

	PERSONAL AND SOCIAL, WELL-BEING AND CULTURAL DIVERSITY				LANGUAGE, LITERACY AND COMMUNICATION SKILLS				MATHEMATICAL DEVELOPMENT				PHYSICAL DEVELOPMENT			
	Social Interaction	Behavioural Regulation	Response to Others	Independence in Personal Care	Oracy: Listening & Understanding	Oracy: Phonological Awareness	Oracy: Expressive Language	Reading: Understanding reading materials	Reciting and Sequencing numbers	Counting	Shape	Pattern	Holding a mark making implement	Coordinated movement	Drawing	Fine Manipulation
Bronze	engage in social play initiated by older children and/or adults.	respond to being calmed.	move attention between object and caregiver during one-to-one play.	show an understanding of basic cause and effect.	respond with understanding to some words used in their usual context.	show an interest when listening to songs and rhymes.	use simple sounds or words purposefully and attempt to name familiar objects.	respond to visual and tactile stimuli.	No statement at this outcome.	explore countable objects.	explore simple tactile shapes.	keep a very simple clapping pattern.	release objects intentionally.	crawl or otherwise get around well and pull up to standing position using furniture.	No statement at this outcome	use one or both hands to explore objects.
Silver	engage with a range of one-to-one play initiated by older children and/or adults.	usually respond to regulation from a familiar adult.	respond differently to caregivers and unfamiliar adults.	show an understanding of objects used in personal care routines.	respond to simple and familiar one-step communications.	show engagement with familiar songs and rhymes and join in with familiar parts.	use some recognisable words to name familiar objects and link two words together to convey meaning.	explore tactile and interactive books with support.	listen to familiar number rhymes, songs and stories and say or indicate at least one number.	mimic an adult counting.	fit simple 2D shapes into spaces.	repeat a simple clapping pattern.	grasp a crayon/chalk in their fist, as if to use it for mark making.	walk competently without help.	scribble with a random motion.	use one or both hands to pull objects.
Gold	play near other children or adults sometimes showing an interest in what they are doing.	respond appropriately to consistent boundaries.	respond appropriately to social greetings from familiar people.	start to help with personal care routines.	respond to simple and familiar one-step instruction.	show engagement with familiar and new songs and rhymes and join in with singing or actions.	talk about familiar objects in simple terms stringing together two or more words to form simple sentences.	independently explore tactile and interactive books.	listen to familiar number rhymes, songs and stories and may say or indicate more than one number.	count or indicate two objects with support.	explore 2D shapes and 3D objects in play.	copy a simple auditory pattern.	grasp a crayon/chalk in their fist when mark making.	run in a straight line and bend or squat to pick up an object and stand up again without falling.	scribble independently, with some control.	use hands to pull apart and put together materials.
O1	play alone or parallel to other children often near a familiar adult.	understand that some behaviour is unacceptable.	respond to social greetings from familiar and unfamiliar people.	with support, complete everyday self-help personal care routines and are usually keen to help. They show knowledge of familiar care routines.	respond to spontaneous one-step instructions and show an understanding of simple phrases.	listen to and join in with songs and rhymes, and with support begin to engage in word play.	begin to use newly learned words in their play. They 'talk' to themselves, other children and familiar adults using simple sentences.	understand the basic structure of reading materials.	recite numbers 1 to 3 with support.	use one-to-one correspondence to count up to three objects.	explore the properties of 2D and 3D shapes in play.	begin to show recognition of pattern in environment.	begin to hold a crayon/chalk using all fingers and thumb.	run in a straight line, stopping and starting with ease avoiding stationary obstacles. They can perform more than one action and can coordinate limbs to travel in a variety of ways including jumping with both feet.	scribble independently, including curves, straight lines and dots.	use hands to manipulate and explore simple and tactile materials. They can build a six-block tower.
O2	usually play with other children.	understand simple behavioural expectations.	begin to identify with the emotions of others and may like to help adults and peers but not when it conflicts with their own interests.	start to perform care routines independently and show some awareness of hazards.	listen with growing attention and concentration. They show understanding of two-step instructions and basic concepts and ask simple appropriate questions.	listen to and join in with songs and rhymes and engage in sound and word play.	use newly learned words and relevant vocabulary in their play in complete sentences with five or more words.	choose different kinds of simple reading materials and make meaning from pictures, hold books the correct way up and turn pages.	recite numbers 1 to 10, forwards and backwards, using songs and rhymes. They compare and order sets of up to 5 objects.	use one-to-one correspondence to count up to five objects.	recognise and name simple 2D shapes and use 2D and 3D shapes in their play.	copy a range of simple patterns visually and aurally.	start to hold a large crayon/pencil using two to three fingers and thumb.	change direction to run around stationary obstacles. They show improved balance and coordination to access a variety of equipment. They can stand on one foot for a moment.	draw pictures that include basic shapes such as circles, ovals and lines.	manipulate and explore tactile materials and equipment. They can build a nine- or ten-block tower.
O3	often play cooperatively with other children.	begin to recognise appropriate behaviour for different situations, often modelled on the standards of adults close to them, respond to reason and cope with change in routines.	respond to others with increasing sensitivity to their needs.	perform most personal care routines independently and understand significant hazards.	demonstrate that they have listened to others. They understand three-step instructions and basic concepts. They usually respond appropriately to people and stimuli and ask an appropriate question about something that has been said.	memorise and perform songs and rhymes with some support and show recognition of rhythm, rhyme and spoken alliteration. They play with sounds in words including isolating and identifying initial sounds.	use an appropriate and increasing range of vocabulary in phrases and complete sentences.	choose reading materials including books, understanding print conventions. They are aware of the difference between texts.	recite up to 20 and in simple sequences. They compare and order sets of up to 10 objects.	count up to 10 objects reliably.	recognise simple 2D and 3D shapes, describe them in simple language and use them in their play.	recognise and repeat patterns of up to three, visually and aurally.	hold a crayon/pencil using two or three fingers and thumb.	show increasing control and coordination in a variety of activities, demonstrating basic physical skills and using a range of equipment, working safely in their own space.	draw pictures including objects made up of two or three basic shapes joined together.	string beads onto a lace and are able to manipulate and lock together appropriate resources.

FOUNDATION PHASE PROFILE

Name of child : Name of setting :

Date of birth : Gender : Male / Female

Child's home language : Language of assessment :

Date started in the setting : Date started Foundation Phase :

Number of sessions attended each week : 1 2 3 4 5 Attendance : regular irregular

Flying start funded : Yes No

Additional documentation available e.g IPP / outside agencies : Yes / No

Overall Outcomes				
	P&S	LL&C	MD	PhD
Start				
Foundation Phase Baseline				
End				

(* Start and End are optional)

I consent for this document to be shared with Educational Agencies and transferred to the relevant school

Name of school :

Signature :

Relationship to child :