



## Key Assessment Criteria: Being a Reader

A Nursery Reader	
<p><u>22-36 Months</u> <u>Reading</u> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p><u>30-50 Months</u> <u>Reading</u> Shows awareness of rhyme and alliteration Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p><u>40 - 60+ months</u> <u>Reading</u> Continues a rhyming string. Hears &amp; says the initial sound in words. Can segment the sounds in simple words &amp; blend them together &amp; knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words &amp; simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books &amp; computers.</p>

## Key Assessment Criteria: Being a Writer

A Nursery Writer	
<p><u>22-36 Months</u> <u>Writing</u> Distinguishes between the different marks they make.</p> <p><u>30-50 Months</u> <u>Writing</u> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places</p>	<p><u>40 - 60+ months</u> <u>Writing</u> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>



## Key Assessment Criteria: Being a Mathematician

### A Nursery Mathematician

#### 22-36 Months

##### Numbers

Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.

Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number.

Begins to make comparisons between quantities.

Uses some language of quantities, such as 'more' and 'a lot'.

Knows that a group of things changes in quantity when something is added or taken away

#### 30-50 Months

##### Numbers

Uses some number names and number language spontaneously.

Uses some number names accurately in play. Recites numbers in order to 10.

Knows that numbers identify how many objects are in a set.

Beginning to represent numbers using fingers, marks on paper or pictures.

Sometimes matches numeral and quantity correctly.

Shows curiosity about numbers by offering comments or asking questions.

Compares two groups of objects, saying when they have the same number.

Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Shows an interest in numerals in the environment.

Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jump

#### 40 - 60+ months

##### Numbers

Recognise some numerals of personal significance.

Recognises numerals 1 to 5.

Counts up to three or four objects by saying one number name for each item.

Counts actions or objects which cannot be moved.

Counts objects to 10, and beginning to count beyond 10.

Counts out up to six objects from a larger group.

Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

Counts an irregular arrangement of up to ten objects.

Estimates how many objects they can see and checks by counting them.

Uses the language of 'more' and 'fewer' to compare two sets of objects.

Finds the total number of items in two groups by counting all of them.

Says the number that is one more than a given number.

Finds one more or one less from a group of up to five objects, then ten objects.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Records, using marks that they can interpret and explain.

Begins to identify own mathematical problems based on own interests and fascinations.

#### 22-36 Months

##### Shapes, Space and Measure

Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size.

Begins to use the language of size.

Understands some talk about immediate past and future, e.g.

'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.

#### 30-50 Months

##### Shape, Space and Measure

Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Shows awareness of similarities of shapes in the environment.

Uses positional language.

Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

Shows interest in shapes in the environment. Uses shapes

appropriately for tasks.

Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

#### 40 - 60+ months

##### Shape, Space & Measure

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

Selects a particular named shape.

Can describe their relative position such as 'behind' or 'next to'.

Orders two or three items by length or height.

Orders two items by weight or capacity.

Uses familiar objects and common shapes to create and recreate patterns and build models.

Uses everyday language related to time.

Beginning to use everyday language related to money.

Orders and sequences familiar events.

Measures short periods of time in simple ways.

