

Foundation Stage Profile Summative Sheet

Child's name:

Number of terms in Nursery ✓			Number of terms in Reception ✓			EAL Y	DOB
Autumn	Spring	Summer	Autumn	Spring	Summer	1 st Language: Vietnamese	

SEN Y / N
Details

Key for recording child's progress				
Step 1. Colour code when achieved	On Entry	Autumn	Spring	Summer
Step 2. Indicate whether Nursery or Reception	Nursery	Reception		

Personal, Social and Emotional Development										V/A
Dispositions and Attitudes	DA1 Shows an interest in classroom activities through observation or participation	DA2 Dresses, undresses and manages own personal hygiene with adult support	DA3 Displays high levels of involvement in self-chosen activities	DA4 Dresses and undresses independently and manages own personal hygiene	DA5 Selects and uses activities and resources independently	DA6 Continues to be interested, motivated and excited to learn	DA7 Is confident to try new activities, initiate ideas and speak in a familiar group	DA8 Maintains attention and concentration	DA9 Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.	
Social Development	SD1 Plays alongside others	SD2 Builds relationships through gesture and talk	SD3 Takes turns and shares with adult support	SD4 Works as part of a group or class, taking turns and sharing fairly	SD5 Forms good relationships with adults and peers	SD6 Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously	SD7 Understand that people have different needs, views, cultures and beliefs that need to be treated with respect	SD8 Understand that s/he can expect others to treat her or his needs, views, cultures and beliefs with respect	SD9 Takes into account the ideas of others.	
Emotional Development	ED1 Separates from main carer with support	ED2 Communicates freely about home and community	ED3 Expresses needs and feelings in appropriate ways	ED4 Responds to significant experiences, showing a range of feelings when appropriate	ED5 Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others	ED6 Has a developing respect for own culture and beliefs and those of other people.	ED7 Considers the consequences of words and actions for self and others.	ED8 Understands what is right, what is wrong, and why.	ED9 Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.	

Communication, Language and Literacy										Score
Language for communication and thinking	LCT1 Listens and responds	LCT2 Initiates communication with others, displaying greater confidence in more informal contexts	LCT3 Talks activities through, reflecting on and modifying actions	LCT4 Listens with enjoyment to stories songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions	LCT5 Uses language to imagine and recreate roles and experiences.	LCT6 Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.	LCT7 Use talk to clarify thinking, ideas, feelings and events, exploring the meaning of sounds and new words.	LCT8 Speaks clearly with confidence and control, showing awareness of the listener.	LCT9 Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.	
Linking sounds and letters	LSL1 Joins in with rhyming and rhythmic activities	LSL2 Shows awareness of rhyme and alliteration	LSL3 Links some sounds to letters	LSL4 Links sounds to letters, naming and sounding letters of the alphabet.	LSL5 Hears and says initial and final sounds in words.	LSL6 Hears and says short vowel sounds within words.	LSL7 Uses phonic knowledge to read simple regular words.	LSL8 Attempts to read more complex words, using phonic knowledge.	LSL9 Uses knowledge of letters, sounds and words when reading and writing independently.	
Reading	R1 Is developing an interest in books	R2 Knows that print conveys meaning	R3 Recognises a few familiar words	R4 Knows that, in English, print is read from left to right and from top to bottom.	R5 Shows an understanding of the main elements of stories, such as main character, sequence of events and openings.	R6 Reads a range of familiar words and simple sentences independently.	R7 Retells narratives in the correct sequence, drawing on language patterns of stories.	R8 Show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.	R9 Reads books of own choice with some fluency and accuracy.	
Writing	W1 Experiment with mark-making, sometimes ascribing meaning to the marks	W2 Use some clearly identifiable letters to communicate meaning	W3 Represents some sounds correctly in writing	W4 Writes own name and other words from memory.	W5 Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.	W6 Attempts writing for a variety of purposes, using features of different forms.	W7 Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.	W8 Begin to form captions and simple sentences, sometimes using punctuation.	W9 Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.	

Mathematical Development (Problem solving, reasoning and numeracy)										Score
Numbers as labels and for counting	NLC1 Says some number names in familiar contexts, such as nursery rhymes	NLC2 Counts reliably up to three everyday objects	NLC3 Counts reliably up to six everyday objects	NLC4 Says number names in order.	NLC5 Recognises numerals 1 to 9.	NLC6 Counts reliably up to 10 everyday objects.	NLC7 Orders numbers up to 10.	NLC8 Uses developing mathematical ideas and methods to solve practical problems.	NLC9 Recognises, counts, orders, writes and uses numbers up to 20.	
Calculating	C1 Responds to the vocabulary involved in addition and subtraction in rhymes and games	C2 Recognises differences in quantity when comparing sets of objects	C3 Finds one more or one less from a group of up to five objects	C4 Relates addition to combining two groups.	C5 Relates subtraction to taking away.	C6 In practical activities and discussion begins to use the vocabulary involved in adding and subtracting.	C7 Finds one more or one less than a number from 1 to 10. 1 – 6 T1	C8 Uses developing mathematical ideas and methods to solve practical problems.	C9 Uses a range of strategies for addition and subtraction, including some mental recall of number bonds.	
Shape, space and measures	SSM1 Experiments with a range of objects and materials showing some mathematical awareness	SSM2 Sorts or matches objects and talks about sorting	SSM3 Describes shapes in simple models, pictures and patterns	SSM4 Talks about, recognises and recreates simple patterns.	SSM5 Uses everyday words to describe position.	SSM6 Uses language such as 'circle' or 'bigger' to describe the shape and size of solid and flat shapes.	SSM7 Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.	SSM8 Uses developing mathematical ideas and methods to solve practical problems.	SSM9 Uses mathematical language to describe solid (3D) objects and flat (2D) shapes.	

Physical Development										Score
Physical Development	PD1 Moves spontaneously, showing some control and coordination	PD2 Moves with confidence in a variety of ways showing some awareness of space	PD3 Usually shows appropriate control in large and small scale movements	PD4 Moves with confidence, imagination and in safety. Travels around, under, over, and through balancing and climbing equipment.	PD5 Demonstrates fine motor control and coordination.	PD6 Uses small and large equipment, showing a range of basic skills.	PD7 Handles tools, objects, construction and malleable materials safely and with basic control.	PD8 Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active.	PD9 Repeats, links and adapts simple movements, sometimes commenting on her/his work. Demonstrates coordination and control in large and small movements, and in using a range of tools, and equipment.	

Knowledge and Understanding of the World										Score
Knowledge and understanding of the world	KUW1 Shows curiosity and interest by exploring surroundings	KUW2 Observes selects and manipulates objects and materials. Identifies simple features and significant personal events	KUW3 Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques	KUW4 Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about those features s/he likes and dislikes.	KUW5 Asks questions about why things happen and how things work. Looks closely at similarities and differences, patterns and change.	KUW6 Finds out about past and present events in own life, and in those of family members and other peoples/he knows. Begins to know about own culture and belief and those of other people.	KUW7 Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.	KUW8 Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary.	KUW9 Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.	

Creative Development										Score
Creative Development	CD1 Explores different media and responds to a variety of sensory experiences. Engages in representational play	CD2 Creates simple representations of events people and objects and engages in music making.	CD3 Tries to capture experiences, using a variety of different media.	CD4 Sings simple songs from memory.	CD5 Explores colour, texture, shape, form and space in two or three dimensions.	CD6 Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music.	CD7 Uses imagination in art and design, music, dance, imaginative and role-play and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches, and feels.	CD8 Expresses and communicates ideas, thoughts, and feelings using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.	CD9 Expresses feelings and preferences in response to artwork, drama and music and make some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play and imaginative play	