

Child's Name:

Date of Birth:

Setting Name:

Overview of Pre-School (4 year old) Skills

Secure

Emerging

Area of Concern

Not yet known



MOVEMENT	COORDINATION	ROUTINES	SOCIAL & EMOTIONAL	PLAY & IMAGINATION	UNDERSTANDING LANGUAGE	USING LANGUAGE
Runs on tiptoes and/or heels when asked. E.g. follow the leader, sneaking up on people.	Changes own shoes. Can fasten and unfasten Velcro.	Helps to prepare, serve and participate in social snack. Setting the Table Guidance	Generally cooperates with other children and beginning to be able to negotiate and problem solve.	Shows imagination during outdoor and indoor play.	Can follow spoken instructions without having to stop and look at the speaker. EY Toolkit – NHS Shetland - Listening & Attention EY toolkit handout - Listening & Attention	Talks quite smoothly. Doesn't usually repeat the first sound in words or get stuck trying to get a word out. EY Toolkit – NHS Shetland - Stammering
Goes up and down steps/stairs with alternating feet independently.	Dresses and undresses by themselves except for difficult fastenings.	Follows the routine of the day. E.g. snack and lunch time, arrival and departure, outdoors. realisingtheambition.pdf	Attempts to comfort other children who are upset or hurt.	Creates pictures or models to represent an idea/item without prompting. E.g. construction, painting.	Follows a longer instruction with 3 parts, to carry out a non-routine experience. EY Toolkit – NHS Shetland - Understanding Language EY toolkit handout - 1-4 key words	Uses well-formed sentences. May have some grammatical immaturities. E.g. 'falled', 'runned', 'mouses'. Early Years Toolkit – NHS Shetland Microsoft Word - Pilot EY toolkit handouts (nhsshotland.scot)
Climbs ladders, trees and playground equipment.	Can mark make using straight and curved lines.	When asked, can transition from one experience to the other/one environment to the other with minimal support.	Becoming more aware of other children's emotions.	Uses props (loose parts) in imaginative ways to represent something. E.g. a block as a phone, stones as food.	Understands more abstract concepts such as: Describing words: hot, cold, long. Quantity: biggest, more. Position: behind, in front, between. EY Toolkit – NHS Shetland - Understanding Language EY toolkit handouts - understanding concepts <i>(Several more handouts within the above links)</i>	Uses pronouns fairly accurately. Pronouns include: I, me, my, mine, you, yours, he, she (May make errors with his/hers/her/him).
Can jump up high with 2 feet together, landing with control. E.g. playing bunnies, jumping off bottom step or other heights.	Cuts straight lines and beginning to cut around a shape.	Helps with tidying up.	Able to talk about the feelings of characters in stories. E.g. cross, scared, angry, upset, happy, excited etc.	In group play, takes on different roles. E.g. doctor, shopkeeper, parent.	Beginning to understand more abstract words. E.g. if, maybe, might.	Uses language to gain information and give own ideas and opinions. E.g. I think...
Can kick ball with some accuracy whilst maintaining balance.	Can thread beads, cotton reels, pasta, sewing etc.	Is able to adapt to unpredicted changes in routine.	Seeks and enjoys social interactions with others – children and/or adults.	Engages in make believe role play by dressing up, using actions, different voices etc.	Understands time words in relation to past and future experiences. E.g. yesterday, tonight, tomorrow.	Can talk about things that have already happened or will happen. E.g. yesterday we went to visit Granny.

Throw a small ball with some accuracy, catches large ball with 2 hands.	Can fit together pieces to construct. E.g. Duplo, train tracks, jigsaw pieces, junk modelling.	Goes to the toilet and follows handwashing routine independently. (Handwashing should always be supervised by an adult)	Developing a sense of fairness.	Uses and adapts the ideas of other children and adults in creative and imaginative play.	Confidently understands 'who...?' and 'what happened?' questions. Some understanding of 'why' and 'how' questions. What are Blank Levels? - Resource Library - Sheffield Children's NHS Verbal Reasoning and Abstract Thinking HIGHLAND LITERACY	Asks questions starting with: Can...? Does...? Why...? What are Blank Levels? - Resource Library - Sheffield Children's NHS Verbal Reasoning and Abstract Thinking HIGHLAND LITERACY
Able to balance on one foot with minimal body sway. E.g. when getting dressed.	Draws person showing details of eyes, nose, mouth, hair, arms and legs.		Developing self-confidence.	Can independently engage in own choice of play experiences.	Shows understanding of story. E.g. Can make simple predictions "what will happen next?" recall of familiar story, acts out story. What are Blank Levels? - Resource Library - Sheffield Children's NHS Verbal Reasoning and Abstract Thinking HIGHLAND LITERACY	Can talk about a story, experience or routine in logical order. What are Blank Levels? - Resource Library - Sheffield Children's NHS Verbal Reasoning and Abstract Thinking HIGHLAND LITERACY
Hops upwards and forwards on either leg.	Pours liquids with little spilling. E.g. pouring water or milk at meal times, water play.		Beginning to understand humour and may laugh at jokes.	Is able to initiate play with children of the similar age.	Listens and follows topic of conversation with adults and children.	Easily understood although may still be some immaturities in speech sounds. E.g. r, th, ch. EY Toolkit – NHS Shetland - Speech
Runs forwards, backwards and can change direction smoothly.	Hand dominance is developing.		Has established friendships.	Interested in exploring varied spaces/environments.		
Pedals tricycle/bike quickly and turns sharp corners.	Uses cutlery independently and attempts to use knife to cut and spread.		Can share and take turns when encouraged. This does not include sharing special objects.	Is aware of risky and unsafe environments.		