type: none"> Use longer sentences of four to six words. 							
	<ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. 							
	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. 							