Strand 1: Listening and Focussed Attention

Focus Area	Emerging	Developing	Securing	Mastering
Listening and Responding	I can stop briefly when my name is called. I can look towards an adult when they speak to me. I can join in with familiar songs, rhymes or repeated phrases. I can respond to simple spoken prompts with an action, such as “come here”, “sit down” or “tidy up”.	I can look at the speaker during a short adult-led session. I can listen to a short story, rhyme or teaching input until it finishes. I can answer a simple question about something I have heard. I can wait briefly while another person is speaking.	I can track the speaker during whole-class teaching or discussion. I can recall key information from a story, explanation or teaching input. I can respond to what another person has said during partner talk or group discussion. I can listen without interrupting during a structured discussion.	I can identify the most important information from what I have heard. I can explain my understanding after listening to teaching, discussion or instructions. I can respond thoughtfully to the ideas of others using relevant words or phrases. I can change or improve my response based on what I have heard.
Focused Attention	I can join a short adult-led activity for a brief period. I can remain with a familiar group activity for a short time. I can return my attention when an adult uses my name or a familiar prompt. I can begin a simple activity when an adult shows me what to do.	I can maintain focus during a short carpet session. I can stay with a short adult-directed task until it is finished. I can continue with an activity when an adult encourages me. I can ignore a minor distraction for a short period.	I can sustain focus during a whole-class teaching input. I can complete an independent learning task without leaving it unfinished. I can continue learning when there are minor distractions around me. I can move into a learning routine quickly when given the class cue.	I can sustain concentration during a longer independent learning task. I can return to my learning after a distraction without needing an adult reminder. I can maintain focus across different types of learning, such as whole-class input, partner work, group work and independent work. I can choose a strategy to help myself stay focused, such as checking the task, moving away from a distraction or asking for clarification.
Following Instructions	I can follow a familiar one-step instruction with adult support, such as “line up”, “sit down” or “put it away”. I can stop an activity when an adult gives me a clear instruction. I can begin a familiar task when an adult shows me what to do. I can respond to familiar classroom routines with adult support.	I can follow a two-step instruction in the correct order. I can repeat a simple instruction back to an adult or partner. I can begin a task after a whole-class instruction has been given. I can follow a familiar classroom direction without needing it repeated several times.	I can follow multi-step classroom instructions in the correct order. I can complete a familiar classroom routine after verbal instruction. I can apply a verbal instruction during independent work. I can change what I am doing when given verbal feedback.	I can remember and follow a longer instruction across a lesson. I can use spoken instructions to complete an unfamiliar task. I can explain the steps I need to follow before beginning a task.tandards_Curriculum I can help another child understand a classroom routine or instruction.

Strand 2: Communication & Oracy

Focus Area	Emerging	Developing	Securing	Mastering
Speaking & Expression	I can communicate my needs using words, gestures or my communication system. I can name familiar people, objects or actions. I can combine words to communicate a simple idea. I can respond to a familiar question with adult support.	I can communicate an idea using a simple sentence. I can describe a familiar object, person or event. I can answer simple questions using relevant information. I can express my thoughts and needs with increasing independence.	I can express my ideas using complete sentences. I can describe an experience or event in a logical order. I can explain my thinking using relevant details. I can communicate clearly enough for others to understand my meaning.	I can organise and express my ideas clearly and coherently. I can adapt how I communicate depending on my audience or purpose. I can elaborate on my ideas using explanations and examples. I can independently clarify or improve my explanation when needed.
Conversation & Discussion	I can engage in a short interaction with a familiar adult. I can take a turn in a simple interaction with support. I can respond to a familiar conversational prompt. I can initiate an interaction with another person.	I can take turns during a short conversation. I can respond appropriately to a simple question. I can contribute an idea during partner or group talk. I can ask a simple question to continue a conversation.	I can sustain a conversation over several exchanges. I can contribute relevant ideas during group discussion. I can ask questions linked to what others have said. I can build on another person's contribution.	I can sustain and develop a purposeful discussion. I can consider and respond to different viewpoints. I can explain agreement or disagreement respectfully. I can help move a discussion forward through relevant questions and contributions.
Vocabulary Development	I can recognise familiar words linked to everyday objects and actions. I can use familiar words to communicate meaning. I can match familiar words to objects, pictures or actions. I can imitate or practise new words modelled by an adult.	I can understand and use vocabulary taught during familiar activities. I can use simple describing words. I can explain the meaning of a familiar word using an example or action. I can use a newly taught word with adult prompting.	I can independently use previously taught vocabulary. I can select words that make my meaning more precise. I can explain the meaning of taught vocabulary. I can use previously taught words in different learning contexts.	I can select precise and appropriate vocabulary to communicate my ideas. I can make connections between words and their meanings. I can use contextual clues and word knowledge to explore unfamiliar vocabulary. I can independently incorporate new vocabulary into my communication across the curriculum.

Strand 3: Physical Foundations

Focus Area	Emerging	Developing	Securing	Mastering
Posture & Core Strength	I can maintain a stable position for a short activity with appropriate support. I can participate in simple activities that develop core strength. I can adopt a supported sitting position for a tabletop activity. I can adjust my position following an adult prompt.	I can maintain a stable sitting position during a short learning task. I can maintain balance during simple physical activities. I can adopt a suitable working position with occasional reminders. I can maintain a stable body position when reaching for resources.	I can maintain a stable and comfortable working position during a learning task. I can maintain balance and control during activities requiring core stability. I can position my body appropriately when using classroom tools. I can independently adjust my posture to support my learning.	I can maintain effective posture during extended learning tasks. I can adapt my body position to suit different activities. I can recognise when my position is affecting my ability to complete a task. I can independently make appropriate adjustments to maintain comfort, stability and control.
Fine Motor & Pencil Grip	I can grasp and release objects intentionally. I can manipulate simple objects using my hands and fingers. I can make intentional marks using a mark-making tool. I can explore different tools and materials with adult support.	I can pick up and manipulate small objects with increasing control. I can use both hands together to complete a simple task. I can hold a pencil or mark-making tool using an increasingly controlled grip. I can make controlled lines, shapes and patterns.	I can use a functional and effective pencil grip. I can control pencil movements and pressure with increasing accuracy. I can use classroom tools such as scissors and rulers with control. I can complete fine motor tasks requiring precision and coordination.	I can maintain an effective pencil grip during extended writing tasks. I can adapt my grip and pressure to suit different tools and tasks. I can complete increasingly complex fine motor tasks accurately and efficiently. I can independently adjust how I use tools when greater control or precision is needed.
Body Control & Co-ordination	I can move around a familiar space with appropriate support. I can imitate simple physical movements. I can stop or start a movement in response to a familiar cue. I can participate in activities involving simple whole-body movements.	I can move around a space with increasing awareness of others. I can follow a short sequence of physical movements. I can balance and change direction with increasing control. I can coordinate my movements when using simple equipment.	I can move safely and confidently within shared spaces. I can complete a sequence of movements with control. I can coordinate different parts of my body during physical activities. I can adjust my speed, direction and movement to suit an activity.	I can perform increasingly complex movements with control and fluency. I can adapt my movements in response to changes in my environment. I can combine balance, coordination and spatial awareness during activities. I can independently apply appropriate body control across different learning and physical contexts.

Strand 4: Literacy Foundations

Focus Area	Emerging	Developing	Securing	Mastering
Letter Formation	I can make intentional marks. I can imitate simple lines, shapes and patterns. I can recognise some familiar letters. I can attempt to form familiar letters following an adult model.	I can form an increasing range of taught letters. I can identify the correct starting point for familiar letters. I can follow the taught direction of movement when forming letters. I can form letters with decreasing adult support.	I can form all taught lower-case letters correctly. I can form capital letters correctly. I can form letters using consistent starting points and direction. I can maintain accurate letter formation when writing words and sentences.	I can form letters accurately and automatically during independent writing. I can maintain consistent letter formation during extended writing. I can apply correct letter formation across different curriculum subjects. I can independently identify and correct inaccurate letter formation.
Spacing & Handwriting Fluency	I can make marks within a given space. I can attempt to follow a line or visual guide. I can place marks or letter shapes alongside one another. I can copy simple patterns with increasing control.	I can position letters on a writing line with support. I can leave spaces between words using prompts. I can form letters with increasingly consistent sizing. I can write familiar words with increasing fluency.	I can maintain appropriate spacing between words. I can position letters accurately in relation to the writing line. I can maintain consistent letter sizing and proportions. I can write sentences fluently and legibly.	I can maintain legible and fluent handwriting during extended writing. I can maintain consistent spacing, sizing and alignment across written work. I can adjust my handwriting speed without significantly reducing legibility. I can independently apply effective handwriting habits across the curriculum.
Phonetic Development	I can recognise and respond to familiar sounds. I can join in with familiar rhymes and sound-based activities. I can identify some taught sounds in spoken words. I can recognise some taught grapheme–phoneme correspondences.	I can recall an increasing range of taught grapheme–phoneme correspondences. I can orally blend sounds to make a simple word. I can orally segment simple words into sounds. I can use taught sounds to attempt to read and spell simple words.	I can recall taught grapheme–phoneme correspondences accurately. I can blend taught sounds to read unfamiliar decodable words. I can segment words and select appropriate taught graphemes when spelling. I can independently apply my taught phonic knowledge during reading and writing.	I can recall taught grapheme–phoneme correspondences automatically. I can apply my phonic knowledge fluently when reading increasingly complex decodable words. I can recognise alternative graphemes for taught sounds and draw on word knowledge when spelling. I can independently use my phonic knowledge to check and improve my reading and spelling.

Strand 5: Mathematical Foundations

Focus Area	Emerging	Developing	Securing	Mastering
Number Formation	I can make intentional marks to represent quantities. I can recognise some familiar numerals. I can imitate simple numeral shapes. I can attempt to form familiar numerals following an adult model.	I can form an increasing range of numerals. I can identify the correct starting point for familiar numerals. I can follow the taught direction of movement when forming numerals. I can record familiar quantities using numerals with increasing independence.	I can correctly form all numerals from 0 to 9. I can form numerals using consistent starting points and direction. I can maintain appropriate numeral sizing and positioning. I can record single-digit and multi-digit numbers accurately.	I can form numerals accurately and automatically. I can maintain clear and consistent numeral formation during mathematical tasks. I can organise numerical recording clearly, including appropriate place value alignment. I can independently identify and correct inaccurate numerical recording.
Counting & Number Sense	I can join in with familiar counting sequences. I can recognise differences between small quantities. I can match objects using one-to-one correspondence with support. I can recognise some small quantities without counting.	I can count forwards and backwards within a familiar number range. I can count objects using one-to-one correspondence. I can recognise that the final number counted tells me how many objects there are. I can match familiar numerals to the quantities they represent.	I can count accurately from different starting points within a familiar number range. I can recognise small quantities and use familiar groupings to identify larger quantities. I can compare and order numbers and quantities accurately. I can recognise and explain how numbers can be composed and partitioned.	I can count flexibly within my taught number range. I can use known number relationships to derive unfamiliar facts. I can compose, partition and recombine numbers flexibly. I can independently apply my number sense to select efficient mathematical strategies.
Mathematical Communication	I can use familiar words linked to quantity, size or position. I can show a mathematical idea using objects or actions. I can respond to simple mathematical questions. I can imitate mathematical vocabulary modelled by an adult.	I can use taught mathematical vocabulary during familiar activities. I can describe a simple mathematical observation. I can show my mathematical thinking using objects, pictures or actions. I can explain a simple mathematical answer with adult support.	I can use appropriate mathematical vocabulary accurately. I can explain how I reached a mathematical answer. I can represent my mathematical thinking using objects, pictures, numerals or symbols. I can describe simple mathematical patterns and relationships.	I can explain my mathematical thinking clearly and logically. I can select appropriate representations to communicate mathematical ideas. I can compare and explain different mathematical strategies. I can justify my mathematical conclusions using accurate vocabulary and reasoning.

Strand 6: Independence & Organisation

Focus Area	Emerging	Developing	Securing	Mastering
Self-Care & Responsibility	I can communicate when I need help. I can participate in familiar self-care routines with support. I can recognise some of my personal belongings. I can help care for classroom resources following an adult prompt.	I can complete familiar self-care routines with occasional support. I can recognise and manage my personal belongings. I can take responsibility for a simple classroom job. I can recognise when I need to ask for help.	I can independently manage familiar self-care routines using appropriate resources or adaptations. I can take responsibility for my personal belongings. I can care for shared classroom resources and spaces. I can recognise and respond to my everyday personal needs.	I can consistently take responsibility for my personal needs and belongings. I can anticipate and prepare for familiar self-care needs. I can take responsibility for shared spaces without adult reminders. I can recognise when I need assistance and seek it appropriately.
Routines & Readiness	I can recognise familiar classroom cues. I can participate in a familiar routine with adult support. I can move between familiar activities with guidance. I can prepare for a simple learning activity with adult support.	I can respond to familiar classroom cues with increasing independence. I can follow the steps of a familiar classroom routine. I can move between activities with occasional reminders. I can prepare the resources needed for a familiar learning activity with support.	I can independently follow established classroom routines. I can transition between activities promptly and appropriately. I can prepare the resources I need before learning begins. I can begin a familiar learning task without unnecessary adult prompting.	I can consistently demonstrate readiness for learning across different contexts. I can anticipate what I need for an upcoming activity. I can adapt to changes in familiar routines using appropriate strategies. I can independently maintain my readiness throughout the school day.
Organisation & Independence	I can locate a familiar resource with adult support. I can return a resource to its identified place with guidance. I can complete a simple task alongside an adult. I can indicate when I am finding a task difficult.	I can locate and return familiar classroom resources. I can organise the resources needed for a simple task with occasional prompting. I can complete a familiar task with decreasing adult support. I can use a familiar strategy or resource when I encounter difficulty.	I can independently organise the resources needed for my learning. I can work through the stages of a familiar task independently. I can use available resources and strategies before seeking unnecessary adult support. I can check that my work and resources are organised appropriately.	I can independently plan how to approach a learning task. I can organise my resources, time and actions to complete a task effectively. I can identify difficulties and select appropriate strategies or seek support when needed. I can review and improve how I organise and manage my own learning.