

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:

<u>Tracking progress for children with SEND</u>	2
<u>How it works</u>	2
<u>How to use this tool</u>	2
<u>Where the statement came from?</u>	3
<u>Literacy</u>	4
<u>Mathematics</u>	12
<u>Tracking Attainment Levels</u>	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 child's 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)

0-6 Months – Literacy

Statements

Frequently

Sometimes

Never

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			

Frequently

Sometimes

Never

6-12 Months – Literacy

Statements

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			

Frequently

Sometimes

Never

12-18 Months – Literacy

Statements

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			

Frequently

Sometimes

Never

18-24 Months – Literacy

Statements

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).			

Frequently

Sometimes

Never

24-30 Months – Literacy

Statements

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			

Frequently

Sometimes

Never

30-36 Months – Literacy

Statements

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			

Frequently

Sometimes

Never

36-42 Months – Literacy

Statements

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			

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)

0-6 Months – Mathematics

Statements

Frequently

Sometimes

Never

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)			

Frequently

Sometimes

Never

6-12 Months – Mathematics

Statements

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)			

Frequently

Sometimes

Never

12-18 Months – Mathematics

Statements

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			

Frequently

Sometimes

Never

18-24 Months – Mathematics

Statements

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.			

Frequently

Sometimes

Never

24-30 Months – Mathematics

Statements

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			

Frequently

Sometimes

Never

30-36 Months – Mathematics

Statements

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			

Frequently

Sometimes

Never

36-42 Months – Mathematics

Statements

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			

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:

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Areas of Development	Literacy	Mathematics	
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Areas of Development	Literacy	Mathematics	
Date:			Review Date:

Progress Check - Chronological Age:

Areas of Development	Literacy	Mathematics	
Date:			Review Date: