

# Nursery & Reception Baseline Assessment and Checkpoints

		Nursery (3-4) Baseline	Nursery (3-4) Autumn 2 Checkpoint	Nursery (3-4) Spring 2 Checkpoint	End of Nursery (3-4) Checkpoint	
	Communication and Language	Listening and Attention	Can shift from one task to another if you get their attention. Can show that they understand action words by pointing to the right picture in a book. Can follow instructions with three key words.	Pay attention to more than one thing at a time.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Enjoy listening to longer stories and can remember much of what happens.
		Speaking	Can use pronouns and plurals. Can link up to 5 words together. Use descriptive language.(time, space and function)	Use a wider range of vocabulary. Understand a question or instruction that has two parts.	Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play.	Can use sentences of four to six words. Can use sentences joined up with words like 'because', 'or', 'and'? Is the child using the future and past tense? Sing a large repertoire of songs. Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul>
Prime Areas	Personal, Social and Emotional	Self-Regulation	Develop friendships with other children. Beginning to understand how to wait for my turn and learning to control my feelings.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Show more confidence in new social situations.	Can the child generally negotiate solutions to conflicts in their play?
		Managing Self	Can use the toilet independently.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Remember rules without needing an adult to remind them.	Develop appropriate ways of being assertive.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.
		Building Relationships	Enjoy the company of other children and want to play with them?	Sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?	Become more outgoing with unfamiliar people, in the safe context of their setting. Understand gradually how others might be feeling.	Develop their sense of responsibility and membership of a community. Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play? Does the child take part in other pretend play with different roles – being the Gruffalo, for example?
Physical Development	Gross Motor Skills	Can walk, run, jump, climb and use a scooter/tricycle.	Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use large-muscle movements to wave flags and streamers, paint and make marks.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	
	Fine Motor Skills	Grasp, hold and explore different tools and materials.	Choose the right resources to carry out their own plan.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	

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Specific Areas	Literacy	Comprehension	Enjoy songs and rhymes. Join in with some words in songs and rhymes.	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Engage in extended conversations about stories,	Learning new vocabulary.
		Word reading	Enjoys sharing books with an adult.	Develop their phonological awareness, so that they can: - spot and suggest rhymes.	Develop their phonological awareness, so that they can: - count or clap syllables in a word.	Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother.
		Writing	Draws freely.	Make marks on their picture to stand for their name.	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.	Write some or all of their name. Write some letters accurately.
	Mathematics	Number	Can say when they have lots or more than someone else. Says some numerals.	Recite numbers past 5. Show 'finger numbers' up to 5.	Say one number for each item in order: 1,2,3,4,5. Experiment with their own symbols and marks as well as numerals.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.
		Numerical patterns	Can complete a simple insert jigsaw. Interested in sorting objects (colour, type or size). Describes an object by its size, shape or colour.	Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc.	Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'	Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and identify the patterns around them.
	Understanding the World	Past and Present	Talk about their family and people who are important to them.	Make connections between the feature of their family and other families.	Begin to make sense of their own life-story and family's history.	Show interest in different occupations.
		People, Culture and Communities	Notice differences between people.	Know the features of their home and nursery.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Continue developing positive attitudes about the differences between people.
		The Natural World	Explore and talk about natural things going on around them e.g. notice the weather. Interested in finding out how things work.	Explore how things work. Use all their senses in hands-on exploration of natural materials.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different	Explore and talk about different forces they can feel. Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary.

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Expressive Arts and Design	Creating with Materials	Create pictures using paint and other media.	Make simple models. Draw with increasing complexity and detail, such as representing a face with a circle and including details.		Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing Listen with increased attention to sounds.
	Being Imaginative and expressive	Enjoy moving to music. Enjoy making sounds 'music' with instruments. Enjoy and take part in songs. Enjoy taking part in pretend play.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.		Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

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		Reception Baseline	Reception Autumn 2 Checkpoint	Reception Spring 2 Checkpoint	End of Reception - ELGs	
Prime Areas	Communication and Language	<b>Listening and Attention</b>	Enjoy listening to longer stories and can remember much of what happens.	Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<b>Listening and Attention</b> - 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.
		<b>Speaking</b>	Can use sentences of four to six words. Can use sentences joined up with words like 'because', 'or', 'and'? Is the child using the future and past tense. Sing a large repertoire of songs. Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul>	Describe events in some detail. Develop social phrases. Learn and use new vocabulary through the day. Connect one idea or action to another using a range of connectives.	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts.	<b>Speaking</b> -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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.
	Personal, Social and Emotional	<b>Self-Regulation</b>	Can the child generally negotiate solutions to conflicts in their play?	Express their feelings and consider the feelings of others.	Identify and moderate their own feelings socially and emotionally.	<b>Self-Regulation</b> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - 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.
<b>Managing Self</b>		Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.	Manage their own needs. - Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - healthy eating - tooth brushing - having a good sleep routine.	See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian.	<b>Managing Self</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Form positive attachments to adults and friendships with peers;	

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						- Show sensitivity to their own and to others' needs.
		<b>Building Relationships</b>	Develop their sense of responsibility and membership of a community. Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play? Does the child take part in other pretend play with different roles – being the Gruffalo, for example?	Build constructive and respectful relationships.	Think about the perspectives of others.	<b>Building Relationships</b> - Work and play cooperatively and take turns with others;
		<b>Gross Motor Skills</b>	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	<b>Gross Motor Skills</b> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
<b>Physical Development</b>	<b>Fine Motor Skills</b>	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	<b>Fine Motor Skills</b> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	
<b>Specific Areas</b>	<b>Literacy</b>	<b>Comprehension</b>	Learning new vocabulary.	Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<b>Comprehension</b> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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		<b>Word reading</b>	Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother.	Read individual letters by saying the sounds for them. Orally blend sounds into words. (Fred talk)	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<b>Word Reading</b> - 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.
		<b>Writing</b>	Write some or all of their name. Write some letters accurately.	Form lower-case letters correctly. Write their full name.	Form capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	<b>Writing</b> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
	<b>Mathematics</b>	<b>Number</b>	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers.	Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10.	<b>Number</b> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
		<b>Numerical patterns</b>	Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone. Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and identify the patterns around them.	Compare length, weight and capacity. Continue, copy and create repeating patterns.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Select, rotate and manipulate shapes to develop spatial reasoning skills.	<b>Numerical Patterns</b> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	<b>Understanding the world</b>	<b>Past and Present</b>	Show interest in different occupations.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	<b>Past and Present</b> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing

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					on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.
	<b>People, Culture and Communities</b>	Continue developing positive attitudes about the differences between people.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries.	<b>People, Culture and Communities</b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.
	<b>The Natural World</b>	Explore and talk about different forces they can feel. Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them	<b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>Expressive Arts and Design</b>	<b>Creating with Materials</b>	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing Listen with increased attention to sounds.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	<b>Creating with Materials</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.
	<b>Being Imaginative and expressive</b>	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses	Explore and engage in music making and dance, performing solo or in groups Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses	<b>Being Imaginative and Expressive</b> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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