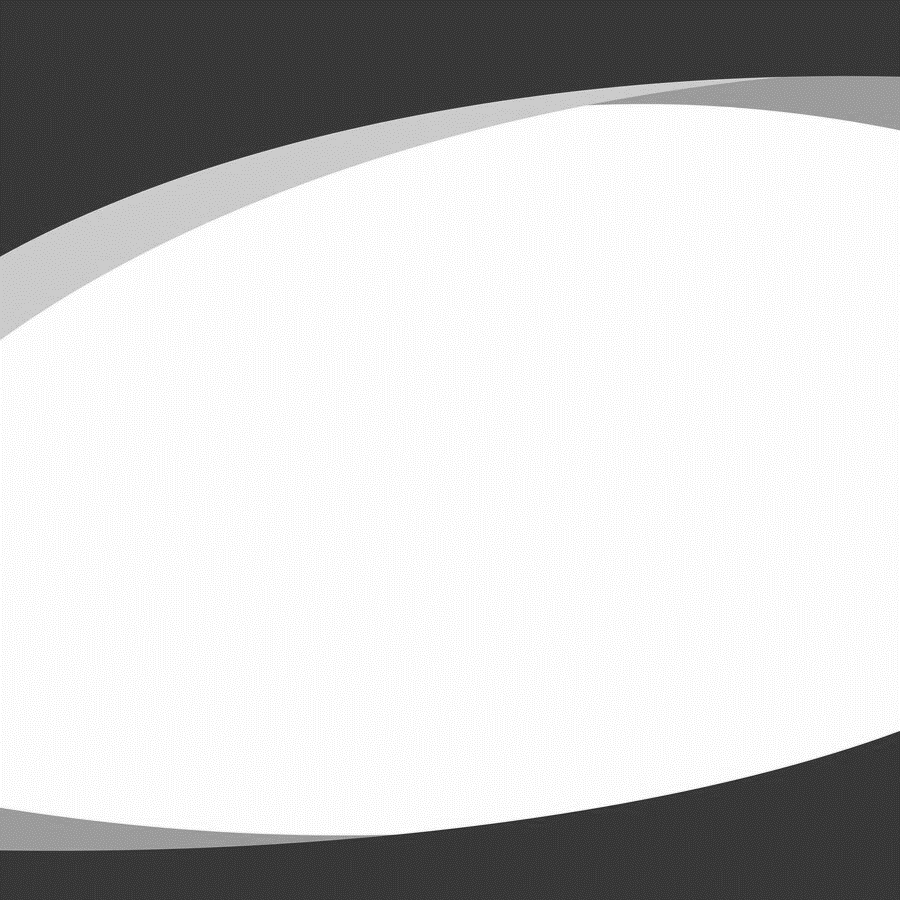


Solihull’s Early Years   
SEND Assessment Toolkit  
Non-Statutory Guidance - Birth to 4 Years

Appendix One: Literacy and Mathematics



Assess Plan Do Review

Contents:

Appendix One:

[Tracking progress for children with SEND](#Track) ………………………………….……………………………………..……………………..………………………………………………………. 2

[How it works](#how) …………………………………………………………………..……………………………..…………………………..…………………………………..……..… 2

[How to use this tool](#tool) ………………………………………………..……..…………………………………………..………………………………………………………..….. 2

[Where the statement came from](#where)?.………………………………………….……………………………………………………..……………………………………..…. 3

[Literacy](#Lit) ……………………………………………………………………………………………………………………………………………………………………………………………………………. 4

[Mathematics](#Math) …………………………………………………………………………………………………………………………………………………………………………………………………… 12

[Tracking Attainment Levels](#TAL) ……………………………………………………………………………………………………………………………………………………………………………… 20

Tracking progress for children with SEND

How it works?

This assessment tool is to help track current attainment levels for children with SEND using 6 month bandings. The results are judged by how consistently the child is meeting each statement in the age band they are working in.

If a care-giver has concerns regarding a child’s development, they can use this tool to assess how reliably the child is meeting milestones which relate to their chronological age or near to this. The tool can then be reviewed at a later date to see if the child has made progress in a predictable way. In addition, as children are assessed in multiple areas of development, the tool can be used to demonstrate which of these areas the child may need additional support in, to better improve their own learning targets and give a fuller understand how the child is progressing. After using the tool, the care-giver will be able to see which age-banding most accurately reflects the child in each area of development which are:

* Literacy
* Mathematics

How to use this tool:

Start by reading the statements that correlate to the childs current age (if the child is over 42 months, begin in the age banding for 36-42 months)

Tick the box to show how each statement reflects the child’s own development, if they frequently and reliably meet a statement, tick “frequently”, if the child never is able to achieve the statement, tick “never” and if the child has shown they are able to, but this is not consistent or reliable in their day-to-day behaviour, tick “sometimes”. At the end, evaluate the 3 columns and decide which column the child has the most ticks in.

If the child has mainly “frequently” responses in the age band that is relevant to them, then this shows that according to this assessment tool, there are currently no concerns relating to the child’s development. If you continue to have concerns, use the tool to reassess in 3-6 months’ time.

If the child is scoring mainly in the “never” or “sometimes” column, move to the age banding below and re-assess them in this age, until they are scoring mostly “frequently” responses.

Near the end of the document, there is a progress checker to be completed. After completing the assessment for the child, write in each box which age band the child was scoring mostly “frequently” responses, even if this does not correlate to the child’s chronological age. This will provide a baseline assessment which can be reviewed at a later date. It is important to remember to record on this page the date that the assessment tool was completed, and then write down when this will be reviewed, for example, you may choose to review and re-assess after half a term, after one term, or after 6 months etc., depending on your professional judgement and the child’s individual needs.

Where the statements came from?

These statements have been collated from a range of sources which all aim to track and assess early child development, they have been carefully selected, compared, and combined, with the aim of creating one singular working document to assess children in the formative years of their development. Please see the below sources for the statements that have been selected for use within this tool.

* Cherry Garden
* Development Matters
* Early Years Development Journal
* Birth to 5 Matters
* Universally Speaking – The ages and stages of children’s communication development from birth to 5 years

*It is important to note that the statements do not follow each other progressively, therefore if the child achieves the first one and not the one following it, it is not an indication of a concern. The results only take into account the number of “frequently”, “sometimes” and “never” statements, regardless of the order in which they were achieved. The statements do not reflect the order that children typically develop the skills.*

Literacy

“Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning. Young children need to be listened to by attentive adults who recognise and value children’s choices.”

(Birth to 5 Matters)

| Looks/stares at pictures |  |  |  |
| --- | --- | --- | --- |
| Turns toward a familiar sound and locates range of sounds with accuracy |  |  |  |
| Listens to, distinguishes and responds to intonations and sounds of voices |  |  |  |
| Looks intently at a person talking, but stops responding if speaker turns away |  |  |  |
| Quietens or alerts to the sound of speech |  |  |  |
| Fleeting Attention – not under child’s control, new stimuli takes whole attention |  |  |  |

Never

Sometimes

Frequently

Statements

0-6 Months – Literacy

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Explores books by banging, looking at pictures and mouthing |  |  |  |
| --- | --- | --- | --- |
| Listens to familiar sounds, words, or rhymes |  |  |  |
| Moves whole body to sounds they enjoy, such as music or a regular beat |  |  |  |
| Can bring attention to object, using gesturing e.g. pointing, bringing it to an adult, or using eye gaze |  |  |  |
| Looks at object while holding it – may hand over to someone |  |  |  |
| Looks at the person speaking to them |  |  |  |

Never

Sometimes

Frequently

Statements

6-12 Months – Literacy

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Engages in sensory experiences of making marks e.g. uses fingers to make marks in shaving foam |  |  |  |
| --- | --- | --- | --- |
| Grasps/holds a crayon with whole hand |  |  |  |
| Looks at pictures in books and realises they are symbols of real things e.g. may name drawings of familiar objects with an adult |  |  |  |
| Handles books, printed and digital reading material with interest |  |  |  |
| Enjoys rhymes and games that use language |  |  |  |
| Points to pictures in books |  |  |  |
| Attempts to turn pages of a board book, but may need help |  |  |  |

Never

Sometimes

Frequently

Statements

12-18 Months – Literacy

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Scribbles with crayons on paper, attempts to draw lines up, down, and across a page, as well as circular motions |  |  |  |
| --- | --- | --- | --- |
| Knows that the marks they make are of value e.g. will show an adult their drawing/painting |  |  |  |
| Names some familiar objects/characters in a book |  |  |  |
| May have favourite books – asking for the same story repeatedly |  |  |  |
| Begins to join in with actions, sounds or words of familiar songs and books |  |  |  |
| Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes |  |  |  |
| Begins to answer simple “Where’s the...?” questions by pointing to picture in a book |  |  |  |
| Notices when a book is upside down |  |  |  |
| Attempts to turn pages of a book (may grasp several pages at a time). |  |  |  |

Never

Sometimes

Frequently

Statements

18-24 Months – Literacy

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Beginning to show hand preference when imitating vertical and horizontal and circular lines |  |  |  |
| --- | --- | --- | --- |
| Beginning to use three fingers (tripod grip) to hold writing tools |  |  |  |
| May distinguish between the different marks they make |  |  |  |
| Can turn one page at a time when looking at a book |  |  |  |
| Has some favourite stories, rhymes, songs, poems or jingles |  |  |  |
| Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a… |  |  |  |
| Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes, songs, clapping and joining in with words of familiar songs and nursery rhymes |  |  |  |

Never

Sometimes

Frequently

Statements

24-30 Months – Literacy

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Confidently copies horizontal, vertical and circular lines |  |  |  |
| --- | --- | --- | --- |
| Consistently showing a hand preference |  |  |  |
| Holds pencils, crayons and other writing implements in their fingers instead of their fist, but not yet in the correct writing grasp |  |  |  |
| Scribble with a purpose (trying to write or draw something) |  |  |  |
| Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. |  |  |  |
| Interested at looking at books sometimes talk about characters in books |  |  |  |
| Asks or demands that adults read or write with them |  |  |  |
| Begin to pay attention to specific print such as the first letters of their names |  |  |  |
| Repeats and uses some actions, words or phrases from familiar stories |  |  |  |
| Begins to recognise some familiar logos from children’s popular culture, commercial print or icons for apps e.g. Macdonald’s |  |  |  |

Never

Sometimes

Frequently

Statements

30-36 Months – Literacy

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Copies simple shapes such as a crosses and circles |  |  |  |
| --- | --- | --- | --- |
| Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right |  |  |  |
| Begins to make letter-type shapes to represent the initial sound of their name and other familiar words |  |  |  |
| Can draw a person with 2–4 body parts |  |  |  |
| Gives meaning to their drawings and paintings |  |  |  |
| Handles books and touch screen technology carefully and the correct way up with growing competence |  |  |  |
| Listens to and joins in with stories and poems, when reading one-to-one and in small groups |  |  |  |
| Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories |  |  |  |
| Looks at and enjoys print and digital books independently |  |  |  |
| Recognises familiar words and signs such as own name, advertising logos and screen icons |  |  |  |

Never

Sometimes

Frequently

Statements

36-42 Months – Literacy

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

Mathematics

“Effective early mathematics experiences involve seeking patterns, creating and solving mathematical problems and engaging with stories, songs, games, practical activities and imaginative play.”

(Birth to 5 Matters)

| Reaches for objects |  |  |  |
| --- | --- | --- | --- |
| Notices and responds to very obvious stimulus, e.g. laughs, smiles, moves arms and legs, may turn head |  |  |  |
| Briefly follows moving stimulus with eyes |  |  |  |
| Explores space when they are able to move, roll and stretch |  |  |  |
| Developing an awareness of their own bodies, e.g. notices hands and feet |  |  |  |
| Shows an interest in patterned songs, rhymes and movements |  |  |  |
| Transfers objects from hand to hand |  |  |  |
| Beginning to reach for a partially hidden toys and objects (object permanence) |  |  |  |

Never

Sometimes

Frequently

Statements

0-6 Months – Mathematics

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Reaches/looks for hidden toys and objects (object permanence) |  |  |  |
| --- | --- | --- | --- |
| With support explores immediate environment |  |  |  |
| Redirects attention to second object |  |  |  |
| Explores objects by banging, shaking, mouthing |  |  |  |
| Responds to cause and effect e.g. repeatedly drops toy and looks for it |  |  |  |
| In an everyday environment repeats action which obtains sensory feedback |  |  |  |
| Looks backwards and forwards between two objects (knows two objects are present) |  |  |  |
| Holds an object in each hand and brings them together in the middle,  e.g. holds two blocks and bangs them together |  |  |  |
| Explores differently sized objects, e.g. small and big |  |  |  |
| Reacts to changes of amount when those amounts are significant (more than doubled) |  |  |  |

Never

Sometimes

Frequently

Statements

6-12 Months – Mathematics

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Shows understanding that their action causes a specific effect, e.g. presses buttons on a toy for a response |  |  |  |
| --- | --- | --- | --- |
| Begins to explore immediate environment with intent |  |  |  |
| Shows an interest in number rhymes and songs |  |  |  |
| Joins in with repeated actions in songs and stories |  |  |  |
| Early problem solving – beginning to try new strategy when old one fails |  |  |  |
| Beginning to combine two construction items, e.g. puts one brick on top of another |  |  |  |
| Looks for things which have moved out of sight |  |  |  |
| Attempts, sometimes successfully, to match shapes with spaces on inset puzzles |  |  |  |
| Beginning to put objects of similar shapes inside others and take them out again |  |  |  |

Never

Sometimes

Frequently

Statements

12-18 Months – Mathematics

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Understands the concept of ‘one’ |  |  |  |
| --- | --- | --- | --- |
| Pushes some objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles. |  |  |  |
| Beginning to understand the concepts of ‘now’ and ‘next’ |  |  |  |
| Matches objects to a 2-dimensional representation e.g. toy dog to a picture of a dog. |  |  |  |
| Selects tools for purpose in play situations, e.g. paint brush for mark making |  |  |  |
| Matches identical objects |  |  |  |
| Explores filling and emptying containers, e.g. with sand, water. |  |  |  |
| Does two different actions in sequence to get a reward e.g. a switch and button on a toy |  |  |  |
| Builds a small tower from bricks/blocks with adult prompting, e.g. 2 to 3 bricks |  |  |  |
| Beginning to arrange items in their own patterns, e.g. lining up toys. |  |  |  |

Never

Sometimes

Frequently

Statements

18-24 Months – Mathematics

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Joins in with and predicts what comes next in a story or rhyme |  |  |  |
| --- | --- | --- | --- |
| Recites some number names in sequence e.g. 2,3 |  |  |  |
| Selects from a group when asked: “Please give me one”, “Please give me lots” |  |  |  |
| Knows that numbers identify how many objects are in a set |  |  |  |
| Has some understanding of 1 and 2 in practical situations: for example, says, “I have two boats” |  |  |  |
| Sorts objects by colour |  |  |  |
| Follows a visual timetable to anticipate familiar activities – e.g. 2 symbols/photos (now & next) |  |  |  |
| Begins to show an understanding of the concepts big and small |  |  |  |
| Uses construction materials to create their own simple structures and arrangements, e.g. Lego, playdough |  |  |  |
| Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence |  |  |  |

Never

Sometimes

Frequently

Statements

24-30 Months – Mathematics

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Uses some number names and number language spontaneously in context |  |  |  |
| --- | --- | --- | --- |
| Recites some numbers in order in order to 10 |  |  |  |
| Counts in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ |  |  |  |
| Beginning to realise that not only objects, but anything can be counted, including steps, claps or jumps |  |  |  |
| In everyday situations, takes or gives two or three objects from a group |  |  |  |
| Recognises some numerals of personal significance e.g. their age |  |  |  |
| Beginning to compare and recognise changes in numbers of things, using/understanding words like more, lots or same |  |  |  |
| Copies simple patterns and makes arrangements with shapes |  |  |  |
| Solves problem-solving toys such as stacking cups with increasing confidence |  |  |  |
| Can identify biggest and smallest items/objects |  |  |  |

Never

Sometimes

Frequently

Statements

30-36 Months – Mathematics

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |

| Recites numbers past 5. |  |  |  |
| --- | --- | --- | --- |
| Enjoys counting verbally as far as they can go. |  |  |  |
| Counts objects up to 5, saying one number for each item in order: 1,2,3,4,5. |  |  |  |
| Beginning to understand that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). |  |  |  |
| Begins to represent numbers using fingers, marks on paper or pictures |  |  |  |
| Recognises numerals 1 - 5 |  |  |  |
| Understands concept of ‘more’, e.g. knows that more cups are required so that all children have one |  |  |  |
| Beginning to understand some positional language, e.g. on, in, under, next to. |  |  |  |
| Organises and categorises non-identical objects, e.g. putting all the teddy bears together or teddies and cars in separate piles |  |  |  |
| Can name some 2D shapes |  |  |  |

Never

Sometimes

Frequently

Statements

36-42 Months – Mathematics

|  |  |  |
| --- | --- | --- |
| Frequently | Sometimes | Never |



Tracking Attainment Levels

## Progress Check Example - Chronological Age: 31 Months (2 Years 7 Months)

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:**  **18/09/2023** | **12-18 Months** | **18-24 Months** | **Review Date:**  **30/11/2023** |

## Baseline Assessment - Chronological Age: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:** |  |  | **Review Date:** |

## Progress Check - Chronological Age: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:** |  |  | **Review Date:** |

## Progress Check - Chronological Age: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:** |  |  | **Review Date:** |

## Progress Check - Chronological Age: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:** |  |  | **Review Date:** |

## Progress Check - Chronological Age: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:** |  |  | **Review Date:** |

## Progress Check - Chronological Age: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:** |  |  | **Review Date:** |

## Progress Check - Chronological Age: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:** |  |  | **Review Date:** |

## Progress Check - Chronological Age: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:** |  |  | **Review Date:** |

## Progress Check - Chronological Age: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:** |  |  | **Review Date:** |

## Progress Check - Chronological Age: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:** |  |  | **Review Date:** |

## Progress Check - Chronological Age: ……………

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Development** | **Literacy** | **Mathematics** |  |
| **Date:** |  |  | **Review Date:** |