



My 'I Can' folder

My 'I Can' folder is something for you to share with your child, to find out about your child at nursery and to celebrate their achievements!

How you can use your child's 'I Can' folder

Now that your child is going to begin Nursery you can use this book to tell us anything you would like us to know about them and what makes them unique and special.

It is important that we know all about them so that we can make sure that we can provide the care and education that is best for them.

There are some pages to get you started but please add your own pages if you want to. You can put photos and drawings in too.

This is for you and your child to enjoy doing together.

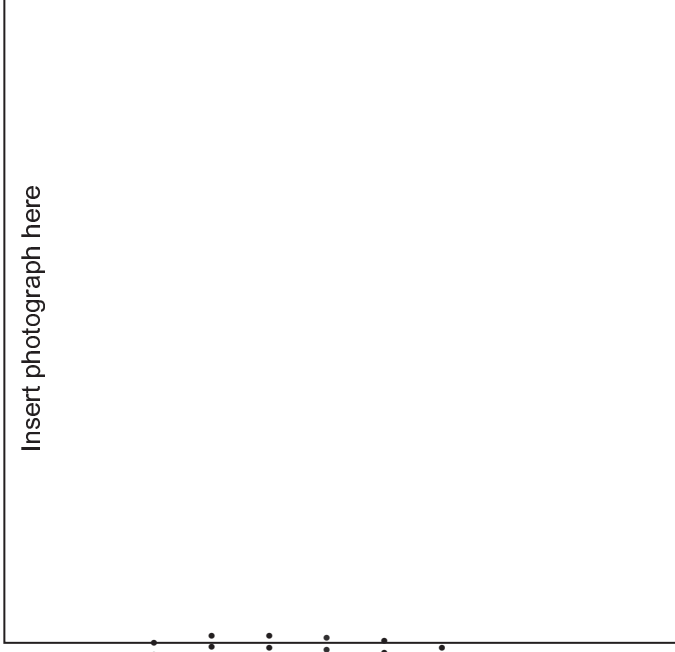
You will have the opportunity to talk to staff about anything that is confidential.

Early Years Foundation Stage

My 'I Can' Folder

Child's Name:
Name Child is known by:
Date of Birth:
Date of Entry:
Name of setting: **Trinity Nursery**.....
Key Person:

Insert photograph here



Significant Information

Name of Parents / Carers:

Language/s spoken at home:

Significant information from home to support the child:

Include friendships, experiences, objects, routines or activities that will support your child to settle into Nursery. You may want to include information from other significant adults in the child's life, e.g. grandparents / childminder

Family and other special people

Who is in my family?

Who do I live with?

Who are my friends?

Who are the other special people in my life?

What pets do I have?

'I Can' - 'Settling in' Observation Sheet

Name of child:

Date:

Prompts for Dispositions and Attitudes	Seen	Observations What the child is doing or saying
<p>Is the child:</p> <ul style="list-style-type: none"> Interested? Involved? Independent? Motivated? Confident? Initiating ideas? Speaking in a group? Concentrating? Persevering? Solving problems 		
<p>Prompts for Social Development</p> <p>Does the child:</p> <ul style="list-style-type: none"> Form relationships? Take turns? Share fairly? Work as part of a group? Understand about rules? Treat others with respect? Take into account ideas of others? 		
<p>Prompts for Emotional Development</p> <p>Does the child:</p> <ul style="list-style-type: none"> Express needs and feelings in appropriate ways? Show an awareness of the needs, views and feelings of others? Understand what is right and wrong? Show an awareness of expectations in behaviour? 		
<p>Links to other areas of learning: Comments / Next steps?</p>		

My child at home

Child's name:

Date:

What happened?

Observe your child at play. What did your child do, or say? You could include a photo. Then you could talk over what you noticed with your child's key person.

What next?

Parents / Carers Voice

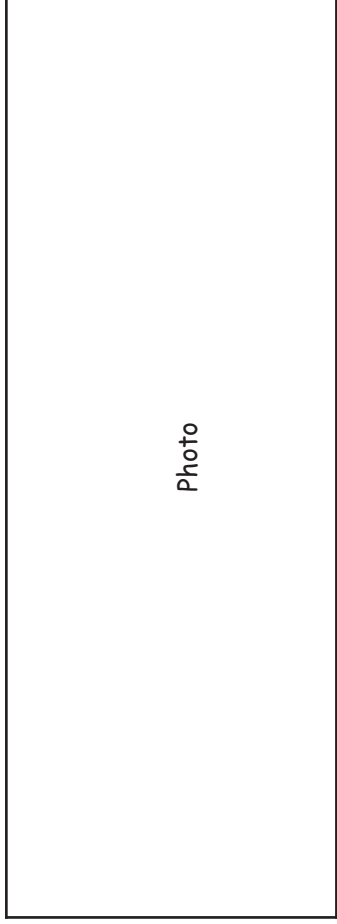
Child's name:

Record of regular discussion:

Please discuss with parents / carers and the child about their likes, dislikes, interests, concerns, what they are proud of, etc.

'I Can' - Planned Observation Sheet

Name: Date:



What did they do?

Links to Early Years Foundation Stage	Next steps?
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Building a Picture - An overview of the Development Matters for each aspect of Communication, Language and Literacy

Age	Language for Communication	Language for Thinking	Linking Sounds and letters	Reading	Writing	Handwriting	Comments:
Birth-11 months	Communicate in a variety of ways including crying, gurgling, babbling and squealing. Make sounds with their voices in social interaction.	Are intrigued by novelty and events and actions around them.	Listen to, distinguish and respond to intonations and the sounds of voices.	Listen to familiar sounds, words, or finger plays.	Move arms and legs and increasingly use them to reach for, grasp and manipulate things.	Play with own fingers and toes and focus on objects around them.	
8-20 months	Take pleasure in making and listening to a wide variety of sounds. Create personal words as they begin to develop language.	Understand simple meanings conveyed in speech. Respond to the different things said to them when in a familiar context with a special person.	Enjoy babbling and increasingly experiment with using sounds and words to represent objects around them.	Respond to words and interactive rhymes, such as 'clap hands'.	Begin to make marks.	Begin to bring together hand and eye movements to fix on and make contact with objects.	
16-26 months	Use single-word and two word utterances to convey simple and more complex messages. Understand simple sentences.	Are able to respond to simple requests and grasp meaning from context.	Listen to and enjoy rhythmic patterns in rhymes and stories.	Show interest in stories, songs and rhymes.	Examine the marks they and others make	Make random marks with their fingers and some tools.	
22-36 months	Learn new words very rapidly and are able to use them in communicating about matters which interest them. Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	Use action, sometimes with limited talk, that is largely concerned with the 'here and now'. Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	Distinguish one sound from another. Show interest in play with sounds, songs and rhymes. Repeat words or phrases from familiar stories.	Have some favourite stories, rhymes, songs, poems or jingles.	Distinguish between the different marks they make.	Begin to show some control in their use of tools and equipment.	

<p>30-50 months</p>	<p>Use simple statements and questions often linked to gestures. Use intonation, rhythm and phrasing to make their meaning clear to others. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Listen to stories with increasing attention and recall. Describe main story settings, events and principal characters. Listen to others in one to one or small groups when conversation interests them. Respond to simple instructions. Question why things happen and give explanations. Use vocabulary focused on objects and people that are of particular importance to them. Begin to experiment with language describing possession. Build up vocabulary that reflects the breadth of their experiences. Begin to use more complex sentences. Use a widening range of words to express or elaborate on ideas.</p>	<p>Talk activities through, reflecting on and modifying what they are doing. Use talk to give new meanings to objects and actions, treating them as symbols for other things. Use talk to connect ideas, explain what is happening and anticipate what might happen next. Use talk, actions and objects to recall and relive past experiences.</p>	<p>Enjoy rhyming and rhythmic activities. Show awareness of rhyme and alliteration. Recognise rhythm in spoken words.</p>	<p>Listen to and join in with stories and poems, one to one and also in small groups. Begin to be aware of the way stories are structured. Suggest how the story might end. Show interest in illustrations and print in books and print in the environment. Handle books carefully. Know information can be relayed in the forms of print. Hold books the correct way up and turn pages. Understand the concept of a word.</p>	<p>Sometimes give meaning to marks as they draw and paint. Ascribe meanings to marks that they see in different places.</p>	<p>Use one-handed tools and equipment. Draw lines and circles using gross motor movements. Manipulate objects with increasing control.</p>
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Age	Language for Communication	Language for Thinking	Linking Sounds and Letters	Writing	Handwriting
<p>40-60+ months</p>	<p>Have confidence to speak to others about their own wants and interests. Use talk to gain attention and sometimes use action rather than talk to demonstrate or explain to others. Initiate conversation, attend to and take account of what others say. Extend vocabulary, especially by grouping and naming. Use vocabulary and forms of speech that are increasingly influenced by their experience of books. Link statements and stick to a main theme or intention. Consistently develop a simple story, explanation or line of questioning. Use language for an increasing range of purposes. Use simple grammatical structures.</p>	<p>Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to how events lead into one another. Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping. Begin to use talk to pretend imaginary situations.</p>	<p>Continue a rhyming string. Hear and say the initial sound in words and know which letters represent some of the sounds.</p>	<p>Enjoy an increasing range of books. Know that information can be retrieved from books and computers.</p>	<p>Begin to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters.</p>

Overview of Attainment grid

	PSED	CLLD	PSRN	KUW	CD	PD
Birth-11 months						
8-20 months						
16-26 months						
22-36 months						
30-50 months						
40-60 months						
ELG						