

Look, Listen, Note

**Observation, Assessment
and Recording with Evidence**

40 to 60+ Months

Look, Listen and Note – 40 to 60+ Months

This pack is in four sections which all make up a child's learning journey. There is no correct order, children develop at different times, in different ways:-

- **Planning and Resources Sheet**

Planning can be long, medium or short term. If you are able to share your planning ideas with colleagues, it can give rise to a greater depth of discussion.

You can plan proactively (formatively), before an activity begins, or reactively (summatively) by observing children and deciding on the next stage for a group or a child.

Good planning has a mixture of both. The sheet is divided into the six areas of learning and each section has a 'look, listen and note'. Either observe first and make note and then choose further activities in some areas of learning, or plan first in others. Each child's journey will take a different path from others. Not all children will be secure across all areas.

- **Individual Child Observation Sheets** which cover the 6 areas of learning (x8)

These can be used electronically or in hard copy.

While observing the children, note the stage each child is at and mark in the right hand box. This is not a tick list, it is simply a record of a child's journey.

- / Just beginning to grasp
- X Making good progress
- * Nearly there!
- * Secure

Date the sheet when secure.

Do a final evaluation and make comments when the child is secure in all or part of the six areas of learning. Share your findings with parents/carers and ask if they would like to comment.

The units that precede with a G are the early learning goals. The others with an '0' in them are part of 'developmental matters'. The numbering for the goals therefore follows the Early Years Foundation Stage Profile Handbook.

Look, Listen and Note – 40 to 60+ Months

- **Individual Child Evidence Sheets** (x8)

The contents of these sheets are almost identical to the Individual Child Observation Sheets. Choose one or two observations to photograph as evidence of successful completion, in each of the six areas of learning, or add a piece of the child's work.

Highlight the evidence on the sheet, for example, "DA03 – Operate independently within the environment, etc." with a highlighter pen.

Write DA03 on the back of the photo and date it and put it into the child's own 'clear plastic pocket' which will sit in a file behind the child observation sheet.

When all or most of the 'development matters' units are secure on the sheet, then the observation sheet, the evidence sheet and the evidence can go home for the parent to perhaps make themselves an album of their child's development.

- **Class Record Sheets** (x11)

There are six class records sheets, one for each area of learning. These record exactly the same 'development matters' as the individual child record sheets, e.g. Individual Child Record Sheet – PSED:-

DA01 'Display high levels of involvement in activities' on the class record sheet, you will find the dominant words DA01 – 'Involvement in Activities'.

Transfer your observations from the individual to the class sheet to get an overall class picture of strengths and weaknesses. Your early learning goals are now ready to transfer straight onto your profile.

Look, Listen and Note – 40 to 60+ Months

Using the assessment scales for the EYFS Profile

When you transfer your child observation sheet information to the profile, the scales are named slightly differently.

There are 13 scales divided between the six areas of learning and development. The scales are:

Dispositions and attitudes (DA) Social development (SD) Emotional development (ED)	} Personal, social and emotional development
Language for communication and thinking (LCT) Linking sounds and letters (LSL) Reading (R) Writing (W)	} Communication, language and literacy
Numbers as labels and for counting (NLC) Calculating (C) Shape, space and measures (SSM)	} Problem solving, reasoning and numeracy
Knowledge and understanding of the world (KUW) Physical development (PD) Creative development (CD)	

Each scale has nine assessment points.

Scale points 1-3	Describe the attainment of a child who is still progressing <u>towards</u> the early learning goals
Scale points 4-8	Describe the attainment of a child in the context of the early learning goals. They are not hierarchical or linear, indeed some scale points require ongoing assessment over time and a child may achieve them in any order.
Scale points 9	Describes the attainment of a child who has achieved scale points 1-8 and developed further, working consistently beyond early learning goals. This will be attained by children who have significant abilities in an area of learning. Its purpose is to identify these abilities to year 1 teachers and ensure that these children's specific development and learning needs will be met.

Goals, therefore, are only numbered from 4 to 8. Transfer those secure observations prefixed by a 'G' and numbered between 4 and 8 onto the profile.

Look, Listen and Note – 40 to 60+ Months

- **Effective Planning Sheets** (x24)

These are from the practice guidance. They follow the order on the individual child observation sheets and have ideas for 'look, listen and note', 'effective practice' and 'planning and resources'.

They give you ideas about activities which are appropriate, how to resource and plan for them and what to observe and note particularly.

There are videos to watch to help you.

You will find these on www.standards.dfes.gov.uk/eyfs/

Child's Name: _____

Communication, Language and Literacy				Date
Language for Communication	LCT01	Have confidence to speak to others about their own wants and interests		
	LCT02	Use talk to gain attention and sometimes use action rather than talk to demonstrate or explain to others		
	LCT03	Initiate conversation, attend to and take account of what others say		
	LCT04	Extend vocabulary, especially by grouping and naming		
	LCT05	Use vocabulary and forms of speech that are increasingly influenced by their experience of books		
	LCT06	Link statements and stick to a main theme or intention		
	LCT07	Consistently develop a simple story, explanation or line of questioning		
	LCT08	Use language for an increasing range of purposes		
	LCT09	Use simple grammatical structures		
	G LCT6	Interact with others in a variety of contexts negotiating plans and activities and taking turns in conversation		
	LCT010	Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning		
	G LCT4	Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions		
	G LCT4	Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems		
	G LCT7	Extend their vocabulary, exploring the meanings and sounds of new words		
G LCT8	Speak clearly and audibly with confidence and control and show awareness of the listener			
Language for Thinking	LCT012	Begin to use talk instead of action to rehearse, reorder and reflect on past experiences, linking significant events from own experiences and from stories, paying attention to how events lead into one another		
	LCT013	Begin to make patterns in their experience through linking cause and effect, sequencing ordering and grouping		
	LCT014	Begin to use talk to pretend imaginary situations		
	G LCT5	Use language to imagine and recreate roles and experiences		
	G LCT7	Use talk to organise sequence and clarify thinking, ideas, feelings and events		
Linking Sounds and Letters	LSL01	Continue a rhyming string		
	LSL02	Hear and say the initial sound in words and know which letters represent some of the sounds		
	G LSL5	Hear and say sounds in words in the order in which they occur		
	G LSL4	Link sounds to letters, naming and sounding the letters of the alphabet		
	G LSL6	Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words including blends		
	G LSL7 G LSL8			
Reading	R01	Enjoy an increasing range of books		
	R02	Know that information can be retrieved from books and computers		
	R03	Explore and experiment with sounds, words and texts		
	G R7	Retell narrative in the correct sequence, drawing on language patterns of stories		
	G R6	Read a range of familiar and common words and simple sentences independently		
	G R4	Know that print carries meaning and, in English, is read from left to right and top to bottom		

Child's Name: _____

Communication, Language and Literacy				
				Date
Reading	G	R5	Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how	
	G	R8		
Writing		W01	Begin to break the flow of speech into words	
		W02	Use writing as a means of recording and communicating	
		G W7	Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	
		G W6	Attempt writing for different purposes, using features of different forms such as lists, stories and instructions	
		G W4 G W8	Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation	
Handwriting		W03	Begin to use anti-clockwise movement and retrace vertical lines	
		W04	Begin to form recognisable letters	
		G W5	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed	

Child's Name: _____

Problem Solving, Reasoning and Numeracy				Date	
Numbers as Labels and for Counting	NLC01	Recognise some numerals of personal significance			
	NLC02	Count up to three or four objects by saying one number name for each item			
	NLC03	Count out up to six objects from a larger group			
	NLC04	Count actions or objects that cannot be moved			
	NLC05	Begin to count beyond 10			
	NLC06	Begin to represent numbers using fingers, marks on paper or pictures			
	NLC07	Select the correct numeral to represent 1 to 5, then 1 to 9 objects			
	NLC08	Recognise numerals 1 to 5			
	NLC09	Count an irregular arrangement of up to ten objects			
	NLC010	Estimate how many objects they can see and check by counting them			
	NLC011	Count aloud in ones, twos, fives and tens			
	NLC012	Know that numbers identify how many objects are in a set			
	NLC013	Use ordinal numbers in different contexts			
	NLC014	Match then compare the number of objects in two sets			
G	NLC4	Say and use number names in order in familiar contexts up to 10			
	NLC7				
	NLC6	Count reliably up to ten every day objects			
	NLC5	Recognise numerals 1 to 9			
	NLC8	Use developing mathematical ideas and methods to solve practical problems			
	Calculating	C01	Find the total number of items in two groups by counting all of them		
C02		Use own methods to work through a problem			
C03		Say the number that is one more than a given number			
C04		Select two groups of objects to make a given total of objects			
C05		Count repeated groups of the same size			
C06		Share objects into equal groups and count how many in each group			
G		C6	In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting		
		C07	Use language such as 'more' or 'less' to compare two numbers		
G		C7	Find one more or one less than a number from one to ten		
G		C4	Begin to relate addition to combining two groups of objects and subtraction to 'taking away'		
G	C5				
Shape, Space and Measures	SSM01	Show curiosity about and observation of shapes by talking about how they are the same or different			
	SSM02	Match some shapes by recognising similarities and orientation			
	SSM03	Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes			
	SSM04	Select a particular named shape			
	SSM05	Show awareness of symmetry			
	SSM06	Find items from positional or directional clues			
	SSM07	Order two or three items by length or height			
	SSM08	Order two items by weight or capacity			
	SSM09	Match sets of objects to numerals that represent the number of objects			
	SSM010	Sort familiar objects to identify their similarities and differences, making choices and justifying decisions			
	SSM011	Describe solutions to practical problems, drawing on experience, talking about own ideas, methods and choices			
	SSM012	Use familiar objects and common shapes to create and recreate patterns and build models			

