

Foundation Stage

Lexile range: 0-200



ASSESSING PROGRESS IN READING

8-20 Months	I can	
	Handle books and printed material with interest.	

16-26 Months	I can	
	Be interested in books and rhymes and may have my favourites.	

22-36 Months	I can	
	Have some favourite stories, rhymes, songs, poems or jingles.	
	Repeat words or phrases from familiar stories.	
	Fills in the missing word or phrase in a known rhyme, story or game E.g. 'Humpty Dumpty sat on a ...'	

30-50 Months	I can	
	Enjoy rhyming and rhyming activities.	
	Show an awareness of rhyme and alliteration.	
	Recognises rhythm in spoken words.	
	Listen to and join in with stories / poems, one-to-one and in small groups.	
	Join in with repeated phrases and anticipates key events and phrases in rhymes and stories.	
	Begin to be aware of the way stories are structured.	
	Suggest how the story might end.	
	Listen to stories with increasing attention and recall.	
	Describe main story settings, events and main characters.	
	Show interest to pictures and print around me.	
	Recognise familiar words and signs such as my name and logos.	
	Look at books independently.	
	Handle books carefully.	
Recognise information can be relayed in the form of print.		
Hold books the correct way up and turns pages.		
Recognise that print carries meaning and I read from left to right and top to bottom		

40-60+	I can	
	Continue a rhyming string.	
	Hear and say the initial sound in words.	
	Segment the sounds in simple words and blend them together and know which letters represent them.	
	Recognises some Set 1 sounds	
	Begins to read words and simple sentences.	
	Use vocabulary and forms of speech that are Influenced by my experiences of books.	
	Enjoy reading books. E.g. Ditties	
	Recognise I can get information from books and computers	
	Recognise I can get information from books and computers	

Early Learning Goals	Read and understand simple sentences.	
	use sounds that I know to read words accurately.	
	Read some Red Words (A-D)	
	Read some Green Words (Set 1)	
	Show understanding when talking what I have read.	

Exceeding Early Learning Goals	Read Green Words (Set 1 and some of set 2)	
	Can spell Red Words (Sets A-D)	
	Describe the main events in simple stories I have read	



ASSESSING PROGRESS IN WRITING

22-36 Months	I can	
	Distinguish between the marks I make.	

30-60 Months	I can	
	Sometimes give meaning to the marks as I draw and paint.	
	Point out meanings to marks I see in different places.	

40-60 Months	I can	
	Give meaning to the marks as I draw, write and paint.	
	Begin to break the flow of speech into words.	
	Continue a rhyming string E.g. mat- bat-sat	
	Hear and say initial sounds in words. E.g. <u>b</u> ed <u>h</u> op	
	Segment sounds in simple words and blend them together.	
	Link sounds to letters, naming and sounding the letters of the alphabet.	
	Use some letters to write, showing some sounds correctly and in the right order.	
Write my name and other things such as labels and captions.		
Try to write short sentences in meaningful contexts.		

Early Learning Goals	I can	
	Use my sounds to write words.	
	Spell some Red words in Set A	
	Write simple sentences that I and others can read.	
	Spell some Green words in Set 1	

Exceeding Early Learning Goals	I can	
	Can spell Green Words (Set 1- Word Time 1-6)	
	Can spell Red Words (Sets A-D)	
	Use key features of narrative in my writing.	



ASSESSING PROGRESS IN NUMBER

16-26 months	I can	☺
	Recognise that things exist, even when out of sight.	
	Begin to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.	
	Says some counting words randomly.	

22-36 months	I can	☺
	Select a small number of objects from a group when asked, E.g. 'please give me one', 'please give me two'.	
	Recite some number names in sequence.	
	Create and experiment with symbols and marks representing ideas of number.	
	Begin to make comparisons between quantities.	
	Use some language of quantities, such as 'more' and 'a lot'.	
	Recognise that a group of things changes in quantity when something is added or taken away	

30-50 Months	I can	☺
	Use some number names and number language spontaneously.	
	Use some number names accurately in play.	
	Recite numbers in order to 10.	
	Recognise that numbers identify how many objects are in a set.	
	Begin to represent numbers using fingers, marks on paper or pictures.	
	Sometimes matches numeral and quantity correctly.	
Show curiosity about numbers by offering comments or asking questions.		

30-50 Months	I can	☺
	Compare two groups of objects, saying when they have the same number.	
	Show an interest in number problems.	
	Separate a group of three or four objects in different ways & begin to recognise that the total is still the same	
	Shows an interest in numerals in the environment.	
	Shows an interest in representing numbers.	
Realises not only objects, but anything can be counted, including steps, claps or jumps		



ASSESSING PROGRESS IN NUMBER

40-60+ Months	I can	☺
	Recognise some numerals of personal significance.	
	Recognise numbers 1 to 5.	
	Count up to three or four objects by saying one number name for each item.	
	Count actions or objects which cannot be moved.	
	Count objects to 10, and beginning to count beyond 10.	
	Count out up to six objects from a group	
	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	
	Count an irregular arrangement of up to ten objects	

40-60+ Months	I can	☺
	Estimate how many objects I can see and checks by counting them.	
	Use the language of 'more' and 'fewer' to compare two sets of objects.	
	Find the total number of items in two groups by counting all of them.	
	Say the number that is one more	
	Find one more or one less from a group of up to five objects, then ten objects.	
	Begin to use the vocabulary involved in + and -(practical activities)	
	Record, using marks I can explain	
	Begin to identify own problems based on own interests and fascinations.	

Early Learning Goal	I can	☺
	count reliably with numbers from one to 20	
	order and say which number is one more or one less than a given number	
	Use quantities and objects Add and subtract two single-digit numbers and count on or back to find the answer.	
	Solve problems, including doubling, halving and sharing.	

Early Learning Goal -Exceeding	I can	☺
	Estimate a number of objects and check quantities by counting up to 20.	
	Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.	



ASSESSING PROGRESS IN SHAPE & MEASURE

16-26 months	I can	☺
	Attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.	
	Use blocks to create their own simple structures and arrangements	
	Enjoy filling and emptying containers	
	Associate a sequence of actions with daily routines	
	Begin to understand that things might happen 'now'	

22-36 months	I can	☺
	Notice simple shapes and patterns in pictures.	
	Begin to categorise objects according to properties such as shape or size.	
	Begins to use the language of size.	
	Understands some talk about immediate past and future. E.g. before/after or soon	
Anticipates specific time-based events such as mealtimes or home time		

30-50 Months	I can	☺
	Show an interest in shape and space by playing with shapes or making arrangements with objects.	
	Show awareness of similarities of shapes in the environment.	
	Use positional language.	
	Show interest in shape by sustained construction activity or by talking about shapes or arrangements.	
	Show interest in shapes in the environment.	
	Use shapes appropriately for tasks.	
	Begin to talk about the shapes of everyday objects. E.g. round and tall	
	Use shapes appropriately for tasks.	

Early Learning Goal	Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	
	Recognise, create and describe patterns.	
	Explore characteristics of everyday objects and shapes and use mathematical language to describe them.	

40-60+ Months	I can	☺
	Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes	
	Select a particular named shape.	
	Describe their relative position such as behind or next to.	
	Order two or three items by length or height.	
	Order two items by weight or capacity.	
	Use familiar objects and common shapes to create and recreate patterns and build models.	
	Use everyday language related to time.	
	Begin to use everyday language related to money	
	Order and sequences familiar events.	
Measure short periods of time in simple ways		

Early Learning Goal -Exceeding	I can	☺
	Estimate, measure, weigh and compare and order objects and talk about properties, position and time.	



ASSESSING PROGRESS IN ART

0-11	I can	☺
	Explore media and materials.	

8-20	I can	☺
	Explore and experiment with a range of media through sensory exploration.	
	Notice and be interested in the effects of making movements which leave marks.	
	Experiment with finger painting.	

22-36	I can	☺
	Experiment with blocks, colours and markers. Draw or create with pens, pencils, crayons etc.	

30-50	I can	☺
	Understand that I can use a line to enclose a space, and then begin to use these shapes to represent objects. I can experiment by drawing different lines.	
	Be interested in and describe the texture of things. I can use a selection of materials and discuss how they feel.	
	Explore what happens when I mix colours.	

40-60	I can	☺
	Selects tools and techniques needed to shape, assemble and join materials that I'm using. I can experiment with a variety of materials, such as clay and paper mache etc.	

Stage 1 (0-25%)	1-2
Stage 2 (25-50%)	3-5
Stage 3 (50-85%)	6-7
At National Standard (85-100%)	8-9