

On entry data 19-20 and 20-21

19-20	SCSA	MFB	MR	MH	HSC	L&A	U	S	R	W	N	SSM	UW	EAD
below	4	3	2	13	2	9	11	10	21	20	14	8	9	8
At	56	57	58	47	58	51	49	50	39	40	46	52	51	52
	93%	95%	96%	78%	96%	85%	81%	83%	65%	66%	76%	86%	85%	86%

20-21	SCSA	MFB	MR	MH	HSC	L&A	U	S	R	W	N	SSM	UW	EAD
below	6	5	7	16	2	12	9	10	25	17	9	10	9	6
At	53	54	52	43	57	47	50	49	34	42	50	49	50	53
	90%	91%	88%	73%	97%	80%	84%	83%	58%	71%	84%	83%	84%	89%

The children attending Walton-Le-Dale Primary school enter with typical age related expectations in their PSED, HSC. Fewer children arrive at school with typical age related expectations for communication and interaction understanding the world and EAD.

25-45% of children are not at age related expectations for MH,R,W and N.

What do we assess and how do we do it? See appendix 1

Induction sessions we assess 1:1 writing their name pencil grip, what letters do they know, can they orally blend.

Last year due to lock down nursery visits and pass over sessions were cancelled. Therefore phone calls were made to each of the nurseries to discuss each child and we focused on the prime areas. In previous years we have set up a cluster where we meet the nurseries at one school to discuss transition.

WLD Nursery	Footprints	Playdor	Busy bees	Oak mount	Dowry House	Ashbridge	Linda's	Child minder/other nursery
18	9	4	5	4	2	4	4	8

- We usually complete home visits with the children and parents, we take a bag of toys:
- Threading to assess hand eye coordination and control/ concentration
- Small animals to sort and count
- paper and pencils
- Parents complete a what to expect when document to support our on entry judgements.
- We also give the parents a sheet to complete all about them which you can see below this allows us to see what their child enjoys doing, playing with, reading. We use this information to provide character colourings to colour when they come to school, familiar books and toys.
- We also take a teddy with our school logo on the jumper as a friend from school for them to keep.

What to expect, when?

A guide to your child's learning and development in the early years foundation stage.



HOW ACTION FOR CHILDREN WORKS WITH

All Department for Education



Area	Age 3-4	Age 4-5
Communication and Language	Understands and responds to simple questions	Understands and responds to more complex questions
Physical Development	Can walk, run, and jump	Can walk, run, and jump with more confidence
Personal, Social and Emotional Development	Can play with other children	Can play with other children and take turns
Early Mathematical Development	Can count up to 10	Can count up to 20



Home visits



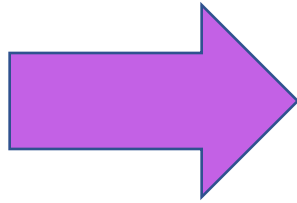
All about me Early Years

All about me Early Years

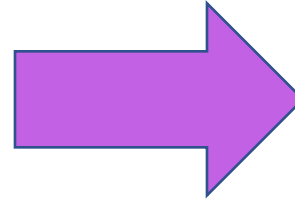
My favourite books...	<u>Name</u> : <u>DOR</u> : Previous setting:	Things I don't like...
Things I like...	My favourite toys...	My favourite TV programmes...
Who lives at my house...	Any significant issues we need to know about=	Anything else.....

What we observe and assess and when and why?

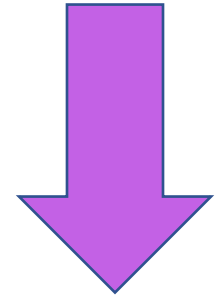
Induction July
Children choosing the provision (Basic) are they happy, engaged
Fairer levees involvement scale what do they enjoy using? Assessment of Literacy and maths in small groups or 1:1 with the teacher to establish a baseline before phonics and maths is taught and to establish what needs to be taught.



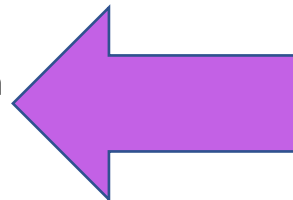
September
Finish literacy and math's assessment and look at letter sounds oral blending. Start teaching and routines straight away, short bursts of teacher led whole class activities, learning a new sound and number each day.
Visual timetable and set up the routines.



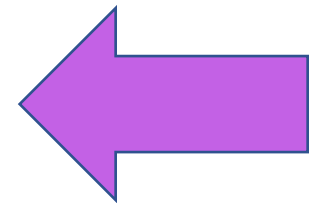
End of September
Observe PSED now as children have settled, they have a routine they feel safe and secure in their environment and are more likely to share things in a group and be more confident in their new surroundings.



Start of October EAD assessments can be completed: Do children sing simple songs do they construct appropriately and for a purpose. Use observation of CP. Imagination do they use a narrative in play or are they playing alongside not engaging with others.



Start of October
As we have spent more time with the children we can see their ability to understand the world and know more about their backgrounds, have they been exposed to outside trips with parents etc... information for UW assessment is no able to be completed. Can they talk about their experiences and describe things around them or are they still pre occupied with the here and now?



Characteristics of Effective learning.

Initially children are observed in the setting using the Leuven scales to determine their well being and involvement within the environment. This is done each half term to support the team to evaluate the provision for the children.

The how the children are learning...

An observation of the child will always include three main areas:

Motivation

Engagement

Thinking

If any of these areas are not quite visible it then becomes the adult role to determine if they need to intervene with the learning taking place and move it forward (positive relationships) or adapt the activity or continuous provision (Environment) which will in turn increase their ability to have higher functioning learning/play interactions.

The characteristics of learning are embedded throughout all observations and explained within each observation is how the children are learning within the specific or prime area.



- Activities in the CP
- Nursery rhyme props.

- Selection of books the children will have at home information sheet from parents.....
- Small world toys from three pigs and three bears.

I can sit and listen to a story at story time.
 I can talk about what happens in a story
 I can sing a number of songs
 I can retell a familiar story
 I can take turns in conversation.

Observations at story time TA sat near front of the class observing children listening to the story and singing times
 Observations of relatable role play home, shop, hairdressers, construction.

William is sat on the carpet the teacher is reading the story of the Gruffalo. William is turning around and fiddling with the child's shoe behind him. After the story has finished the teacher asks William who his favourite character was in the story, he answers spiderman... oh was Spiderman in the story? My likes spiderman

William is playing on his own in the construction role play he has put a vest on and a hat. Another child is playing next to him and he takes the hammer from the other child, he then starts to bang the floor. William does not talk to the other child while he is playing

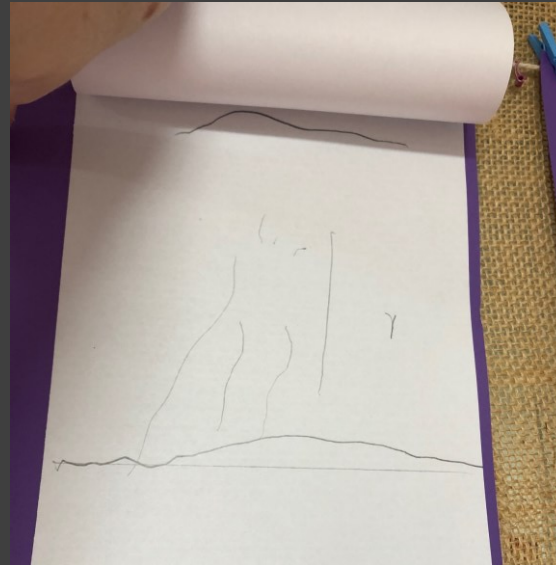
0-3 years	3-4 years	4-5 years	ELG
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Freddie is in the hairdressers, he is talking to another child and says "Do you want your beard trimming today?"
 The other child responds, yes please
 Freddie tells the other child that his dad has a beard

Freddie picked up the spider toy and the drain pipe and sang incy wincy spider with Isaac.

Freddie is sat on the carpet listening to the Gruffalo. He is looking at the teacher and is miming the words from the story as the teacher is reading.

+	0-3 years	3-4 years	4-5 years	ELG
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I can use a pair of scissors

I hold my pencil in a comfortable grip

I can use a knife and fork

I can choose a hand to draw and write with

0-3 years

3-4 years

4-5 years

ELG

Development of the pencil grip through the early years:



1 year to 18mths

Cylindrical Grip



2 to 3 years

Digital Grasp



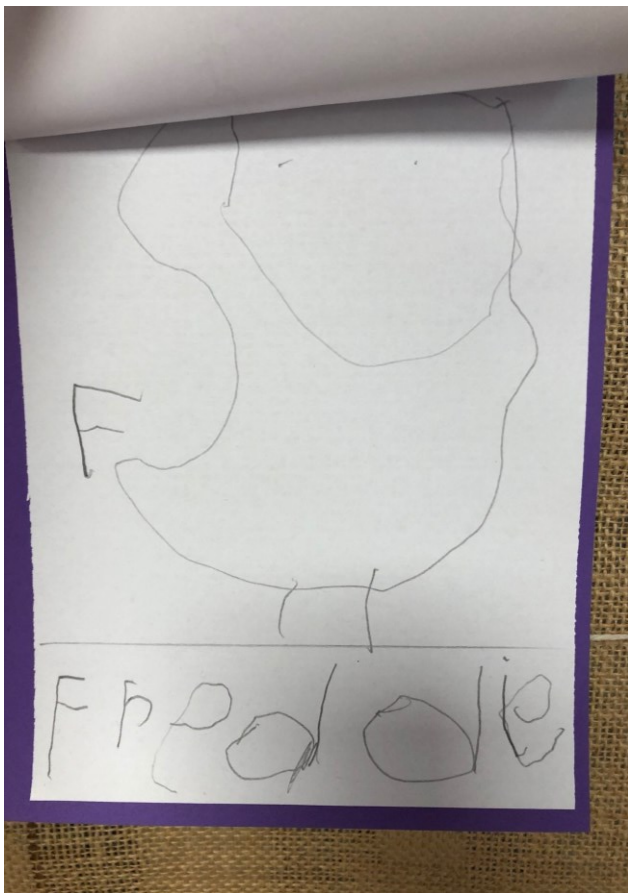
3.5 to 4 years

Modified Tripod Grasp



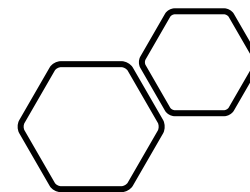
4.5 to 7 years

Tripod Grasp

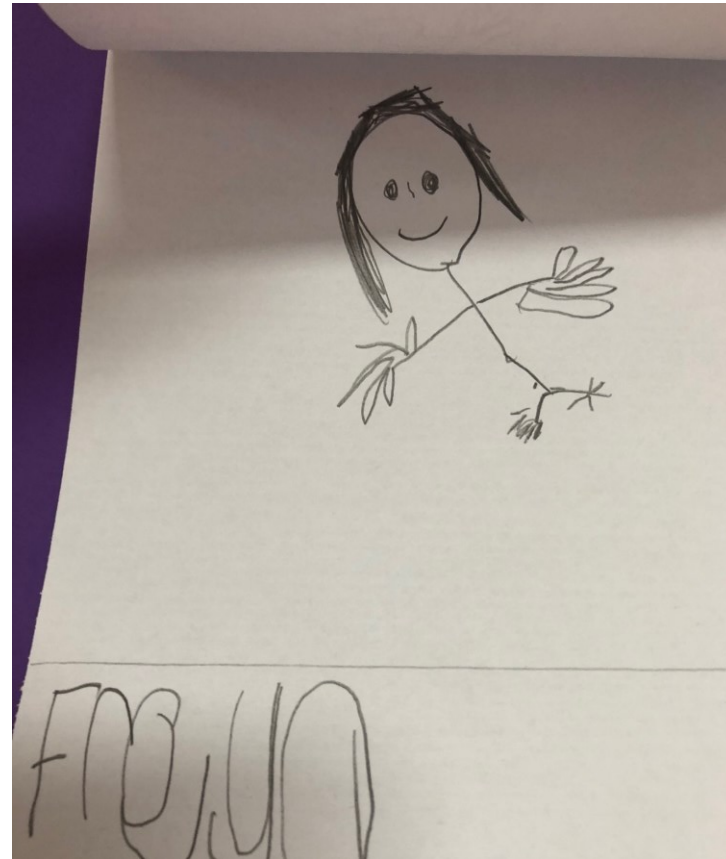


Fine motor control

+	0-3 years	3-4 years	4-5 years	ELG	□
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Fine motor control

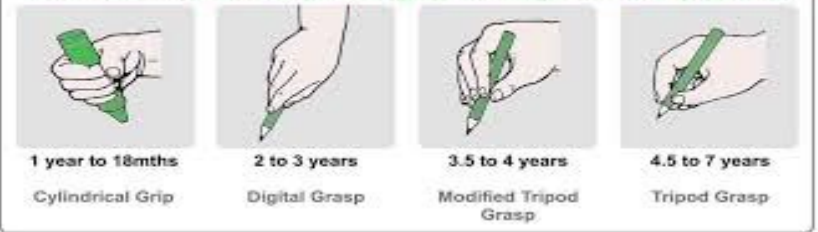


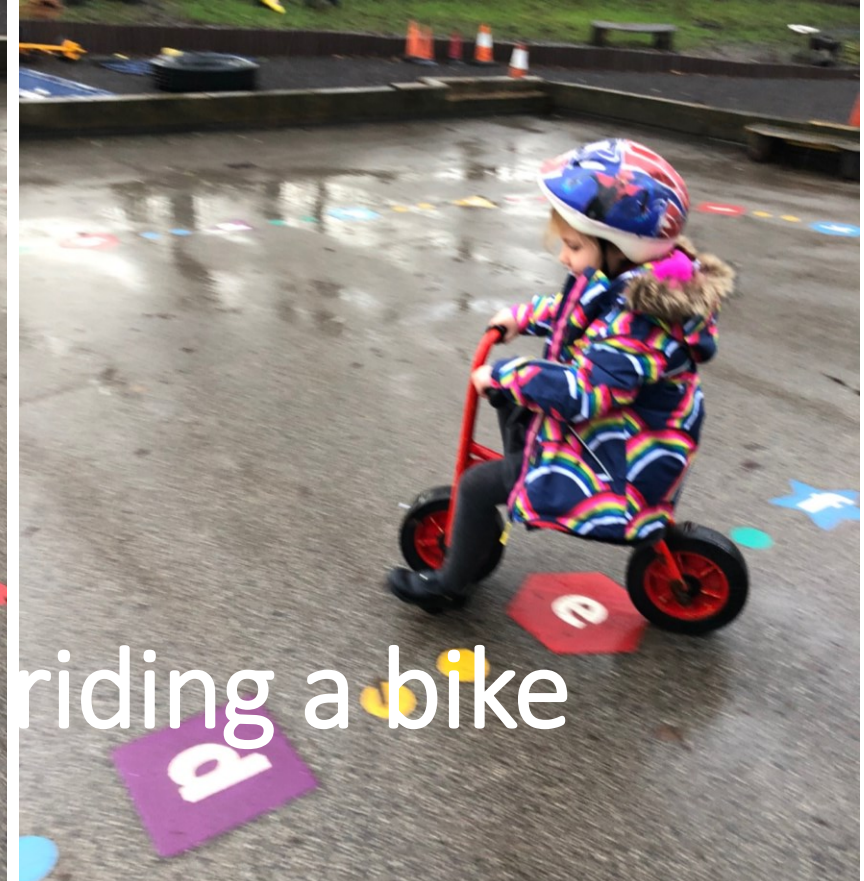
Cutting activities with play dough, paper, card, different scissors

Guided activity with teacher drawing a picture of themselves.

+	0-3 years	3-4 years	4-5 years	ELG
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Development of the pencil grip through the early years:





Physical development riding a bike

William is using his feet to push himself on the bike.

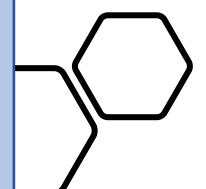
0-3 years	3-4 years	4-5 years	ELG
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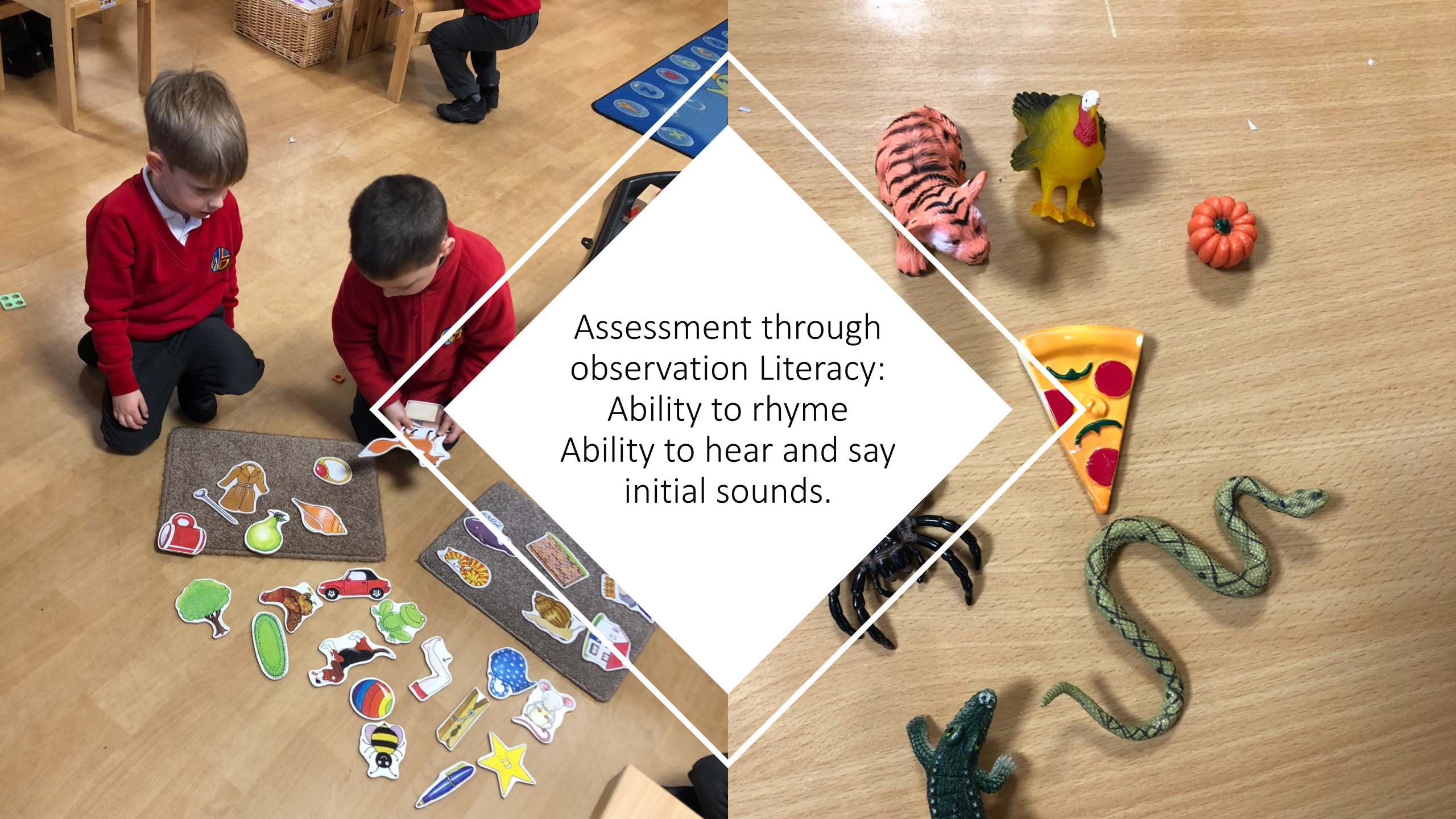
Freddie is confidently riding a three wheeled bike.

+	0-3 years	3-4 years	4-5 years	ELG	□
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• Freya is using the two wheeler bike she is managing short distances with the peddles.

+	0-3 years	3-4 years	4-5 years	ELG	□
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Assessment through
observation Literacy:
Ability to rhyme
Ability to hear and say
initial sounds.

Rhyming activity

William picks up the car and wall and says car and wall rhyme.



0-3 years	3-4 years	4-5 years	ELG
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Freddie is able to find the rhyming pairs for fox, box, bee, tree.



0-3 years	3-4 years	4-5 years	ELG
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0-3 years	3-4 years	4-5 years	ELG
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Freya can match all of the rhyming pairs and is able to say other words which also rhyme, cat, mat, sat, tree, bee, knee.

Phoneme recognition oral blending



When pointing to the letters William said number names.

When Freddie recognised f and said f for Freddie he knew a s p t

Freya recognised most letters

The teacher said c-a-p, t-i-p, m-a-n William responded by saying the first letter he heard.

The teacher said c-a-p, t-i-p, m-a-n Freddie responded saying ca, ti

The teacher said c-a-p, t-i-p, m-a-n Freya responded with cap, tip map

0-3 years	3-4 years	4-5 years	ELG
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+	0-3 years	3-4 years	4-5 years	ELG
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+	0-3 years	3-4 years	4-5 years	ELG
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Sitting in the book corner

- Observe

Children looking at books have a selection of books they have seen before (traditional tales and books from the EY all about me sheet, books from their own experiences)



Questions to ask:

Can you find the words?

Where do we start reading?

After you have read them the story ask them to retell it to you using the pictures look out for them turning the pages one at a time..

Observations



William did not show much interest in the books. The teacher chose a book about Thomas the tank to entice him. He held the book correctly but turned several pages at a time. William could point to the different colour trains but did not understand the concept of an individual word. William turned the pages quickly. He pointed to the text by waving his hand over it. He was unable to answer the question about where we start reading.

Freddie spends a lot of time in the reading area and has is able to talk about the books he has at home. He held the book the correct way up and could turn one page at a time. He spent time on each page talking about what he could see and he looked at the giant and said he was sad, when asked why he said "Because he has got no clothes I would be sad too!" He could point to words but not define individual words.

Freya chooses books each day in the book area, she lines the teddies up and tells them the stories, Freya is able to remember large parts of some of the stories. Freya can point to individual words and will name the letters by saying their corresponding sounds, "it's a d for drum"
Freya is able to use different voices when she retells the stories.

0-3 years	3-4 years	4-5 years	ELG
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+	0-3 years	3-4 years	4-5 years	ELG
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+	0-3 years	3-4 years	4-5 years	ELG
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These observations show the different developmental stages of the children entering reception and also highlights their previous experiences of books. We can see, William hasn't had the opportunity to experience books or is not developmentally ready to concentrate and spend time looking at books. Freddie who can use some inference about character feelings and answer why questions. And Freya who can use voices and recognise letters.

Basic maths skills

One to one correspondence counting to 5 items and 10 items

Subitising up to 3 objects

Understand cardinal principle (the last number said is the amount)

Recognise numerals to 5

Compare quantities using language more or fewer

Name basic shapes

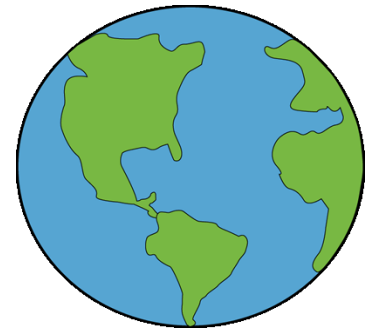
Describe basic shapes

Use locational language behind, in front next to.

Use measure language heavy, longer

Can complete a simple repeating pattern

Understanding the world....



Talking tubs and floor book

Using the information children give during the talking tub session to identify their understanding of the world around them.

Observations in the continuous provision



"They go and find food"

William

"Eat rats"

William

"It can eat mice and it is camouflaged"

Freya

"The hedgehog was hibernating"

Freya

0-3 years	3-4 years	4-5 years	ELG
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Hibernation (October 2020) Discussion about owls

0-3 years	3-4 years	4-5 years	ELG
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"Barn owls live in here. Hibernation means what you have to sleep through the winter".

Freddie

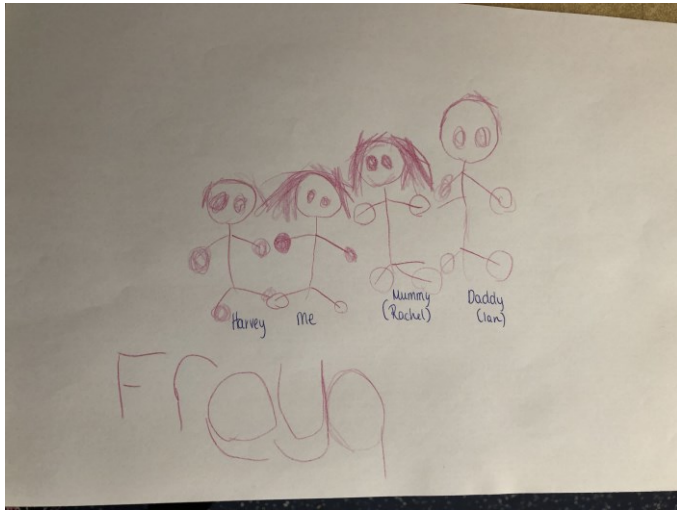
"Owls have sharp claws"

Freddie

0-3 years	3-4 years	4-5 years	ELG
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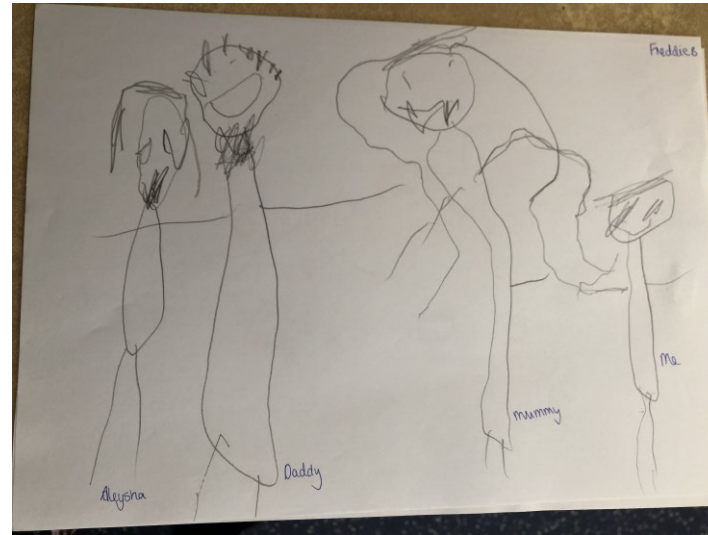
These observations show the variety of language the children use when they are talking about hibernation, Freya was able words like camouflage this gives an indication about her knowledge of what they know and are able to explain about the world around them. William is within the 3-4 and red as he is not yet using any tier 2 vocabulary in his discussions.

Drawing and discussing family Autumn 1

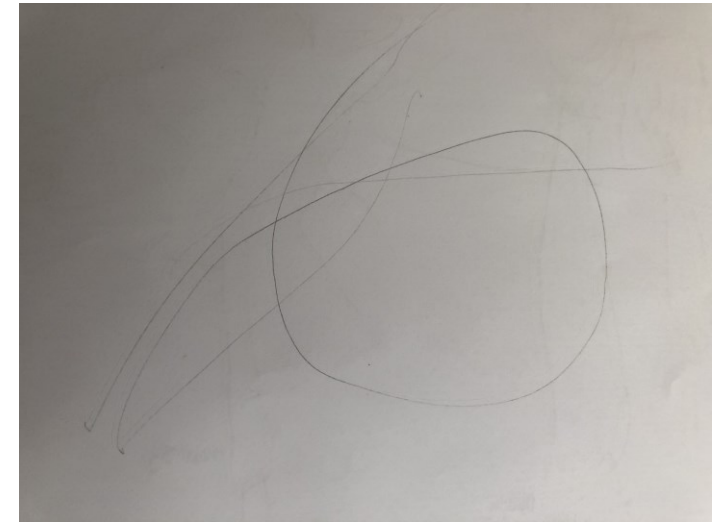


Freya has drawn a picture of her family:

“This is my family, who lives at my house, I have a brother called Harvey my mummy is called Rachel and my Daddy is called Ian but I call them Mummy and Daddy. Harvey is smaller than me look”

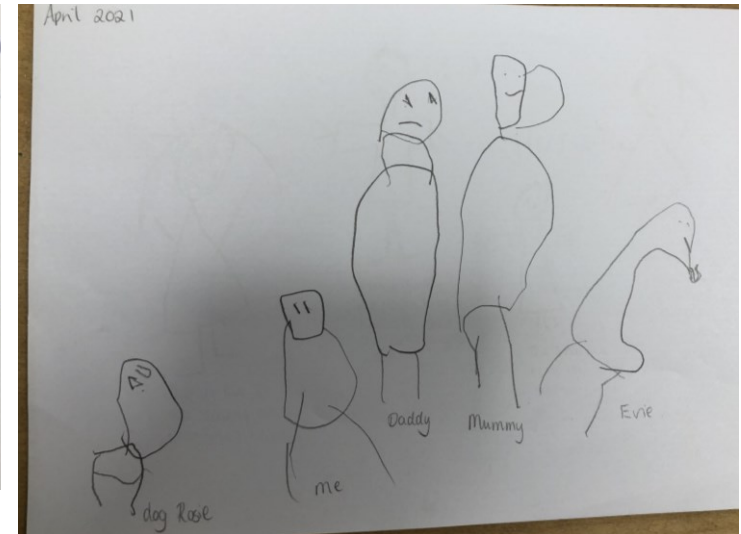
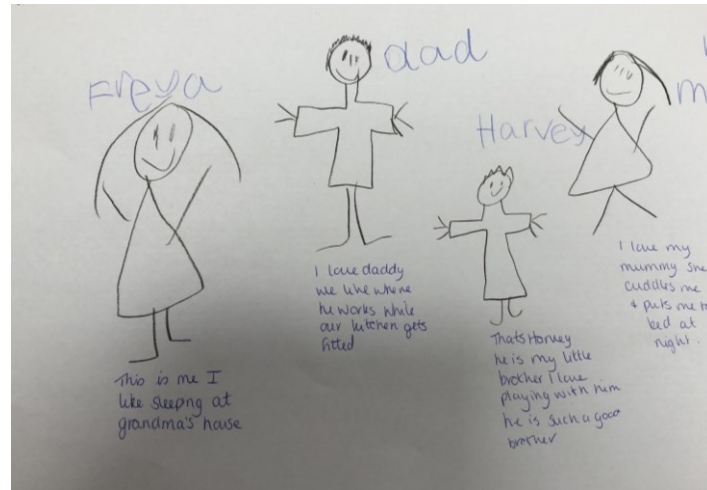
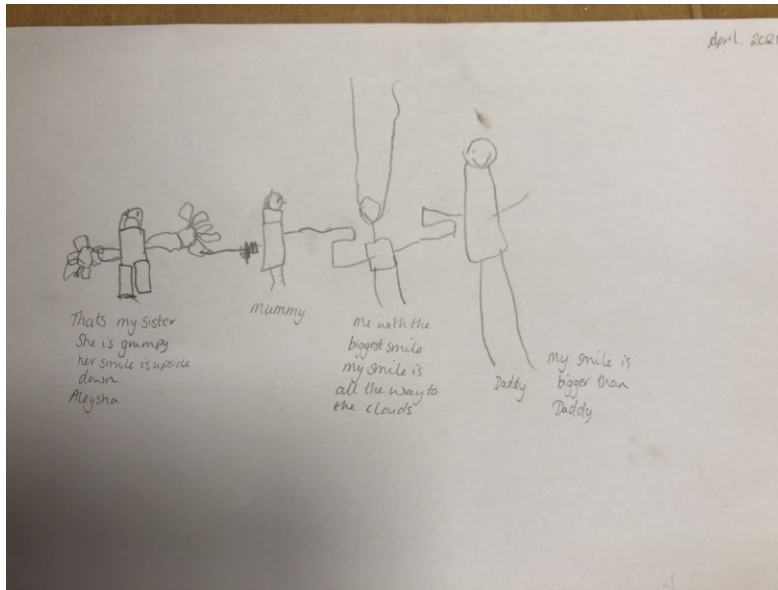


Freddie has drawn his family: “My family has a sister called Aleysha a mummy and a daddy and of course me!”



William made a mark on the paper but did not talk about his family when asked who lives at your house... he answered “my Evie”

Drawing and discussing family April 2021



Freddie

"That's my sister she is grumpy her smile is upside down. Mummy, me with the biggest smile, my smile is all the way to the clouds.

Daddy. Look my smile is actually bigger than daddy.

Freya:

This is me I like sleeping at grandma's house. I love daddy we live where he works while we have a new kitchen fitted. This is my brother I love playing with him he is such fun. I love my mummy she gives me cuddles and puts me to

William.

This is my dog Rosie, me, daddy, mummy, and my sister. What is your sister called? "Evie"

What do you like best about Mummy?

"She's my mummy"



William has been making a town with his friends, he said “here are the shops like the shop I go to”

William spent a sustained period of time making the town and co-operated with his friends to place the different buildings in their places.

(Environments and awareness of his environment) (uw)

0-3 years	3-4 years	4-5 years	ELG
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To support progress: discuss with William the different buildings their might be are they tall which one is taller, which shops does he go to.... What does he do when he goes to the shops....



Freddie has been making a play dough family. “ I have made a grandma at the top she’s old you know... this is the mummy and daddy, I have given the daddy blue eyes and the mummy pink eyes. The children are underneath and that’s a family tree like mine.”

0-3 years	3-4 years	4-5 years	ELG
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Freddie has shown a knowledge of families and he has compared a family he has made to his own. He has used the knowledge about family trees to make his own using his own ideas and playing with what he knows.



Freya and Oliver have been outside collecting different natural materials...
“ Look what we have collected...
T: “wow look at those treasures can you tell me about them..”
F: “There are some golden leaves and fluffy feather things and some twigs... we have sorted them into different piles”

0-3 years	3-4 years	4-5 years	ELG
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Freya can talk about and describe natural materials, she uses tier 2 vocabulary **golden** to talk about her findings. She is able to sort the materials in to categories. Freya can solve her own problems.

Talking tub food April 2021

Freddie:
My grandad Gary went
on holiday and he said
he had snails...

0-3 years	3-4 years	4-5 years	ELG
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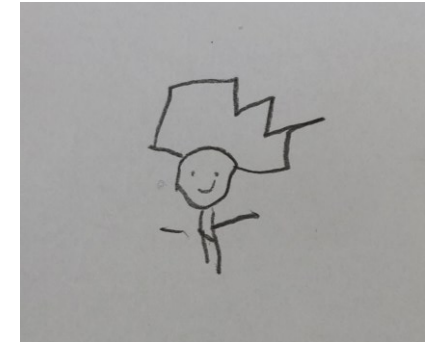
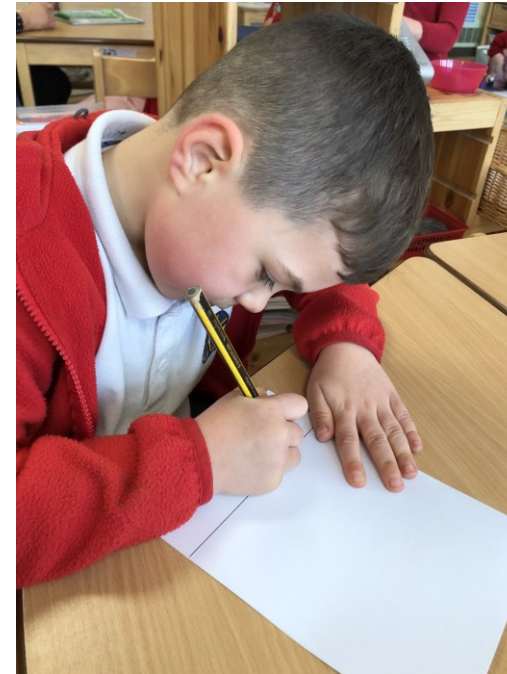
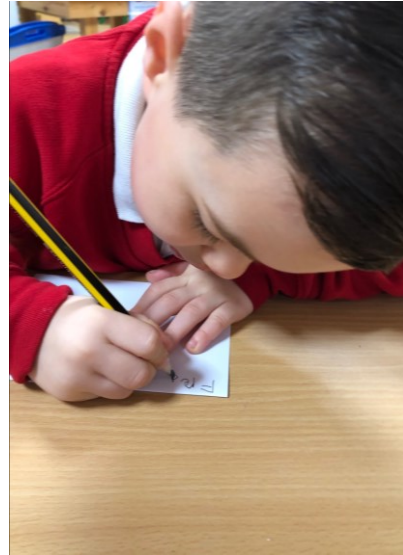
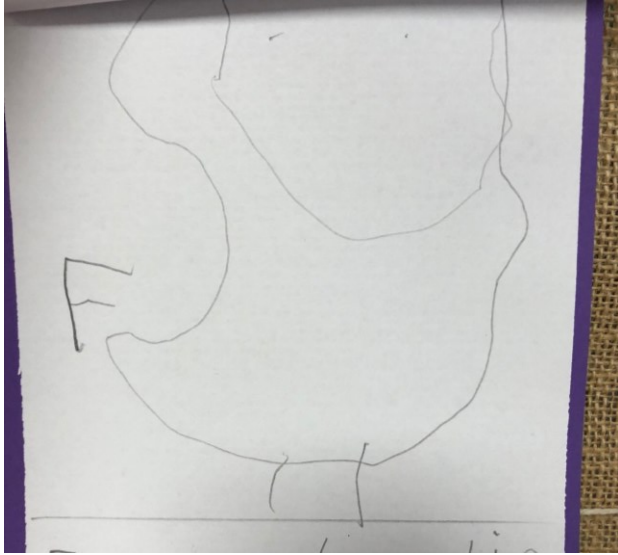
Freya:
Healthy food has lots
of goodness in it.

0-3 years	3-4 years	4-5 years	ELG
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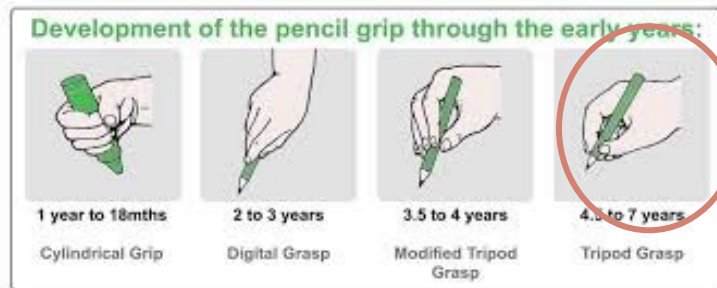
William:
A strawberry

0-3 years	3-4 years	4-5 years	ELG
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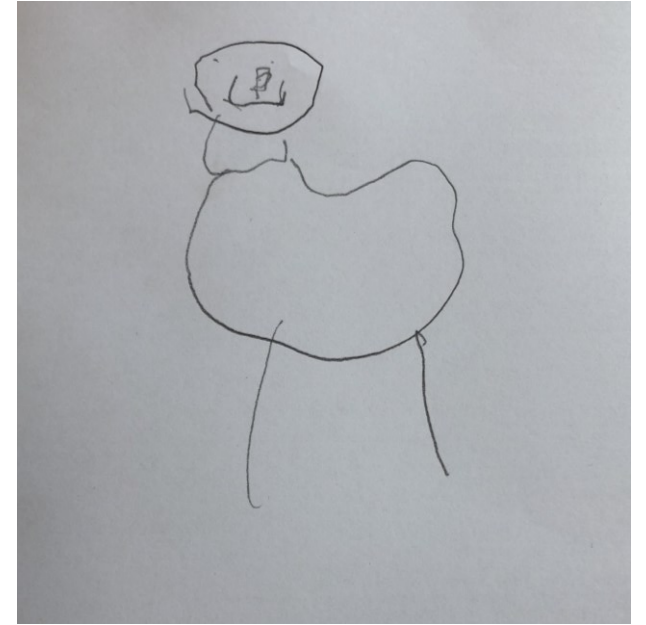
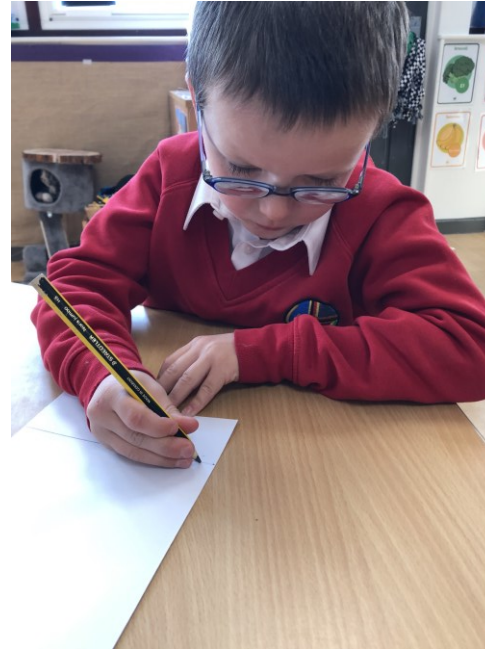
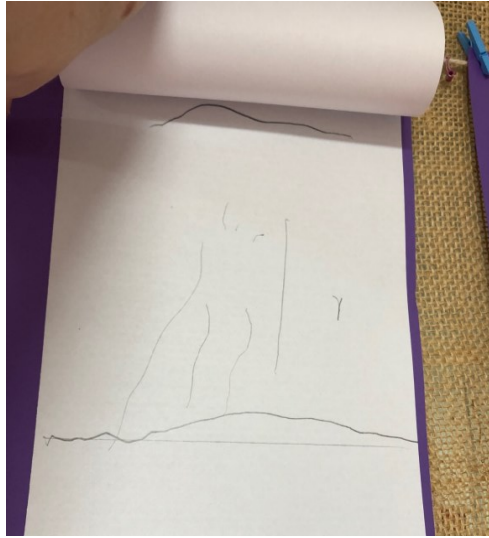
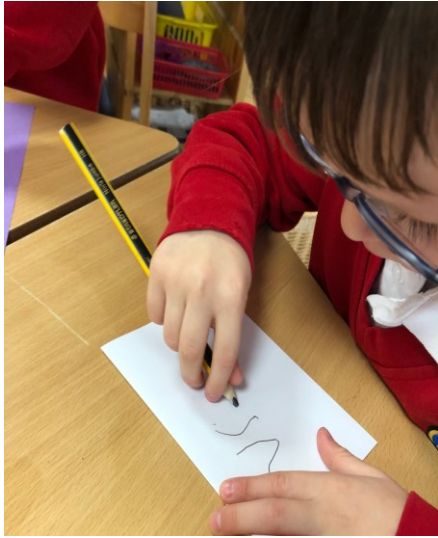
Fine motor development progression April 2021



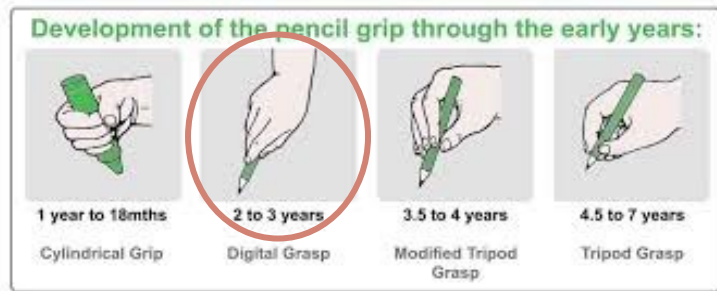
These comparative photographs show that Freddie's posture at the table has improved. There are also improvements with his drawing, showing that he is now able to draw a smaller more detailed version of himself



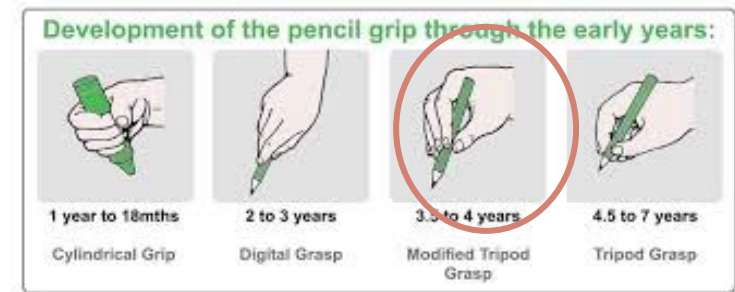
0-3 years	3-4 years	4-5 years	ELG
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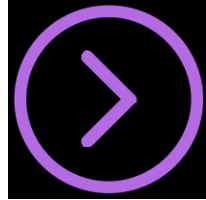
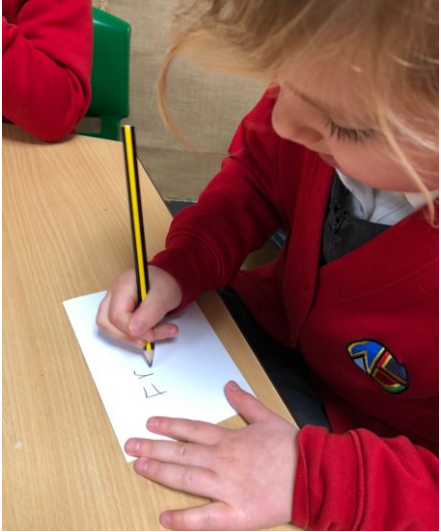
These comparative photographs show that William's posture at the table has improved. His pencil grip has also improved. There are also improvements with his drawing, showing that he is now able to draw much more detailed version of himself as previously it was lines.



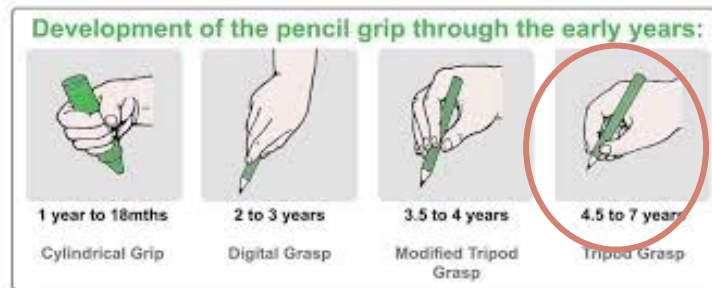
0-3 years	3-4 years	4-5 years	ELG
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0-3 years	3-4 years	4-5 years	ELG
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Freya continues to hold her pencil in the correct grip the progression can be seen through her drawing as she has now started to draw a full body on her person rather than the straight lines she has used previously. She has also added further detail to her drawings including eyelashes



0-3 years	3-4 years	4-5 years	ELG
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Freddie is using the scissors in an independent activity. Freddie used scissors to cut out a rectangle shape then drew a picture of a 'teddy in a box' to give to his friend

0-3 years

3-4 years

4-5 years

ELG



William has been using the scissors in a more precise way and he is able to cut in a straight line following the line with accuracy.

0-3 years

3-4 years

4-5 years

ELG



Freya has used a pair of scissors to make a dog, he has cut out a curved shape for the dogs body and snips for legs she has made a lead by cutting a shape into the rectangular piece of paper.