St Hugh of Lincoln Assessment/Progression NURSERY

Listening, Attention and Understanding-Nursery Goals

- 1- Listen attentively to stories, songs and rhymes and respond by joining in
- 2- Understand and respond to two and three part instructions and why questions
- 3- Start a conversation and take it in turns to speak

Baseline (On E	ntry- Age 3)	Point 1		Point 2		End of Nurse	ry "Goals"	
	imple stories and use	I can listen to d	-	I can start to listen to	•		efully to songs, stories	
pictures to help	me know what is	and rhymes and	join in with	join in with familiar or	repeating parts e.g.	and rhymes and	l respond by joining in	
happening		some I know e.g. nursery		The Gruffalo, Bear Hu	nt etc.			
		rhymes						
I can understan	d simple instructions	I can follow sim	ple	I can follow instruction	ns with two key words	I can understar	nd and respond to	
and questions e.	g. Where is your hat?	instructions wit	h up to two	accurately		instructions wit	th:	
(Not yet 'why' qu	uestions- what, where,	key words				*2 key words- f	Put on your hat	
who)				I can answer a range o	f questions. I am	*3 key words- (Can you wash dolly's face?	
	•				starting to understand 'why?' in terms of		I can understand and respond to 'why'	
		who, what, when, where		investigations etc.		questions		
I can listen to o	thers talk and start	I can respond and give my		I can respond appropriately when I am		I can start a co	onversation and take it in	
to join in		attention when someone		spoken to e.g. asked a direct question		turns to speak		
		speaks to me (us	sing my name	I know to try and listen when someone else is				
		helps)		speaking				
On Track	Not on Track	On Track	Not on	On Track	Not on Track	Achieved	Not Achieved	
			Track					

Speaking-Nursery Goals

- 1- Explain, describe, recount and retell using recently introduced vocabulary
- 2- Use a sentence of 4-6 words
- 3- Use connectives to link words and sentences e.g. and, because, or

(Note: Check for audible speech and highlight any pronunciation problems or difficulties in articulation)

Baseline (On Ent	ry- Age 3)	Point 1		Point 2		End of Nursery "	Goals"	
I can use the name	-	I can use talk in r		I can use some new		I can explain, descr	ribe, recount and	
familiar objects, p	eople and actions		sit there I will	scientific and story	vocabulary	retell		
		be the mummy"				I can join in with co	onversation (linked to	
I can use a range of words for time,		I can link words t	ogether in the	I can develop my se	ntences e.g. I have	I can use a sentenc	e of 4-6 words e.g.	
space, function and description		start of a senten	ce e.g. more milk	more milk		Can I have more mi	lk please?	
				I can express my op	oinion using short	I can use connectives to link words in sentences e.g. I want the car and the		
				sentences				
						crayon/ I like milk because it tastes nice		
On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	

PSED- Nursery Goals

- 1. Starting to identify feelings and follow rules
- 2. Handling new social experiences
- 3. Form positive relationships with adults and peers through cooperation

	Baseline (On l	Entry- Age 3)	Point 1		Point 2		End of Nursery "Goals"		
Self-	I can express o	a range of emotions	I can share or tak	ke turns with the	I can identify feelings using		I can talk about my feelings and		
Regulation	and start to ta	lk about them	support of an adu	l†	words like hap	py, sad, angry	feelings of oth	ners	
J						ıles and don't	I can follow bo	I can follow basic instructions	
					always need a	dult support	and the "rules"	" of the setting	
Managing	I can explore t	I can explore the setting		tgoing with	I am more con	fident in new	I am starting	to handle new	
Self	confidently kno	confidently knowing that a		in the safe	social situatio	ns and with new	experiences w	ith more	
	familiar person is close by		context of the setting		people		confidence		
Building	I enjoy the company of other		I can play with others extending			others to resolve	I can play with	n others	
Relationships	children		J ,			conflicts and resolve issues (some support needed)		cooperatively	
Linked to PD but appears in ELG	I can use the t	oilet with help			_	I can manage my toileting needs e.g. using the toilet, washing and drying hands		I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day	
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	

PD- Nursery Goals

- 1. Manage toileting and related hygiene independently
- 2. Develop gross motor skills and large scale muscle movements
- 3. Develop fine motor skills and one handed tool control (inc. pencil control)

	Baseline (On Entry- Age 3)	Point 1		Point 2		End of Nursery "Goals"	
Healthy living and hygiene	I can use the toilet with help	independently		I can manage my toileting needs e.g. using the toilet, washing and drying hands I can handle some of my own hygiene needs e.g. teeth brushing, hand washing		I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day I can make healthy choices	
Gross Motor Skills	I can climb confidently	I can climb stairs using		I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.		I can balance (balance bikes, scooters, climbing) I can skip, hop and stand on one leg I can use large scale muscle movements	
Fine Motor Skills	I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)	I can show a preference for a dominant hand		I can start to eat using a knife and fork I can start to manage zips, putting on coats etc.		I can use one handed tools confidently I can use a comfortable grip with good control when using pencils	
On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved

Reading- Nursery Goals

- 1- Write some familiar letters accurately
- 2- Orally segment words with single sounds and identify the initial sound in words
- 3- Apply some print knowledge to writing including writing own name

	Baseline (On	Entry- Age 3)	Point 1		Point 2		End of Nursery "Goals"		
Comprehension (Recall, retell and sequence)	I enjoy stories	I enjoy stories, songs and rhymes		I can start to develop play around my favourite stories and props		I can sequence events from stories I have heard		I can talk about stories I have heard I can retell some familiar stories	
Word Reading- Phase 1 Phonics	· ·	logos, bus numbers, my name/ first letter		I have an understanding of letters and print e.g. page sequencing, book parts, etc. I am starting to notice rhyme and can clap syllables		I can hear the sounds in words and am starting to blend them back together I can spot words with the same initial sound		I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables	
Comprehension (Vocabulary)	I can repeat words and phrases a		I can start to j stories, rhymes	oin in with familiar s and songs	r I am starting to use different vocabulary from books in my play		I can join in with familiar rhymes and songs (and some patterned stories) I can use some story language or new vocabulary in my play		
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	

Writing- Nursery Goals

- 1. Write some familiar letters accurately
- 2. Orally segment words with single sounds and identify the initial sound in words
- 3. Apply some print knowledge to writing including writing own name

	Baseline (On E	Entry- Age 3)	Point 1		Point 2		End of Nursery "Goals"		
Letter	I can start to n	nake marks with a	I can demonstrate	good gross	I can demonst	rate good fine	I can write some letters with		
Formation	variety of mate	erials e.g. sticks in	motor skills in mak	ing large marks	motor control when using tools		good formation e.g. the letters		
	mud, flour, pain	nt, etc.	e.g. playground chalk, water painting		e.g. scissors, t	hreading, etc.	from my name	2	
			etc.						
Spelling	I can tune into	sounds during	I can tune into the sounds in words-		I can segment		I can orally se	egment single sound	
	listening games		showing understanding e.g. Phase 1		order in which they occur (with		CVC words e.g. c-a-t		
		I can show awareness of		Toy Talk for blending and			I can say the	initial sounds in	
	_	the sssssliperry	segmenting		_	he initial sound to	most words		
	ssssnake				make new words e.g. at- hat, cat,				
					mat, sat	•		 	
Composition		I can add marks to pictures giving		I can use I can apply some print		I am using a wider print		I apply print knowledge to my	
	_	meaning to them		knowledge to writing e.g. m for		knowledge for writing		emergent writing	
	I can add mark	I can add marks to show my name		mummy		I can write some of my name e.g. first two letters		I can write my own name	
			I can write the first letter of my name		TITST TWO TETTERS				
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	

Number- Nursery Goals

- 1. Strong understanding of numbers to 5
- 2. Noticing and commenting on patterns in the environment and other places e.g. books
- 3. Able to compare quantities using the correct mathematical vocabulary

	Baseline (On En	try- Age 3)	Point 1		Point 2		End of Nursery "Goals"		
Numbers to 5	I can count in my	play (sometimes	I can recite numbe	ers to 5 and	I can say one n	umber name for	I can count, order, recognise and		
	I miss numbers)		beyond		each item		use numbers to	5	
						I can show 'finger' numbers to 5			
Subitise	I can react to ch	anges in amounts	I am starting to su	ıbitise up to two	I can see 3 in d	lifferent ways	I can subitise u	p to 3 objects	
		·				(through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting		(recognise up to 3 objects quickly without counting)	
Comparing	I can compare sizes using some gesture and language e.g. bigger,		I can make comparisons between objects- size, length, weight and		I can make comparisons between quantities		I can compare o	quantities using	
							the vocabulary of greater, less,		
	longer, taller, sm	aller, etc.	capacity				more, fewer and the same		
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	

Numerical Patterns- Nursery Goals and also SSM (not an ELG)

- 1- Explain, continue and create patterns
- 2- Sequencing events using time language
- 3- Talk about and explore 2D and 3D shapes

	Baseline (On En	itry- Age 3)			Point 2		End of Nursery "Goals"	
Numerical	I can notice patt	erns and arrange	I can spot patterns	s and talk about	I can extend a	pattern that has	I can talk abou	t patterns and
Patterns	things in pattern	S	them e.g. stripes o	n a scarf	been made		spot errors	
					I can create my	y own simple	I can continue	and create
					patterns (ABA	3)	patterns	
Sequencing and	I can react to ch	I can react to changes in amounts		I can start to use vocabulary to		alk about	I can sequence a pattern of	
patterns of	e.g. hiding and re	e.g. hiding and returning rhymes-		of day that	upcoming events e.g. Birthdays		events using tir	ne language e.g.
time (note not	two dicky birds		things happen e.g. day, afternoon,		and then talk a	bout what	first, next, the	n.
an ELG)			evening, etc.		happened after the event			
Shape and	I can combine shapes and objects		I can use shapes for building		I can combine s	I can combine shapes to make		t 2D and 3D
Space (note:	e.g. stacking bloc	ks/ cups	thinking about their properties e.g.		new ones e.g. a bridge/arch,		shapes (using informal vocab e.g.	
not an ELG)			flat sides for stac	flat sides for stacking bigger square, etc.		etc.	sides, straight, round, flat)	
	On Track	Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved

UW- Nursery Goals

- 1. Understand own life story and some of the ways they have changed
- 2. Develop positive attitudes towards other people, cultures and communities
- 3. Have awareness of the natural world and show care and concern for the environment

	Basel	ine (On Entry- Age 3)	Point 1		Point 2		End of Nursery "Goals"	
Past and Present		start to show I know am in terms of rences	I can talk about myself and my immediate family		I can talk about some have changed over my	•	I can talk about some of my own and my family's history (grandparents, parents, etc.)	
People, Culture and Communities		start to notice some of fferences between	I can talk about different occupations and job roles		I can name other countries in the world I am positive about the differences between people		I can talk about the differences I have seen in people, countries and communities	
The Natural World	I can explore natural and man- made materials		I can talk about materials using vocabulary linke senses	a wide	I can show care for my environment and plant and care for plants		I can talk about the key features of life cycles using key vocabulary I can talk about the world around us observing animals and plants	
On Track		Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved

EAD- Nursery Goals

- 1. Explore and use a range of art materials and start to join them together
- 2. Sing, respond to and create music
- 3. Begin to develop stories through role play and small world set ups

	Baseli	ine (On Entry- Age 3)	Point 1		Point 2		End of Nursery "Goals"		
Creating with	I can	explore art materials	I can use differ	rent art	I can use self- chosen	materials to	I can use a range o	f art materials,	
materials	for lar	ge and small scale art	materials and a	m starting to	create my own ideas		joining and colour mixing		
	e.g. dr	awing, paint, sculpture	refine my ways	of creating art			purposefully and fr	reely	
Music	I enjo	y joining in with songs,	I can remember and sing a range		I can sing my own cred	ated songs and	I can sing, respond to and create		
	rhymes and music		of familiar song	s	follow pitch, melody a	nd tone	music with instrum	ents showing	
	I can make rhythmic sounds e.g. banging a drum				I can play musical inst		understanding of pitch, melody and rhythm		
					greater control and pu	ırpose			
Being	I can express my ideas		I can engage in	simple pretend	I can create more complex small world		I can start to develop my own		
Imaginative	through	gh play, particularly	play, using some objects to		set ups to adapt and create stories		stories linked to what I know		
& Expressive	preter	nd play	represent others				through role & small world play		
On Track		Not on Track	On Track	Not on Track	On Track	Not on Track	Achieved	Not Achieved	
i									