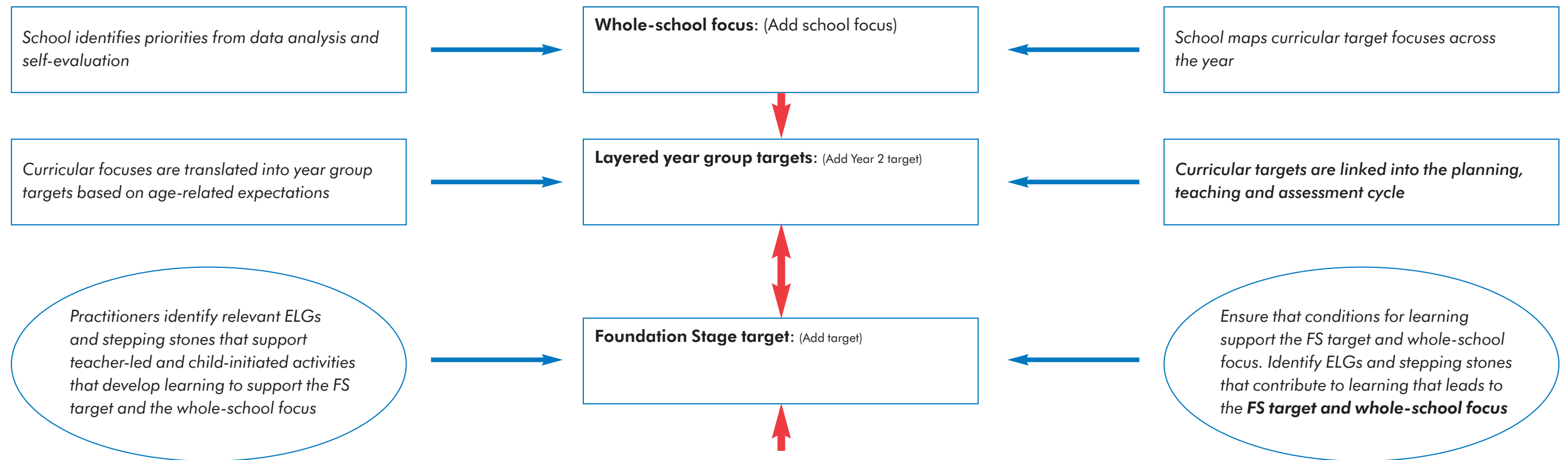


Figure 1: Identifying learning focuses to support the whole-school curricular target



Success criteria in the Foundation Stage Profile scales that support the target

The Public Service Agreement (PSA) target focuses on communication, language and literacy (CLL) and personal, social and emotional development (PSED) because they have a big impact on learning and life chances. Delivery of the whole Foundation Stage curriculum remains equally important and must not be compromised. All areas of learning are of equal importance and all are interdependent for children’s learning.

Personal, social and emotional development (PSA target area)	Communication, language and literacy (PSA target area)	Mathematical development (MD)
Creative development (CD)	Physical development (PD)	Knowledge and understanding of the world (KUW)

Table 1: Informed target setting in language development – developing success criteria for children’s end of key stage achievement to improve teaching

	PSED		CLL				MD			KUW	PD	CD	
	1. Dispositions and attitudes	2. Social development	3. Emotional development	4. Language for communication and thinking	5. Linking sounds and letters	6. Reading	7. Writing	8. Numbers as labels for counting	9. Calculating	10. Shape, space and measures	11. KUW	12. PD	13. CD
9	Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.	Takes into account the ideas of others.	Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.	Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.	Uses knowledge of letters, sounds and words when reading and writing independently.	Reads books of own choice with some fluency and accuracy.	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.	Recognises, counts, orders, writes and uses numbers up to 20.	Uses a range of strategies for addition and subtraction, including some mental recall of number bonds.	Uses mathematical language to describe solid (3D) objects and flat (2D) shapes.	Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.	Repeats, links and adapts simple movements, sometimes commenting on her/his work. Demonstrates coordination and control in large and small movements, and in using a range of tools and equipment.	Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play and imaginative play.
8	Maintains attention and concentrates.	Understands that s/he can expect others to treat her/his needs, views, cultures and beliefs with respect.	Understands what is right, what is wrong, and why.	Speaks clearly with confidence and control, showing awareness of the listener.	Attempts to read more complex words, using phonic knowledge.	Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.	Begins to form captions and simple sentences, sometimes using punctuation.	Uses developing mathematical ideas and methods to solve practical problems.	Uses developing mathematical ideas and methods to solve practical problems.	Uses developing mathematical ideas and methods to solve practical problems.	Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary.	Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active.	Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.
7	Is confident to try new activities, initiate ideas and speak in a familiar group.	Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.	Considers the consequences of words and actions for self and others.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.	Uses phonic knowledge to read simple regular words.	Retells narratives in the correct sequence, drawing on language patterns of stories.	Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.	Orders numbers up to 10.	Finds one more or one less than a number from 1 to 10.	Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.	Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.	Handles tools, objects, construction and malleable materials safely and with basic control.	Uses imagination in art and design, music, dance, imaginative and role-play and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches and feels.
6	Continues to be interested, motivated and excited to learn.	Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.	Has a developing respect for own culture and beliefs and those of other people.	Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.	Blends sounds in words.	Reads a range of familiar and common words and simple sentences independently.	Attempts writing for a variety of purposes, using features of different forms.	Counts reliably up to 10 everyday objects.	In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.	Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.	Finds out about past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people.	Uses small and large equipment, showing a range of basic skills.	Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music.
5	Selects and uses activities and resources independently.	Forms good relationships with adults and peers.	Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.	Uses language to imagine and recreate roles and experiences.	Hears and says sounds in words.	Shows an understanding of the elements of stories, such as main character, sequence of events and openings.	Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.	Recognises numerals 1 to 9.	Relates subtraction to taking away.	Uses everyday words to describe position.	Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.	Demonstrates fine motor control and coordination.	Explores colour, texture, shape, form and space in two or three dimensions.
4	Dresses and undresses independently and manages own personal hygiene.	Works as part of a group or class, taking turns and sharing fairly.	Responds to significant experiences, showing a range of feelings when appropriate.	Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.	Links sounds to letters, naming and sounding letters of the alphabet.	Knows that, in English, print is read from left to right and top to bottom.	Writes own name and other words from memory.	Says number names in order.	Relates addition to combining two groups.	Talks about, recognises and recreates simple patterns.	Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about those features s/he likes and dislikes.	Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.	Sings simple songs from memory.
3	Displays high levels of involvement in self-chosen activities.	Takes turns and shares with adult support.	Expresses needs and feelings in appropriate ways.	Talks activities through, reflecting on and modifying actions.	Links some sounds to letters.	Recognises a few familiar words.	Represents some sounds correctly in writing.	Counts reliably up to six everyday objects.	Finds one more or one less from a group of up to five objects.	Describes shapes in simple models, pictures and patterns.	Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.	Usually shows appropriate control in large- and small-scale movements.	Tries to capture experiences, using a variety of different media.
2	Dresses, undresses and manages own personal hygiene with adult support.	Builds relationships through gesture and talk.	Communicates freely about home and community.	Initiates communication with others, displaying greater confidence in more informal contexts.	Shows an awareness of rhyme and alliteration.	Knows that print conveys meaning.	Uses some clearly identifiable letters to communicate meaning.	Counts reliably up to three everyday objects.	Recognises differences in quantity when comparing sets of objects.	Sorts or matches objects and talks about sorting.	Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.	Moves with confidence in a variety of ways, showing some awareness of space.	Creates simple representations of events, people and objects and engages in music making.
1	Shows an interest in classroom activities through observation or participation.	Plays alongside others.	Separates from main carer with support.	Listens and responds.	Joins in with rhyming and rhythmic activities.	Is developing an interest in books.	Experiments with mark-making, sometimes ascribing meaning to the marks.	Says some number names in familiar contexts, such as nursery rhymes.	Responds to the vocabulary involved in addition and subtraction in rhymes and games.	Experiments with a range of objects and materials showing some mathematical awareness.	Shows curiosity and interest by exploring surroundings.	Moves spontaneously, showing some control and coordination.	Explores different media and responds to a variety of sensory experiences. Engages in representational play.

Figure 2: Informed target setting in language development – developing success criteria for your teaching, planning and resourcing

Examples of some of the success criteria in *The Curriculum Guidance for the Foundation Stage* that might be selected to support the target. Other examples will be found in PSED, CLL, MD, KUW, CD and PD.

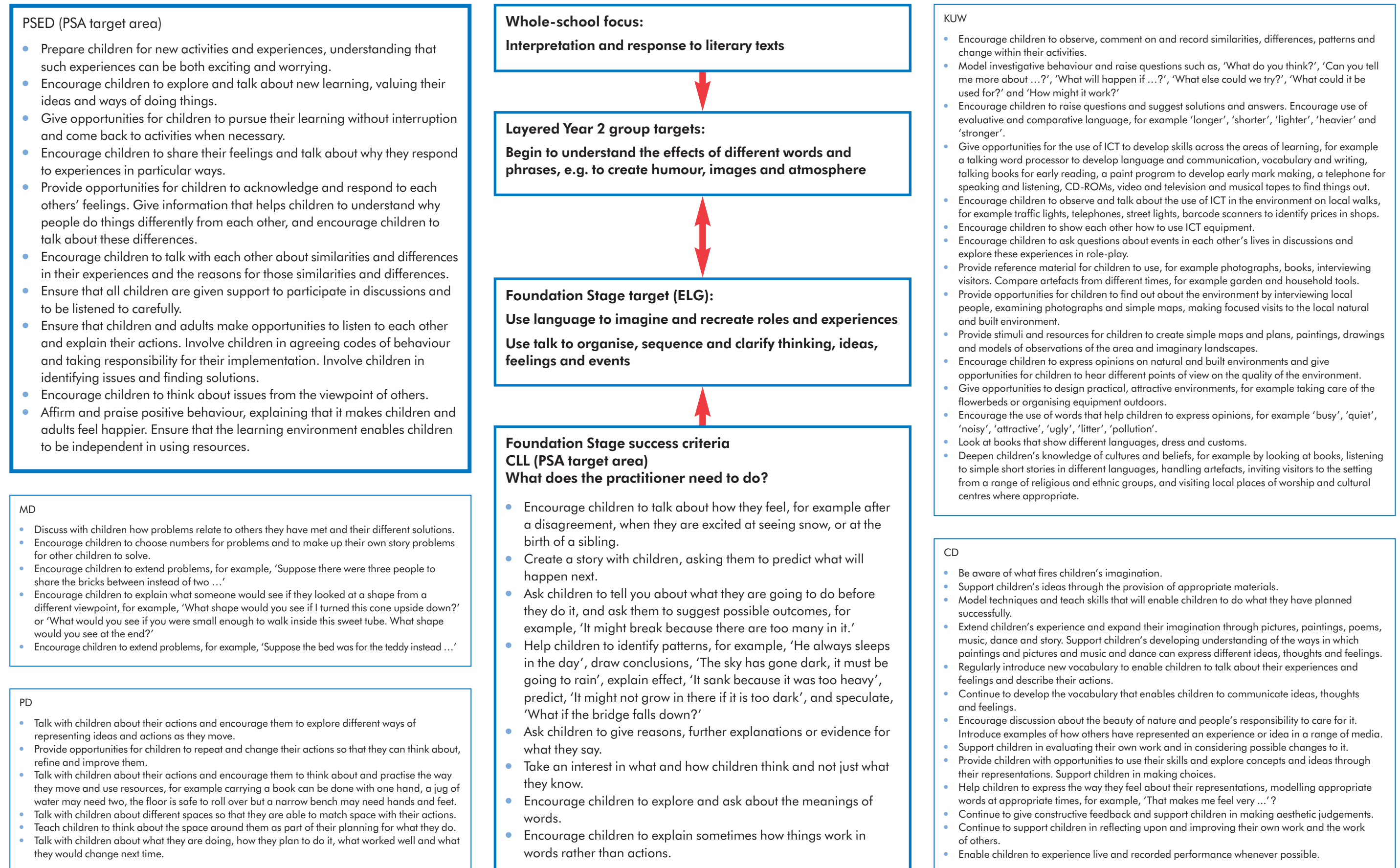


Table 2: Informed target setting in mathematical development – developing success criteria for children’s end of key stage achievement to improve teaching

	PSED		CLL				MD			KUW	PD	CD	
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