

**EDUCATION DIVISION**

**EARLY YEARS PROFILE**

**Midlothian**

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Child's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Nursery Enrolment Date \_\_\_\_\_

**Pencil Grip: Hand**

Right	
Left	
Both	

# Language literacy

Expresses a personal response to stories/poems and texts. <b>45</b>	Has begun to build a sight vocabulary. <b>46</b>	Can read a short simple text. <b>47</b>	Can produce a short piece of writing. <b>48</b>
	Can identify most individual letter sounds/names. <b>42</b>	Can write sentence with help. <b>43</b>	Can form letters accurately and fluently. <b>44</b>
Is familiar with information texts. <b>40</b>	Can read some words. <b>41</b>	Can compose a more detailed story orally in relation to drawing. <b>39</b>	Can compose simple story through drawing, model-making, etc. to be scribed by the teacher. <b>38</b>
Can retell a simple story in sequence. <b>35</b>	Has an awareness of genre. <b>36</b>	Has awareness of terms such as author. <b>37</b>	
Writes simple words. <b>30</b>	Participates appropriately in group discussion. <b>31</b>	Developing phonological awareness. <b>32</b>	Can interpret and discuss picture content. <b>33</b>
Initiates and maintains conversation. <b>24</b>	Listens to complex questions, instructions and responds appropriately. <b>25</b>	Demonstrates understanding of more complex statements/stories. <b>26</b>	Shows interest in environmental print – asks what words say. <b>27</b>
Uses language for a variety of purposes describing, recalling, expressing feelings. <b>19</b>	Can express self fluently using fairly complex language. <b>20</b>	Developing awareness of rhyme. <b>21</b>	Identifies some letter names/sounds. <b>28</b>
Talks readily to peers and adults about own experiences. <b>14</b>	Listen attentively in a variety of situations – including a group. <b>15</b>	Understands that print has meaning – difference between words and illustrations. <b>16</b>	Writes own name. <b>29</b>
Gives appropriate verbal response to questions, or in conversation. <b>10</b>	Able to recite songs and rhymes. <b>11</b>	Actively seeks out book experiences. <b>25</b>	Writes some recognisable letter, e.g. from own name. <b>23</b>
Expresses simple needs – communicates mainly about here and now. <b>5</b>	Speech is intelligible and readily understood. <b>6</b>	Actively engages in book experiences. <b>22</b>	Drawings showing more detail and compositional features. <b>18</b>
Communications through gesture, conversational ‘babble’ and learnt words and phrases. <b>1</b>	Listens to questions or instructions – responds appropriately. <b>2</b>	Recognises own name. <b>17</b>	Produces marks/symbols in drawing. <b>13</b>
		Knows where books begin, order of pages, etc. <b>12</b>	Drawings developing form and representation. <b>9</b>
		Listens to and responds to rhymes and stories. <b>7</b>	Enjoys books and stories. <b>8</b>
		Listen/concentrates for short periods only. <b>3</b>	Enjoys using pencils and crayons. <b>4</b>

## Language and Literacy Exemplification

(Numbers have been added to the profile for reference purposes.)

5 *Express Simple Needs – communicates mainly about here and now*

Communicates mainly for basic purposes, e.g. requests for help and attention

7 *Listens and responds to rhymes and stories*

Joins in and shows enjoyment through expressions and body language

8 *Enjoys books and stories*

Enjoys stories when adult offers to read

Looks at books on own occasionally

11 *Able to recite songs and rhymes*

Knows several simple rhymes, poems or songs

Is able to recite most of the rhyme, poem, or song, with some prompting

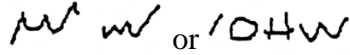
12 *Knows where book begins, order of pages*

When given a book will be able to locate the first page

Turns pages in order

13 *Produces marks/symbols in drawing*

Is beginning to form symbols within drawings, e.g.

Produces writing, e.g.  or /OHW for name

The symbols may not be linear or recognisable as conventional letters at this stage

14 *Talks readily to peers and adults about own experiences*

In the main, communication consists of brief exchanges

Frequently offers information about topics of interest

Responds to others' conversation

16 *Understands that print has meaning – difference between words and illustrations*

Can show adult where to begin reading

Can point out 'words' or 'writing'

Understands that adult has to finish reading words before the page is turned

17 *Recognises own name*

Can identify own name in different contexts

Can select own name from other names beginning with the same initial letters

20 *Can express self fluently using fairly complex language*

Uses a growing vocabulary and appropriate sentence structure with increasing fluency  
Clauses beginning with 'if' or 'because' might feature

21 *Developing awareness of rhyme*

Is able to supply rhyming words (including nonsense rhymes) in unfamiliar rhymes or poems

22 *Actively engages in book experiences*

Often asks for stories to be read  
Frequently chooses to spend time in book corner  
Enjoys looking at books on own or with others  
Displays knowledge of a range of favourite books  
Enjoys 'pretend reading' to an audience  
Uses intonation and language and phrases associated with books when 'reading' stories  
Shows interest in books on display

23 *Writes some recognisable letters, e.g. from own name*

Produces several recognisable upper or lower case letters from own name

24 *Initiates and maintains conversation*

Able to take part in longer conversational exchanges

25 *Listens to complex questions, instructions and responds appropriately*

Gives appropriate answers to 'why', 'how', 'what if' questions  
Understands and carries out two or three-part instructions

26 *Shows interest in environmental print – asks what words say*

Developing an increasing interest in words displayed in the classroom or outdoors, including words on packets, clothing, signs and notices

28 *Identifies some letter names/sounds*

Can identify either the name or sound of six or more letters of the alphabet

29 *Writes own name*

Frequently writes own name, in recognisable letters, using upper or lower case or both, and in correct sequence.

30 *Writes simple words*

Writes simple words, e.g. mum, daddy

32 *Developing phonological awareness*

Is able to hear sounds in words

Can play 'I spy' games, or identify initial sounds  
Can identify the odd one out, e.g. fish, dog, fox  
Can play around with words to produce alliteration and rhyme

34 *Understands concepts of print*

Has an awareness of book layout and print direction; left to right, top to bottom  
Has a knowledge of vocabulary relating to print, e.g. 'letter', 'word', 'sentence'  
Is aware of the relationship between spoken words and printed words

36 *Has an awareness of genre*

Has an awareness of the difference between various kinds of texts, e.g. recipe books, reference books, newspaper articles.

# Mathematics

Makes simple graphs or charts to represent data. <b>45</b>	Has working knowledge of months of the year. <b>46</b>	Tells half-past times. <b>47</b>	Describes some of the properties of 2-D and 3-D shapes. <b>48</b>
Knows subtraction facts to 10. <b>44</b>	Knows addition facts to 10. <b>43</b>	Recites the number sequence up to 100. <b>42</b>	Recognises and names most coins. <b>41</b>
Knows addition facts to 5. <b>36</b>	Knows subtraction facts to 5. <b>37</b>	Interprets information from graphs or charts. <b>38</b>	Tells o'clock times. <b>40</b>
Recognises and names common 3-D shapes, e.g. cone, cube cylinder, sphere. <b>34</b>	Understands the language of ordering and comparing numbers, e.g. the number before, after, next. <b>35</b>	Understands simple problems, including word problems, in context. <b>31</b>	Has working knowledge of days of the week. <b>39</b>
Developing an awareness of addition and subtraction. <b>28</b>	Puts numbers 0 to 10 in the correct sequence. <b>29</b>	Can name some days of the week. <b>32</b>	Understands and uses language relevant to time, e.g. today, yesterday, tomorrow. <b>33</b>
Recites the number sequence to 20 or beyond. <b>22</b>	Writes numerals 0 to 10. <b>30</b>	Demonstrates a basic understanding of the properties of 2-D and 3-D shapes. <b>27</b>	
Counts up to 20 objects consistently. <b>23</b>	Shows an interest in big numbers. <b>25</b>	Begins to understand the idea of a line symmetry. <b>26</b>	
Counts up to 10 objects consistently. <b>16</b>	Uses ordinal numbers such as first, second, third, last. <b>24</b>	Uses the comparative language of measurement, heavier, shorter, lighter, longer, thinner, taller. <b>21</b>	
Recites the number sequence up to 10. <b>15</b>	Recognises most of the numerals 0 to 10. <b>17</b>	Talks about and responds to information from pictures or charts. <b>18</b>	Completes more complex puzzles. <b>19</b>
Counts up to 5 objects consistently. <b>9</b>	Solves simple problems. <b>11</b>	Completes simple patterns. <b>20</b>	Recognises and names common 2-D shapes, e.g. square, circle, triangle. <b>14</b>
Recites the number of sequence up to 5. <b>8</b>	Recognises a few numerals. <b>10</b>	Puts things in order by size, length. <b>12</b>	Uses the language of measurement, e.g. long, tall, heavy. <b>13</b>
Sorts objects consistently. <b>1</b>	Sorts objects using mathematical criteria, e.g. size, shape. <b>2</b>	Names a few colours. <b>4</b>	Uses simple mathematical language, e.g. more, big, small. <b>5</b>
	Is familiar with nursery rhymes and counting songs. <b>3</b>	Uses simple puzzles. <b>6</b>	Describes position or movement, e.g. front, back, top, forwards. <b>7</b>

## Mathematics Exemplification

- Box 3:** Is familiar with nursery rhymes and counting songs  
Can predict the next number  
Can suggest what will happen next
- Box 11:** Solves simple mathematical problems  
Finds the right size of clothes for dolls  
Lays out the correct number of plates for an imaginary picnic or real event  
Works out how much paper is needed to cover a box  
Selects appropriate pieces of Lego to fit for a purpose  
Works out what to do when the trolley is too heavy to pull along  
Uses approaches such as comparing, sorting or counting to solve problems
- Box 14:** Recognises and names common 2-D shapes  
Can choose the correct shape from a box of shapes  
Can recognise shapes such as square, circle, triangle and rectangle  
Can recognise these shapes in the environment  
Can recognise these shapes by sight and feel
- Box 18:** Talks about or can respond to information from pictures or charts  
Answers simple 'mathematical' questions in the context of picture books  
Answers questions relating to posters or simple pictographs  
Demonstrates an understanding of simple mathematical information displayed on the computer
- Box 25:** Shows an interest in big numbers  
Recognises big numbers with a personal significance, e.g. house numbers, bus numbers or numbers relating to television or films  
Asks about adults, ages and has a basic notion of what is appropriate  
May recognise big numbers in the context of digital displays  
Can enter a big number in the calculator
- Box 26:** Begins to understand the idea of line symmetry  
Knows that by folding 'blob paintings', symmetrical patterns are produced  
Produces symmetrical pictures in collage work, when printing or symmetrical patterns on pegboards  
Make symmetrical models with bricks, dough or clay  
Can recognise symmetry in the environment
- Box 27:** Demonstrates an awareness of the properties of 2-D and 3-D shapes  
Is able to complete mosaic puzzles  
Is able to select 2-D shapes that tile  
Selects bricks when building models on the basis of their properties rather than by trial and error
- Box 28:** Developing an awareness of addition and subtraction  
In the context of nursery rhymes or counting songs can add one more or say how many left  
Can combine two sets and say how many  
Can compare two sets and say which has more  
Knows that two children joined at the table by two more children makes four children  
Knows that a child with five blocks has two more than a child with three blocks  
Is able mentally to add one more, or take one away  
May know some basic number facts, one and one is two, two and two is four

## Personal, Social and Emotional Development

Self-esteem/ confidence	Relationships with adults	Relationships with children	Consideration of own and others needs	Ability to cooperate and share
Independence	Ability to persevere and concentrate	Motivation	Acceptance of rules	Emotional reactions

Please comment on *significant* aspects

## Expressive and Aesthetic Development

Music and singing/ instruments	Role play	Physical development and movement	Dance
Drawing	Modelling	Designing and making	Painting

Please comment on *significant* interests, aptitudes, development needs.

**Other comments**