



Foundation 2 Assessment Check Points



Communication and Language - Listening and Attention

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I am interested in new words I hear in stories.</p> <p>I can ask and respond to 'why' and 'how' questions.</p> <p>I can follow a story with props and pictures.</p> <p>I am beginning to follow unfamiliar two-part instructions.</p> <p>I can listen to my friends or my teacher when they are speaking.</p> <p>I can concentrate for a period of time on an activity and on the carpet.</p> <p>I can listen to and then follow a simple instruction when in a class group.</p>	<p>I can have a conversation and I can respond appropriately.</p> <p>I will ask if I don't understand</p> <p>I can listen to a whole story, remember the key points and comment on what is happening.</p> <p>I can play and listen to my friends at the same time.</p> <p>I can listen to and then follow a more complex instruction when in a class group such as "put your coats on / get your water bottles".</p>	<p>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>I can make comments about what I have heard and ask questions to clarify my understanding.</p> <p>I can hold conversations when engaged in back and forth exchanges with my teachers and peers.</p>	<p>I can listen attentively in a large group.</p> <p>I can listen and respond appropriately during transition periods.</p>

Communication and Language - Speaking

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I am beginning to say words with more syllables. E.g. Elephant, tomato.</p> <p>I can explain in simple sentences, including ordering, stating what happened and what might happen next.</p> <p>I can ask the meaning of new words and may use them in my own speech.</p>	<p>I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')</p> <p>I understand a range of related words to describe concepts. E.g. soon/early/late, soft/hard/smooth.</p> <p>I frequently ask the meaning of new words and may use them in my own speech.</p> <p>I am beginning to say words with blends more clearly. E.g. spot, pram.</p>	<p>I can participate in small group, class and one to one discussion, offering my own ideas, using recently introduced vocabulary.</p> <p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>I can express my ideas and feelings about my experiences using full sentences, including us of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>I can participate in whole group discussions making relevant comments and remaining on topic.</p> <p>I can recite recently taught familiar poems.</p>

PSED - Self Regulation

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I am aware of my own feelings, and know that some actions and words can hurt others' feelings for example,</p> <p>I might become upset or try to comfort another child when I realise I have upset them.</p> <p>I can accept the needs of others and I can take turns and share resources, sometimes with support from others.</p> <p>I can tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met.</p> <p>I am beginning to understand how play helps me to learn by answering questions about my task.</p>	<p>I can adapt my behaviour to different events, social situations and changes in routine.</p> <p>I understand that my own actions affect other people, for example I might become upset or try to comfort another child when I realise I have upset them.</p> <p>I can verbalise the goals I have set for myself during child - initiated tasks.</p>	<p>I can show understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.</p> <p>I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses where appropriate</p> <p>I can give focussed attention to what the teachers says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas.</p>	<p>I can consistently regulate my own behaviour in new environments and situations.</p> <p>I can explain how I need help from an unfamiliar adult.</p>

PSED - Managing Self

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can select and use activities and resources.</p> <p>I can show confidence in asking adults for help.</p> <p>I am aware of the boundaries set and of behavioural expectations in the class and school.</p> <p>I can find and collect my own belongings at appropriate times of the day.</p>	<p>I can recall school values of Heygarth Hippos and am beginning to know what these rules mean.</p> <p>I am beginning to ask, negotiate, give opinions and discuss ideas and feelings.</p> <p>I like to be helpful.</p> <p>I can independently dress and undress.</p>	<p>I can work and play co-operatively and take turns with others.</p> <p>I can form positive attachments to adults and friendships with peers.</p> <p>I can show sensitivity to their own and to others' needs.</p>	<p>I can talk about being respectful of others.</p> <p>I can say what went wrong and how to improve my treatment of others when needed.</p>

PSED - Building Relationships

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can name my teachers, familiar adults and some of my peers.</p> <p>I can initiate play, offering cues to my friends to join me.</p> <p>I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>I start conversations, attend to and take account of what others say.</p> <p>I can explain my knowledge and understanding and ask appropriate questions of others.</p> <p>I can take steps to resolve conflicts with other children. E.g. finding a compromise.</p> <p>I can play in a group, extending and elaborating play ideas. E.g. building a role-play activity with other children.</p>	<p>I can work and play co-operatively and take turns with others.</p> <p>I can form positive attachments to adults and friendships with peers.</p> <p>I can show sensitivity to their own and to others' needs.</p>	<p>I can talk about being respectful of others.</p> <p>I can say what went wrong and how to improve my treatment of others when needed.</p>

Physical Development - FMS

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can hold my writing media correctly when asked.</p> <p>I can write letters that can be recognised.</p> <p>I can make consecutive cuts with a forward motion of the scissors, without tearing the paper.</p>	<p>I can form most of my letters correctly, knowing where to start and finish.</p> <p>I can thread a simple shape independently.</p> <p>I can cut out lines with more than one direction change.</p>	<p>I can hold a pencil effectively in preparation for fluent writing - using the tripod grip where able.</p> <p>I can use a range of tools, including scissors, paintbrushes and cutlery.</p> <p>I am beginning to show accuracy and care when drawing.</p>	<p>I can hold my writing media correctly without prompts.</p> <p>I am beginning to write letters on a line.</p> <p>I can form all lower and uppercase letters.</p>

Physical Development - GMS

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can draw lines and circles in the air and on the floor, balancing well and using whole arm and body.</p> <p>I like to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can sit on the carpet unaided for a period of time.</p> <p>I can sit correctly on a chair when prompted.</p>	<p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I am beginning to throw equipment at a target.</p> <p>I can jump off a step and land on the floor with two feet and bend my knees.</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>I can negotiate space and obstacles safely with consideration for myself and others.</p> <p>I can demonstrate strength, balance and co-ordination when playing.</p> <p>I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>I can sit on a chair with a straight back and my feet on the floor.</p> <p>I can sit on the carpet, unaided, for a period of time.</p> <p>I am able to line up and move round the school safely.</p> <p>I can manage toilet routines independently.</p>

Literacy - Comprehension

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can join in with rhymes and stories.</p> <p>I can talk about events and characters in books and make suggestions about what might happen next.</p> <p>I can tell a story using pictures.</p>	<p>I can understand what I have read, eg, simple sentences 'The cat is red.'</p> <p>I can use vocabulary and events from stories in my play</p> <p>I can join in with a group discussion.</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <p>I can anticipate key events in stories.</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>I can understand a series of sentences I have read.</p> <p>I can demonstrate confidence when reading and talking about stories and engage in independent reading tasks.</p>

Literacy - Word Reading

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can recognise at least 15 sounds</p> <p>I can blend to read simple VC and CVC words.</p> <p>I can recognise I the to no go.</p>	<p>I can say the sound for all graphemes a-z + some digraphs.</p> <p>I can read at least 10 keywords by sight.</p> <p>I can read simple sentences independently eg The red cat can run.</p>	<p>I can say a sound for each letter in the alphabet and at least 10 digraphs - sh, ch, th, ng, nk, ay ee, igh, ow, oo.</p> <p>I can read words consistently with my phonic knowledge by sound-blending.</p> <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>	<p>I can use phonic knowledge to decode regular (CV, CVC, CCVC and CVCC) words and read them aloud accurately.</p> <p>I can read words with more than 3 sounds using my phonic skills.</p>

Literacy - Writing

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can have my own ideas to compose a sentence in my head.</p> <p>I can spell my first name.</p> <p>I can segment CVC words on request.</p> <p>I can use letter shapes to communicate, including labelling.</p>	<p>I can write simple CVC and VC words on request.</p> <p>I can spell up to 5 tricky words on request. (I, to, the, go, no).</p> <p>I can say how the letters should be correctly formed.</p> <p>I can write a simple sentence on request eg I can hop.</p>	<p>I can write recognisable letters, most of which are correctly formed.</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>I can write simple phrases and sentence.</p>	<p>I can write some irregular common words.</p> <p>I can spell my full name.</p> <p>I can write 3 sentences as a piece of work independently using my phonics knowledge.</p> <p>I can read my work to check it makes sense.</p> <p>I can use capital letters at the beginning of a sentence and finish with a full stop.</p>

Mathematics - Number

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I am beginning to understand numbers to 5, including the composition of each number.</p> <p>I can subitise objects to 5.</p> <p>I can touch count to 5.</p> <p>I can count out 5 objects from a larger set.</p>	<p>I can identify subgroups.</p> <p>I understand the composition of 5.</p> <p>I can partition a given set and say how it has been partitioned.</p> <p>I can count out 10 objects from a larger set.</p>	<p>I have a deeper understanding of number to 10, including the composition of each number.</p> <p>I can subitise up to 5.</p> <p>I can automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>I can use my knowledge of odd and even numbers to identify whether numbers between 10 - 30 are odd and even.</p> <p>I can count backwards from 20.</p>

Mathematics - Numerical Pattern

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I am beginning to verbally count beyond 10.</p> <p>I can say one more than numbers to 5 using aids to help me.</p> <p>I am beginning to say one less than numbers to 5 using aids to help me.</p> <p>I can compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than, or the same as.</p>	<p>I can order numerals 1 -5.</p> <p>I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other.</p>	<p>I can verbally count beyond 20, recognising the pattern of the counting system.</p> <p>I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity based on saying number or numeral.</p> <p>I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>I can use my knowledge of odd and even numbers to identify whether numbers between 10 - 30 are odd and even.</p> <p>I can count backwards from 20.</p>

Understanding the World - Past and Present

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can comment on the lives of the people around me and their roles in society.</p> <p>I can sort photographs or objects into past and present with support.</p>	<p>I can comment on the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I can look at a non-fiction text and say what is past and present.</p>	<p>I can talk about the lives of the people around me and their roles in society.</p> <p>I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can talk about experiences that I have had during my reception year.</p>

Understanding the World - People Culture and Communities

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can talk about my house, who lives there and my family.</p> <p>I know families can be different and can make comparisons between my family and others.</p> <p>I can comment on how Christmas is celebrated and can link to my own experiences.</p>	<p>I can talk about where I live, the places I visit and what facilities are around me.</p> <p>I can confidently recall how Chinese New Year is celebrated and link to my own experiences.</p>	<p>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I know some similarities and differences between religious and cultural communities in this country, drawing on my experiences and what has been read in class.</p> <p>I can explain some similarities and differences between life in this country and life in other countries,</p>	<p>I am familiar with the layout of Heygarth Primary School</p>

		drawing on knowledge from stories, non - fiction and maps.	
Understanding the World - The Natural World			
Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can look for signs of Autumn and say how the environment is changing</p> <p>I can describe what I can see, hear, feel, touch outside.</p>	<p>I can make comments on how the world changes into spring and make links with other seasons.</p> <p>I am beginning to notice similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> <p>I am beginning to understand how materials can change eg ice, jelly, baking.</p>	<p>I can explore the natural world around me, making observations and drawing pictures of animals and plants.</p> <p>I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> <p>I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p>	<p>I can verbally recount an experiment we have done in class.</p> <p>I can name the habitats of some animals.</p>

Expressive Arts and Designs - Creating

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can imitate movement in response to music.</p> <p>I can sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>I can explore and learn how sounds can be changed.</p> <p>I can understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>I can construct with purpose.</p> <p>I can apply and develop skills previously taught through child-initiated tasks.</p>	<p>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>I can share my creations, explaining the processes I used.</p> <p>I can make use of props and materials when role-playing characters in narratives and stories.</p>	<p>I can plan what I want to make before I make it.</p>

Expressive Arts and Designs - Being Imaginative

Check Point 1 - Autumn 2	Check Point 2 - Spring 2	Check Point 3 - Summer 2	Transition Year 1 Autumn Term
<p>I can engage in meaningful role-play and small world activities.</p> <p>I can learn new songs and perform within a group (Christmas).</p>	<p>I can re-enact narratives with familiar stories and given resources.</p> <p>I can explore and engage in music making and dance performing solo or in groups.</p>	<p>I can invent, adapt and recount narratives and stories with peers and my teacher.</p> <p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can perform songs, rhymes, poems and stories with others and try to move in time with music.</p>	<p>I can tell my story to an adult as they scribe it for me.</p>