

Spring assessment observation sheet

Reception

Communication,
language and literacy

Child's name _____ Practitioner _____ Date _____

Throughout the assessment, you should give the child a reasonable length of time to answer each question.

- In response to open-ended questions, you should **accept any relevant answer(s)**.
- If the child does not respond, move on to the next question without selecting an answer.

There is space to record how **confidently** and **independently** the child answered each question. You can use the 'Notes' sections to record any extra useful information. For example:

- the child's response
- strategies used by the child
- the child's behaviour
- strategies used by the practitioner

For questions 23–24, you will need materials for the child to write with.

This assessment is designed to be enjoyable and part of a child's everyday learning. Use your professional judgement and knowledge of the child to decide how much of the assessment the child completes.

Questions 1–3 assess the child's **early comprehension**.

Understand a story			
1	Let's read a story about Tom. He is making art today!		
	What is Tom doing today?		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Notes	
	Confidence <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3		

2	Tom is happiest when he makes art. His mind is full of big ideas. How does Tom feel?		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence 1 2 3 Confidence 1 2 3	Notes	
3	Tom is going to build something exciting today. What do you think Tom will build?		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence 1 2 3 Confidence 1 2 3	Notes	

Questions 4–7 assess the child’s **early vocabulary**.

Vocabulary			
4	Tom looks at the toys for some ideas. Tell me one thing that Tom can see.		
	e.g. a ball, a teddy bear, a toy car, a drum set		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence 1 2 3 Confidence 1 2 3	Notes	
5	Tom chooses a toy from the top shelf. Point to the top shelf.		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence 1 2 3 Confidence 1 2 3	Notes	

6	Tom is going to build this toy today. Which toy did Tom choose?		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence 1 2 3 Confidence 1 2 3	Notes	

7	Tom gathers some art supplies to start building. Name one of Tom's art supplies.		
	e.g. coloured pencils, paper, lolly sticks, tape		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence 1 2 3 Confidence 1 2 3	Notes	

Questions 8–11 assess the child's **phonological awareness**.

Identify words that rhyme			
8	Tom is ready to build! He uses tape and card for the main shape. Which word rhymes with 'tape' — 'card' or 'shape'?		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence 1 2 3 Confidence 1 2 3	Notes	

9	Next, he attaches a lolly stick. Tell me a word that rhymes with 'stick'.		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence 1 2 3 Confidence 1 2 3	Notes	

Identify the number of syllables in a word

10	<p>Then, Tom adds some plastic buttons.</p> <p>I can clap the syllables in 'plastic'. (<i>clap</i>) 'Plas-tic'.</p> <p>Can you clap the syllables in 'buttons'?</p>		
	<p>Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/></p>		
	<p>Independence 1 2 3</p> <p>Confidence 1 2 3</p>	<p>Notes</p>	
11	<p>He steps back to look carefully. Something is still missing.</p> <p>I can clap the syllables in 'missing'. (<i>clap</i>) 'Miss-ing'.</p> <p>Can you clap the syllables in 'carefully'?</p>		
	<p>Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/></p>		
	<p>Independence 1 2 3</p> <p>Confidence 1 2 3</p>	<p>Notes</p>	

Questions 12–15 assess the child's **reading ability**.

Reading phrases and short sentences

12	<p>Suddenly, Tom has an idea! He needs a cup.</p> <p>What does Tom shout? (<i>point to speech</i>)</p>		
	<p>Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/></p>		
	<p>Independence 1 2 3</p> <p>Confidence 1 2 3</p>	<p>Notes</p>	

13	There's just one problem. Amy has all the cups. What is Amy making? (point to label)		
	Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/>		
	Independence 1 2 3 Confidence 1 2 3	Notes	
14	What does Tom ask Amy? (point to speech)		
	Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/>		
	Independence 1 2 3 Confidence 1 2 3	Notes	
15	Amy thinks for a moment. What is Amy's answer? (point to speech)		
	Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/>		
	Independence 1 2 3 Confidence 1 2 3	Notes	

Questions 16–19 assess the child's **early grammar**.

Conjunctions in speech			
16	Perfect, one cup is all Tom needs. Finish this sentence: On the table, I see Tom's rocket, some buttons ...		
	<input type="checkbox"/> Did the child use a conjunction in their answer?		
	Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/>		
	Independence 1 2 3 Confidence 1 2 3	Notes	

17	He sticks the cup to the top of his rocket. What does Tom use to put the pieces together? Why?		
	<input type="checkbox"/> Did the child use a conjunction in their answer?		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence 1 2 3 Confidence 1 2 3	Notes	

Uses tenses appropriately and consistently			
18	Amy looks over at Tom. "What is that for?" she asks. I think Tom will use the rocket to play outside. What do you think Tom will use the rocket for?		
	The child must show a consistent use of future tense. The practitioner can prompt with ideas.		
	<input type="checkbox"/> Did the child use the future tense?		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence 1 2 3 Confidence 1 2 3	Notes	
19	Tom lifts it proudly. He says, "It's a rocket! It's for travelling to outer space!" Tom made a rocket. What's something you've made at school?		
	The child must show a consistent use of past tense. The practitioner can prompt with ideas.		
	<input type="checkbox"/> Did the child use the past tense?		
	Could answer <input type="checkbox"/>	Struggled to answer <input type="checkbox"/>	Question skipped <input type="checkbox"/>
	Independence 1 2 3 Confidence 1 2 3	Notes	

Questions 20–22 assess the child's **speaking and listening**.

Speaking and listening			
20	How did Tom make his rocket?		
	Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/>		
	Independence 1 2 3 Confidence 1 2 3	Notes	
21	What does Tom want to do with his rocket?		
	Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/>		
	Independence 1 2 3 Confidence 1 2 3	Notes	
22	What do you think Tom will create next?		
	Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/>		
	Independence 1 2 3 Confidence 1 2 3	Notes	

For this section, you will need materials for the child to write with.

Questions 23–24 assess the child's **ability to write phrases and sentences**.

Writing			
23	red top		
	Can you write these words? Remember to use all of your sounds.		
	Did the child... <input type="checkbox"/> form lower-case letters correctly? <input type="checkbox"/> spell words by identifying the sounds and writing the sound with letter/s? <input type="checkbox"/> re-read what they wrote to check that it made sense?		
	Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/>		
24	Tom got a cup.		
	Can you write this sentence? Remember to use all of your sounds and punctuation.		
	Did the child... <input type="checkbox"/> use a capital letter? <input type="checkbox"/> form letters correctly? <input type="checkbox"/> spell words by identifying the sounds and writing the sound with letter/s? <input type="checkbox"/> use a full stop? <input type="checkbox"/> re-read what they wrote to check that it made sense?		
	Could answer <input type="checkbox"/> Struggled to answer <input type="checkbox"/> Question skipped <input type="checkbox"/>		
Independence 1 2 3		Notes	
Confidence 1 2 3			