

Parental On Entry Assessments (0-3 YEARS) COMMUNICATION AND LANGUAGE (0-3)

| | ✓ | ? | ✗ |
|---|---|---|---|
| Turn towards familiar sounds. | | | |
| Gaze at faces, copying facial expressions. Make eye contact for longer periods. | | | |
| Watch someone's face as they talk. | | | |
| Copy what adults do, taking 'turns' in conversations (through babbling) | | | |
| Enjoy singing, music and toys that make sounds. | | | |
| Recognise and are calmed by a familiar and friendly voice. | | | |
| Listen and respond to a simple instruction. | | | |
| Make sounds to get attention in different ways | | | |
| Babble, using sounds like 'ba- ba', 'mamama'. | | | |
| Use gestures like waving and pointing to communicate. | | | |
| Reach or point to something they want while making sounds. | | | |
| Copy your gestures and words | | | |
| Constantly babble and use single words during play. | | | |
| Use intonation, pitch and changing volume when 'talking'. | | | |
| Understand single words in context – 'cup', 'milk', 'daddy'. | | | |
| Understands frequently used words such as 'all gone', 'no' and 'bye-bye'. | | | |
| Understand simple instructions like "give to nanny" or "stop". | | | |
| Recognise and point to objects if asked about them. | | | |
| Focus on an activity of their own choice and find it difficult to be directed by an adult. | | | |
| Listen to other people's talk with interest but can easily be distracted | | | |
| Make themselves understood and can become frustrated if they can't. | | | |
| Start to say how they are feeling, using words as well as actions. | | | |
| Start to develop conversation, often jumping from topic to topic. | | | |
| Develop pretend play: | | | |
| Use the speech sounds p, b, m, w. Pronounce: | | | |
| <ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j | | | |
| multi-syllabic words such as 'banana' and 'computer' | | | |
| Listen to simple stories and understand what is happening, using pictures | | | |
| Identify familiar objects and properties e.g. "blue car" | | | |
| Understand and act on longer sentences | | | |
| Understand simple questions about 'who', 'what' and 'where' (not 'why'). | | | |

PERSONAL, SOCIAL AND EMOTIONAL (0-3)

| | ✓ | ? | ✗ |
|---|---|---|---|
| Find ways to calm themselves | | | |
| Establish their sense of self | | | |
| Express preferences and decisions | | | |
| Engage with others through gestures, gaze, and talk | | | |
| Use engagement to achieve a goal | | | |
| Find ways of managing transitions | | | |
| Thrive as they develop self-assurance | | | |
| Look back as they crawl or walk away from you | | | |
| Play with increasing confidence on their own and with other children | | | |
| Feel confident when taken out around the local neighbourhood and enjoy exploring new places | | | |
| Feel strong enough to express a range of emotions | | | |
| Grow in independence, rejecting help ("me do it") | | | |
| Begin to show 'effortful control' | | | |

| | | | |
|---|--|--|--|
| Be increasingly able to talk about and manage their emotions. | | | |
| Notice and ask questions about differences between people | | | |
| Develop friendships with other children. | | | |
| Safely explore emotions beyond their normal range | | | |
| Talk about their feelings in more elaborated ways | | | |

PHYSICAL (0-3)

| | ✓ | ? | ✗ |
|---|---|---|---|
| Lift their head while lying on their front | | | |
| Push their chest up with straight arms. | | | |
| Roll over: from front to back, then back to front | | | |
| Enjoy moving when outdoors and inside | | | |
| Sit without support | | | |
| Begin to crawl in different ways and directions. | | | |
| Pull themselves upright and bouncing in preparation for walking. | | | |
| Reach out for objects as co-ordination develops. | | | |
| Eat finger food and develop likes and dislikes. | | | |
| Try a wider range of foods with different tastes and textures. | | | |
| Lift objects up to suck them | | | |
| Pass things from one hand to the other or to someone else | | | |
| Gradually gain control of their whole body through continual practice | | | |
| Clap and stamp to music. | | | |
| Fit themselves into spaces, like tunnels, dens, and large boxes | | | |
| Enjoy starting to kick, throw and catch balls. | | | |
| Build independently with a range of appropriate resources. | | | |
| Begin to walk independently | | | |
| Walk, run, jump and climb | | | |
| Spin, roll and independently use ropes and swings | | | |
| Sit on a push-along wheeled toy, use a scooter, or ride a tricycle | | | |
| Develop manipulation and control. | | | |
| Explore different materials and tools. | | | |
| Use large and small motor skills to do things independently | | | |
| Show an increasing desire to be independent | | | |
| Learn to use the toilet with help, and then independently | | | |

LITERACY (0-3)

| | ✓ | ? | ✗ |
|--|---|---|---|
| Enjoy songs and rhymes, tuning in and paying attention. | | | |
| Join in with songs and rhymes, copying sounds, rhythms, tunes | | | |
| Say some of the words in songs and rhymes. Copy finger movements | | | |
| Sing songs and say rhymes independently | | | |
| Enjoys sharing books with an adult | | | |
| Pay attention and respond to the pictures or the words | | | |
| Have favourite books and seeks them out | | | |
| Repeat words and phrases from familiar stories | | | |
| Asks questions about the book. Makes comments and shares ideas | | | |
| Develop play around favourite stories using props | | | |
| Notice some print | | | |
| Enjoy drawing freely | | | |
| Add some marks to their drawings, which they give meaning to | | | |
| Makes marks on their picture to stand for their name. | | | |

MATHS (0-3)

| | ✓ | ? | ✗ |
|---|---|---|---|
| Combine objects like stacking blocks and cups | | | |
| Take part in finger rhymes with numbers | | | |
| React to changes of amount in a group of up to three items | | | |
| Compare amounts, saying 'lots', 'more' or 'same' | | | |
| Develop counting-like behaviour, such as making sounds, pointing, or saying some numbers in sequence. | | | |
| Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. | | | |
| Climb and squeeze themselves into different types of spaces. | | | |
| Build with a range of resources. Complete inset puzzles. | | | |
| Compare sizes, weights etc. using gesture and language | | | |
| Notice patterns and arrange things in patterns. | | | |

UNDERSTANDING THE WORLD (0-3)

| | ✓ | ? | ✗ |
|--|---|---|---|
| Repeat actions that have an effect. | | | |
| Explore materials with different properties | | | |
| Explore and respond to different natural phenomena | | | |
| Make connections between the features of their family and other families | | | |
| Notice differences between people | | | |

EXPRESSIVE ARTS AND DESIGN (0-3)

| | ✓ | ? | ✗ |
|---|---|---|---|
| Show attention to sounds and music. | | | |
| Respond emotionally and physically to music when it changes. | | | |
| Move and dance to music. | | | |
| Anticipate phrases and actions in rhymes and songs, like 'Peepo'. | | | |
| Explore their voices and enjoy making sounds | | | |
| Join in with songs and rhymes, making some sounds | | | |
| Make rhythmical and repetitive sounds | | | |
| Explore a range of sound makers and instruments and play them in different ways | | | |
| Notice patterns with strong contrasts and be attracted by patterns resembling the human face | | | |
| Start to make marks intentionally | | | |
| Explore paint, using fingers and other parts of their bodies as well as brushes and other tools | | | |
| Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. | | | |
| Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. | | | |
| Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. | | | |
| Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. | | | |
| Use their imagination as they consider what they can do with different materials. | | | |
| Make simple models which express their ideas. | | | |