



# Early Steps 2021 Sample Pages

Early Steps is our assessment framework for pupils working within the Early Years Foundation Stage. The framework covers all the areas of the foundation stage from birth to the Exceeded Early Learning Goals. It helps identify the small steps of progress pupils with SEND make.



**BSquared** 



# Connecting Steps

Connecting Steps is B Squared's Assessment Software that uses our wide range of assessment frameworks. It has been designed to make assessment and tracking progress easier.

***“Connecting Steps has enabled all teachers to clearly track, monitor and report on pupil progress at all levels of attainment”***

*Brandon Mills, Deputy Head Teacher, Brookfields School*

Connecting Steps is our robust, proven assessment software package. Trusted in over 3000 schools around the world. Designed to work with pupils of different ages and abilities by using different assessment frameworks. Schools can assess mainstream pupils and their pupils with SEND in one system.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

[www.bsquared.co.uk/meetings](http://www.bsquared.co.uk/meetings)

# Our Assessment Software

Connecting Steps is our easy to use, cloud based assessment software. It is designed to save teachers time by giving teachers feedback which can then be used in planning, reports and other documents. Below are just a few reasons to use Connecting Steps

***“B Squared has been an asset in our school development over the last 2 years”***

*Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School*

## Levels of Achievement

Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.

Encounter
Awareness
Attention & response
Engagement
Participation
Involvement
Gaining skills & understanding
Mastered

## Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

## Simple Reporting

Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.

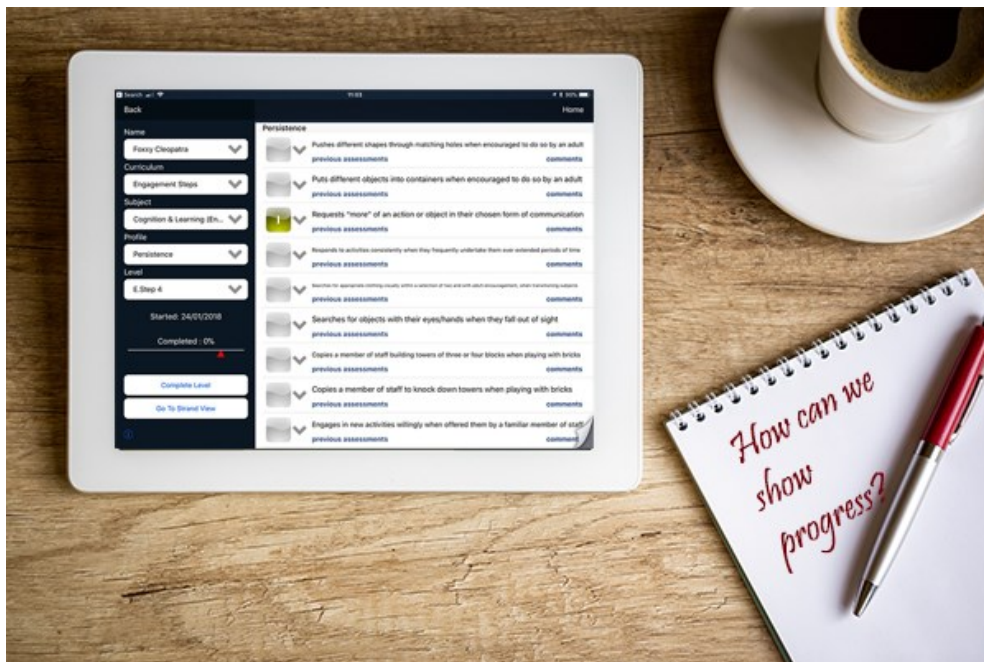
## Paper Assessment Products

Our paper assessment files are still available for the following frameworks:

- Early Steps
- Progression Steps (Core, Core Plus and Foundation)
- Primary Steps (Core, Core Plus and Foundation)
- Autism Progress

# Sample Pages

The samples over the next few pages are designed to give you an overview of the  
**Early Steps.**



They show the different areas covered by  
this assessment framework and cover a  
range of ability levels.

Name:

Started:..... Completed:.....

Communication & Language		
<input type="checkbox"/> Accepts suggestions from peers	<input type="checkbox"/> Follows two-step instructions, e.g. get your cup, and bring it here	<input type="checkbox"/> Responds to something new with questions
<input type="checkbox"/> Adds word to a peer's description	<input type="checkbox"/> Gives eye contact when spoken to	<input type="checkbox"/> Responds to familiar people in one-to-one discussions about a range of familiar contexts
<input type="checkbox"/> Answers a simple question about the story giving a single word answer	<input type="checkbox"/> Gives simple detail about someone, e.g. he is my friend	<input type="checkbox"/> Responds with their own name in response to "Who wants ...?"
<input type="checkbox"/> Answers 'Who?', 'What?' or 'Where?' questions	<input type="checkbox"/> Includes intonation, pitch and changing volume when 'talking'	<input type="checkbox"/> Says a clause to complete a sentence that is said aloud, e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot' (PKSS)
<input type="checkbox"/> Asks a question about a narrative	<input type="checkbox"/> Indicates needs with words, signs, or symbols like 'more' and 'again'	<input type="checkbox"/> Shows enjoyment in saying a new word
<input type="checkbox"/> Asks questions, raising intonation at the end of the sentence or phrase	<input type="checkbox"/> Interacts using simple pronouns, e.g. "Me", "You", "Him" and "Her"	<input type="checkbox"/> Shows interest in a narrative/story by asking for it again or continuing a conversation about it
<input type="checkbox"/> Communicates about their needs, e.g. hunger, thirst, toilet, etc.	<input type="checkbox"/> Introduces someone simply, e.g. this is Ben	<input type="checkbox"/> Smiles or laughs in response to something funny
<input type="checkbox"/> Communicates basic expectations to their friends, e.g. 'You should share your toy with me'	<input type="checkbox"/> Joins in with predictable phrases or refrains of a familiar story or rhyme (PKSS)	<input type="checkbox"/> Takes part in a simple staff-led discussion in which they can express their views
<input type="checkbox"/> Communicates clearly 50% of the time	<input type="checkbox"/> Listens as part of a group for short periods	<input type="checkbox"/> Takes turns in a small group
<input type="checkbox"/> Communicates clearly 80% of the time	<input type="checkbox"/> Listens for the answers to questions	<input type="checkbox"/> Understands a simple story when it is supported with pictures
<input type="checkbox"/> Communicates in a manner that can be understood by an unfamiliar person	<input type="checkbox"/> Listens in staff-led discussion	<input type="checkbox"/> Understands concepts of over, under, in and on
<input type="checkbox"/> Communicates possession through the use of the terms 'yours' and 'mine'	<input type="checkbox"/> Listens to a member of staff who is offering a choice	<input type="checkbox"/> Uses a second word, sign, or symbol to define a concept, e.g. "MORE drink", "Coat ON", etc
<input type="checkbox"/> Communicates two words, signs, or symbols together	<input type="checkbox"/> Listens to a peer making a sound	<input type="checkbox"/> Uses expression when speaking
<input type="checkbox"/> Communicates using descriptive language, e.g. I want the big box	<input type="checkbox"/> Listens to short narratives which are of interest to them	<input type="checkbox"/> Uses facial expression to enhance meaning
<input type="checkbox"/> Communicates using positional language, e.g. the ball is in the box	<input type="checkbox"/> Listens to talk addressed to them, but finds it difficult if prompts are not provided, e.g. use of name, 'stop and listen'	<input type="checkbox"/> Uses facial expression when speaking
<input type="checkbox"/> Communicates using temporal language, e.g. I play later?	<input type="checkbox"/> Listens to talk with interest but becomes easily distracted	<input type="checkbox"/> Uses symbols/pictures to retell a narrative
<input type="checkbox"/> Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences	<input type="checkbox"/> Makes a choice based on what is offered	<input type="checkbox"/> Wants to share what they have found out
<input type="checkbox"/> Completes a familiar phrase when a member of staff communicates part of it	<input type="checkbox"/> Makes it clear they agree with a suggestion	<input type="checkbox"/> Follows instructions with three key words like: 'Can you wash dolly's face?' (DM)
<input type="checkbox"/> Completes simple actions that have been requested, e.g. stand up	<input type="checkbox"/> Makes it clear they do not agree with a suggestion	<input type="checkbox"/> Frequently asks questions, such as the names of people and objects. (DM)
<input type="checkbox"/> Copies a new word or short phrase they enjoyed hearing, e.g. containing alliteration	<input type="checkbox"/> Makes it clear they need more information or clarification	<input type="checkbox"/> Listens to simple stories and understands what is happening, with the help of the pictures. (DM)
<input type="checkbox"/> Copies new words, repeating them over and over	<input type="checkbox"/> Makes predictions in familiar narratives	<input type="checkbox"/> Shifts from one task to another if you get their attention. Using the child's name can help: 'Jason, can you stop now? We're tidying up'. (DM)
<input type="checkbox"/> Demonstrates an interest in another's play and will join in	<input type="checkbox"/> Orientates their body towards a member of staff's voice	<input type="checkbox"/> Shows that they understand action words by pointing to the right picture in a book. For example: 'Who's jumping?' (DM)
<input type="checkbox"/> Demonstrates pleasure in finding objects in picture books which relate to questions	<input type="checkbox"/> Participates in presentations or performances with some prompting but delivery is clear (words, signs, or symbols)	<input type="checkbox"/> Uses around 300 words. These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). (DM)
<input type="checkbox"/> Describes an object they have in their hand, giving more than one property	<input type="checkbox"/> Picks a symbol which represents a task they wish to do	<input type="checkbox"/> Uses pronouns ('me', 'him', 'she'), and uses plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. (DM)
<input type="checkbox"/> Expresses phrases starting with "I am going to..."	<input type="checkbox"/> Picks out key events in a narrative	<input type="checkbox"/> Uses the speech sounds p, b, m, w. (DM)
<input type="checkbox"/> Expresses phrases with three key words	<input type="checkbox"/> Picks out key people in a narrative	
<input type="checkbox"/> Expresses simple opinions, e.g. too hot, or too loud, etc.	<input type="checkbox"/> Picks out symbols/pictures that relate to a narrative they have heard	
<input type="checkbox"/> Expresses simple prepositions correctly	<input type="checkbox"/> Puts pictures/symbols of a narrative in order	
<input type="checkbox"/> Follows a short verbal account of texts/symbols/pictures	<input type="checkbox"/> Recognises when something is wrong (calling a dog a cat)	
<input type="checkbox"/> Follows instructions containing an adjective, e.g. give the big box to Tom	<input type="checkbox"/> Remains quiet whilst a member of staff gives instruction	
<input type="checkbox"/> Follows one-step instructions containing two key words, e.g. hold the book	<input type="checkbox"/> Repeats a phrase when misunderstood	
	<input type="checkbox"/> Repeats short, simple, and repetitive rhymes	
	<input type="checkbox"/> Requests information about a new activity/object/event	

Name:

Started:..... Completed:.....

Personal, Social & Emotional Development		
<p><b>Self-Regulation</b></p> <p><input type="checkbox"/> Accepts an apology</p> <p><input type="checkbox"/> Apologises for wrongdoings</p> <p><input type="checkbox"/> Communicates how they feel to others</p> <p><input type="checkbox"/> Demonstrates a knowledge of themselves, their likes and dislikes and identity</p> <p><input type="checkbox"/> Demonstrates an awareness that not everyone feels like they do</p> <p><input type="checkbox"/> Demonstrates an understanding of when to say, 'No'</p> <p><input type="checkbox"/> Demonstrates how to ask for help</p> <p><input type="checkbox"/> Demonstrates sensitivity towards others</p> <p><input type="checkbox"/> Demonstrates some ways to calm themselves down</p> <p><input type="checkbox"/> Demonstrates understanding that not everyone wants to do what they want</p> <p><input type="checkbox"/> Describes feelings associated with change and loss in simple terms</p> <p><input type="checkbox"/> Describes how their behaviour can affect others which can impact themselves</p> <p><input type="checkbox"/> Follows simple social conventions, e.g. covers mouth when they cough</p> <p><input type="checkbox"/> Gives examples of right and wrong behaviour</p> <p><input type="checkbox"/> Gives examples of what is fair and unfair</p> <p><input type="checkbox"/> Helps to construct a set of rules, explaining why they are important</p> <p><input type="checkbox"/> Identifies how they feel when someone is kind and unkind</p> <p><input type="checkbox"/> Identifies their own interests or hobbies</p> <p><input type="checkbox"/> Identifies ways in which they can tell if people are happy or sad</p> <p><input type="checkbox"/> Identifies who to go to when feeling sad or angry</p> <p><input type="checkbox"/> Manages their frustration and is able to ask for assistance</p> <p><input type="checkbox"/> Recognises that everybody has similar feelings</p> <p><input type="checkbox"/> Recognises that it is normal and acceptable to feel different emotions</p> <p><input type="checkbox"/> Recognises the activities or people that make them feel happy</p> <p><input type="checkbox"/> Recognises when others are being unkind</p> <p><input type="checkbox"/> Shares their feelings with others</p> <p><input type="checkbox"/> Suggests ways to respond if they are feeling sad or hurt</p> <p><input type="checkbox"/> Gives focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions (ELG)</p> <p><input type="checkbox"/> Sets and works towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG)</p> <p><input type="checkbox"/> Shows an understanding of their own feelings and those of others, and begins to regulate their behaviour accordingly (ELG)</p>	<p><b>Managing Self</b></p> <p><input type="checkbox"/> Automatically collects coat to go outside or home</p> <p><input type="checkbox"/> Continues to wipe until the toilet paper is clean</p> <p><input type="checkbox"/> Crosses and pulls both their shoelaces</p> <p><input type="checkbox"/> Describes some simple ways they take care of themselves</p> <p><input type="checkbox"/> Describes the ways in which they keep their body clean and healthy</p> <p><input type="checkbox"/> Explains simply how minds and bodies can be hurt</p> <p><input type="checkbox"/> Gives examples of what might happen if they break rules, e.g. sorry, miss out, etc.</p> <p><input type="checkbox"/> Identifies drinks which are obviously healthy or unhealthy</p> <p><input type="checkbox"/> Identifies exercise or choices they make to keep themselves healthy</p> <p><input type="checkbox"/> Identifies how to operate a variety of hand dryers</p> <p><input type="checkbox"/> Identifies if they need their coat on when they go outside</p> <p><input type="checkbox"/> Identifies positive aspects of themselves</p> <p><input type="checkbox"/> Identifies their responsibilities in the classroom and within the school</p> <p><input type="checkbox"/> Identifies ways they can feel better mentally</p> <p><input type="checkbox"/> Identifies ways they can feel better physically</p> <p><input type="checkbox"/> Identifies ways to help at home</p> <p><input type="checkbox"/> Identifies ways to keep healthy, e.g. sleep, exercise, cleaning teeth</p> <p><input type="checkbox"/> Identifies why it is important to wipe from front to back</p> <p><input type="checkbox"/> Identifies why soap is used</p> <p><input type="checkbox"/> Puts clothes on the right way around</p> <p><input type="checkbox"/> Puts on and takes off clothing with smaller button fastenings</p> <p><input type="checkbox"/> Puts on and takes off trousers/skirts which require clasps/zips independently</p> <p><input type="checkbox"/> Re-arranges clothing after putting on automatically to ensure comfort/avoid bunching</p> <p><input type="checkbox"/> Recognises that things change over time</p> <p><input type="checkbox"/> Relates times of the day to what they should wear, e.g. night clothes at bed time</p> <p><input type="checkbox"/> Sets simple goals and achieves them</p> <p><input type="checkbox"/> States toileting requirements in adequate time</p> <p><input type="checkbox"/> Washes hands with soap independently</p> <p><input type="checkbox"/> Explains the reasons for rules, knows right from wrong and tries to behave accordingly (ELG)</p> <p><input type="checkbox"/> Manages their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices (ELG)</p> <p><input type="checkbox"/> Tries new activities confidently and shows independence, resilience, and perseverance in the face of challenge (ELG)</p>	<p><b>Building Relationships</b></p> <p><input type="checkbox"/> Agrees on a shared activity with a peer</p> <p><input type="checkbox"/> Approaches the person they wish to talk to</p> <p><input type="checkbox"/> Describes what they do to make the special people in their lives feel different emotions</p> <p><input type="checkbox"/> Engages with five or six peers spontaneously</p> <p><input type="checkbox"/> Identifies how their family members care for each other</p> <p><input type="checkbox"/> Identifies some groups to which they belong</p> <p><input type="checkbox"/> Identifies what is involved in belonging, e.g. to a family or activity group</p> <p><input type="checkbox"/> Identifies with whom they enjoy sharing activities</p> <p><input type="checkbox"/> Knows when to listen</p> <p><input type="checkbox"/> Listens to others' points of view</p> <p><input type="checkbox"/> Listens to what others are saying in a group situation</p> <p><input type="checkbox"/> Lists the special people in their lives, describing why they are special</p> <p><input type="checkbox"/> Maintains a topic initiated by another person</p> <p><input type="checkbox"/> Makes a friend, talks and shares feeling with them</p> <p><input type="checkbox"/> Recognises that not everyone has the same opinions</p> <p><input type="checkbox"/> Recognises the concept of family</p> <p><input type="checkbox"/> Shows sympathy</p> <p><input type="checkbox"/> Suggests reasons why they are a good friend and why someone else is</p> <p><input type="checkbox"/> Suggests two ways to resolve an issue with a friend</p> <p><input type="checkbox"/> Suggests ways to respond to unwanted physical contact</p> <p><input type="checkbox"/> Suggests what makes a friend</p> <p><input type="checkbox"/> Suggests why they are friends with someone</p> <p><input type="checkbox"/> Understands and follows simple discussions or exchanges with another person about straightforward topics</p> <p><input type="checkbox"/> Forms positive attachments to adults and friendships with peers (ELG)</p> <p><input type="checkbox"/> Shows sensitivity to their own and to others' needs (ELG)</p> <p><input type="checkbox"/> Works and plays co-operatively and take turns with others (ELG)</p>

Name:

Started:..... Completed:.....

Physical Development		
<input type="checkbox"/> Acknowledges motion-based pleasure by brief responsive smiling when provided with enjoyable movement experiences	<input type="checkbox"/> Moves their arms independently of one another when self-stimulating	<input type="checkbox"/> Reacts to rhythm in movement and sounds by calming or intermittent focus
<input type="checkbox"/> Acknowledges tactile pleasure by brief responsive smiling when provided with enjoyable physical experiences	<input type="checkbox"/> Moves their legs in a jerky manner	<input type="checkbox"/> Reacts to rocking movement with minor physiological changes when they are being moved
<input type="checkbox"/> Attends briefly to items with their mouth when provided with suitable objects	<input type="checkbox"/> Moves their legs independently of one another when self-stimulating	<input type="checkbox"/> Reacts to temperature with minor physiological changes when moving from one extreme to another
<input type="checkbox"/> Attends briefly to their hands and fingers when not engaged with a member of staff	<input type="checkbox"/> Moves their tongue against their cheek	<input type="checkbox"/> Reacts to textures with minor physiological changes when feeling rough or smooth surfaces
<input type="checkbox"/> Babbles intermittently when self-stimulating	<input type="checkbox"/> Moves tongue in and out	<input type="checkbox"/> Reacts to the act of accelerated movement with minor physiological changes when travelling backwards
<input type="checkbox"/> Blinks defensively	<input type="checkbox"/> Moves tongue up and down	<input type="checkbox"/> Reacts to the act of accelerated movement with minor physiological changes when travelling forwards
<input type="checkbox"/> Brings their hands to their mouth when self-stimulating	<input type="checkbox"/> Opens and shuts their hand	<input type="checkbox"/> Reacts when their feet are touched with different textures
<input type="checkbox"/> Brings their hands together at midline when moving their hands and arms	<input type="checkbox"/> Plays with own hands	<input type="checkbox"/> Reduces physical activity with physical contact
<input type="checkbox"/> Calms with touch	<input type="checkbox"/> Plays with their mouth muscles by smiling without any external stimulation	<input type="checkbox"/> Responds to gentle tickling
<input type="checkbox"/> Changes facial expressions incidentally during an interaction when engaged	<input type="checkbox"/> Pulls their legs into a bent position when laying	<input type="checkbox"/> Responds to gum and palate stimulation with minor physiological changes, e.g. when massaged
<input type="checkbox"/> Clenches hands into tight fists	<input type="checkbox"/> Puts hands on spoon or cup whilst being fed (but doesn't hold independently)	<input type="checkbox"/> Responds to pleasant tastes with sucking motions
<input type="checkbox"/> Closes their hand when their palm is touched	<input type="checkbox"/> Raises their head to 45 degrees while lying on stomach	<input type="checkbox"/> Responds to stimulation around the mouth, e.g. lips
<input type="checkbox"/> Demonstrates a gag reflex, e.g. their tongue propels an object from the back of the mouth to the front	<input type="checkbox"/> Reaches for an object voluntarily with one hand	<input type="checkbox"/> Seeks out proprioceptive input, e.g. grinds jaw
<input type="checkbox"/> Demonstrates a negative reaction when food is withdrawn/finished	<input type="checkbox"/> Reaches for an object voluntarily with one hand when playing with another person	<input type="checkbox"/> Shifts gaze
<input type="checkbox"/> Demonstrates a positive reaction to the appearance of food	<input type="checkbox"/> Reaches for an object with one hand when objects are within grasp	<input type="checkbox"/> Shows in and out tongue movements
<input type="checkbox"/> Demonstrates a stable gaze briefly during passive and active body movements	<input type="checkbox"/> Reaches for visually appealing objects in close range	<input type="checkbox"/> Stretches their legs out when lying on their stomach or back
<input type="checkbox"/> Demonstrates a stable gaze briefly during passive and active head movements	<input type="checkbox"/> Reacts briefly to a change in position	<input type="checkbox"/> Sucks or smacks their lips intermittently
<input type="checkbox"/> Demonstrates fondness for soft textures	<input type="checkbox"/> Reacts to backwards movement with minor physiological changes when they are being moved	<input type="checkbox"/> Sucks their thumb/fingers intermittently
<input type="checkbox"/> Demonstrates some head control when sitting	<input type="checkbox"/> Reacts to being moved downwards with minor physiological changes	<input type="checkbox"/> Swipes at an object in their vicinity with the intention to interact with it
<input type="checkbox"/> Follows an object with their eyes briefly when it moves past midline	<input type="checkbox"/> Reacts to being moved from back to tummy or tummy to back	<input type="checkbox"/> Turns their head from side to side
<input type="checkbox"/> Grasps a variety of textures	<input type="checkbox"/> Reacts to being moved upwards with minor physiological changes	<input type="checkbox"/> Turns their head to search for stimuli when their cheek is brushed
<input type="checkbox"/> Grasps objects intentionally when they have been placed in their hand by a member of staff	<input type="checkbox"/> Reacts to deep pressure tactile stimulus	<input type="checkbox"/> Vocalises 'raspberry' noises intermittently
<input type="checkbox"/> Holds a small object in their hand (without the thumb tucked in hand)	<input type="checkbox"/> Reacts to forwards movement with minor physiological changes when they are being moved	<input type="checkbox"/> Vocalises cooing noises intermittently when self-stimulating
<input type="checkbox"/> Holds objects with a variety of textures	<input type="checkbox"/> Reacts to horizontal rotation, on the left side with minor physiological changes	<input type="checkbox"/> Vocalises gurgling noises intermittently when self-stimulating
<input type="checkbox"/> Holds their neck steady when held sitting	<input type="checkbox"/> Reacts to horizontal rotation, on the right side with minor physiological changes	<input type="checkbox"/> Vocalises in response to pain or other unpleasant stimuli
<input type="checkbox"/> Kicks legs alternately	<input type="checkbox"/> Reacts to movement with minor physiological changes when objects or people move suddenly	<input type="checkbox"/> Watches their own hand movements briefly
<input type="checkbox"/> Lifts and turns their head when laying on their front	<input type="checkbox"/> Reacts to pain and other unpleasant stimuli	<input type="checkbox"/> Lifts their head while lying on their front. (DM)
<input type="checkbox"/> Moves their arms in a jerky manner	<input type="checkbox"/> Reacts to physical touch with an intermittent heightened expressive response when experiencing physiotherapy or massage	

Name:

Started:..... Completed:.....

Literacy		
<input type="checkbox"/> Adjusts the size and style of their writing according to purpose	<input type="checkbox"/> Explains what has happened so far in what they have read (PKSS)	<input type="checkbox"/> Reads sentences with more than one clause
<input type="checkbox"/> Answers questions and makes some inferences in a familiar book they can already read accurately and fluently (PKSS)	<input type="checkbox"/> Finds information by using headings	<input type="checkbox"/> Recalls details from a story and communicates them to others
<input type="checkbox"/> Applies phonic knowledge and skills to decode words	<input type="checkbox"/> Follows a pictorial recipe (with verbal prompting for unfamiliar steps or if an element goes wrong)	<input type="checkbox"/> Recognises some alternative sounds for graphemes
<input type="checkbox"/> Asks for clarification on the meaning of unknown word/phrase	<input type="checkbox"/> Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (PKSS)	<input type="checkbox"/> Segments spoken words into phonemes and represents these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (PKSS)
<input type="checkbox"/> Asks questions about the text to aid understanding	<input type="checkbox"/> Forms lower-case letters in the correct direction, starting and finishing in the right place (PKSS)	<input type="checkbox"/> Sequences events in a story they have heard
<input type="checkbox"/> Builds a simple description of a character/place	<input type="checkbox"/> Identifies a misspelt word in the course of their writing	<input type="checkbox"/> Sequences the individual instructions from a pictorial recipe
<input type="checkbox"/> Captures what they want to say sentence by sentence	<input type="checkbox"/> Identifies missed punctuation	<input type="checkbox"/> Sometimes includes correctly positioned question mark
<input type="checkbox"/> Checks a text makes sense to them in a familiar book they can already read accurately and fluently, correcting any inaccurate reading (PKSS)	<input type="checkbox"/> Identifies the main trait of a character	<input type="checkbox"/> Sounds out most unfamiliar words accurately, without undue hesitation (PKSS)
<input type="checkbox"/> Checks for sense in what they have written when evaluating and editing	<input type="checkbox"/> Identifies when the text isn't making sense	<input type="checkbox"/> States what they think might happen next in a text
<input type="checkbox"/> Corrects any inaccurate reading	<input type="checkbox"/> Listens for and identifies the main points of short explanations	<input type="checkbox"/> Stops to re-read when they realise the text isn't making sense
<input type="checkbox"/> Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required (PKSS)	<input type="checkbox"/> Lists key words and phrases to include in their writing	<input type="checkbox"/> Suggests missing words in line with the general sentence meaning
<input type="checkbox"/> Demonstrates understanding of the term "past tense", e.g. by verbally changing words from the present to past tense	<input type="checkbox"/> Locates and uses an index page when directed and supported	<input type="checkbox"/> Understands sentences with more than one clause
<input type="checkbox"/> Demonstrates understanding of the term "present tense", e.g. by verbally changing words from the past to the present tense	<input type="checkbox"/> Organises what they want to say appropriately, e.g. in explanations, narratives or descriptions	<input type="checkbox"/> Uses appropriate adjectives in their writing
<input type="checkbox"/> Describes the layout of the text and how it helps the reader, e.g. headings in non-fiction	<input type="checkbox"/> Predicts what might happen by using knowledge of what they have read	<input type="checkbox"/> Uses basic punctuation correctly, e.g. full stops, capital letters, question and exclamation marks
<input type="checkbox"/> Discusses how the way the information is presented helps the reader	<input type="checkbox"/> Reads accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (PKSS)	<input type="checkbox"/> Uses illustrations, images and captions to locate information
<input type="checkbox"/> Discusses how/why a character may act	<input type="checkbox"/> Reads accurately most words of two or more syllables (PKSS)	<input type="checkbox"/> Uses knowledge of sentence structure to help decode unfamiliar words and understand their meaning
<input type="checkbox"/> Discusses the layout of different types of writing	<input type="checkbox"/> Reads accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) (PKSS)	<input type="checkbox"/> Uses simple time references to show different sections e.g. next/then
<input type="checkbox"/> Discusses why/what a character may feel	<input type="checkbox"/> Reads aloud many words quickly and accurately without overt sounding and blending (PKSS)	<input type="checkbox"/> Uses some conjunctions other than 'and'
<input type="checkbox"/> Discusses why/what a character may say	<input type="checkbox"/> Reads and follows written directions and instructions	<input type="checkbox"/> Uses some descriptive language
<input type="checkbox"/> Distinguishes between and spells some common homophones and near homophones correctly, e.g. there or their	<input type="checkbox"/> Reads and records the time in common date formats	<input type="checkbox"/> Uses some expression when telling a story
<input type="checkbox"/> Draws a character from a detailed description	<input type="checkbox"/> Reads and understands organisational markers in short, straightforward texts, e.g. conjunctions/connectives	<input type="checkbox"/> Uses spacing between words (PKSS)
<input type="checkbox"/> Engages with a range of short, straightforward texts that instruct, inform, describe and narrate, e.g. reads the instructions regarding a new piece of equipment	<input type="checkbox"/> Reads common words with letters corresponding to sounds that are often not pronounced, e.g. February, library, often, every, everything, interest, ordinary	<input type="checkbox"/> Uses suffixes to create adjectives
<input type="checkbox"/> Expands noun phrases to add detail with some support	<input type="checkbox"/> Reads most common exception words (PKSS)	<input type="checkbox"/> Uses the present and past tense mostly correctly and consistently (PKSS)
<input type="checkbox"/> Explains simply how a concept or idea in a text is connected	<input type="checkbox"/> Reads most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (PKSS)	<input type="checkbox"/> Uses when, if, but, because to add detail to meaning
<input type="checkbox"/> Explains the purpose of different types of writing	<input type="checkbox"/> Reads most words containing common suffixes (PKSS)	<input type="checkbox"/> Writes about real events, recording these simply and clearly (PKSS)
<input type="checkbox"/> Explains the sequence of events in a text		<input type="checkbox"/> Writes in compound sentences, using common conjunctions to connect clauses, e.g. or, and, but
		<input type="checkbox"/> Writes in different forms for different purposes
		<input type="checkbox"/> Writes sentences using different forms, e.g. questions, commands and statements
		<input type="checkbox"/> Writes simple, coherent narratives about personal experiences and those of others (real or fictional) (PKSS)
		<input type="checkbox"/> Writes unjoined letters legibly



Name:

Started:..... Completed:.....

Mathematics

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Acts on request to 'eat or drink some ...'   | <input type="checkbox"/> Makes an intentional selection by eye-pointing/switch-pressing/etc. when provided with a choice of two                     | <input type="checkbox"/> Requests desired objects via photographic means when communicating with a member of staff                |
| <input type="checkbox"/> Acts on request to 'eat or drink more ...'   | <input type="checkbox"/> Manipulates objects to make them move in different directions  | <input type="checkbox"/> Responds to choices with actions or gestures when given options  |
| <input type="checkbox"/> Applies potential solutions to problems systematically when attempting to resolve issues that affect them, e.g. looks nearby for their other shoe when one is missing, then further afield | <input type="checkbox"/> Matches objects based on obvious criteria, e.g. when a member of staff picks an item, the individual finds ones that match | <input type="checkbox"/> Responds to simple questions with appropriate responses, e.g. looks at their shoe when asked where it is |
| <input type="checkbox"/> Assists with one-to-one matching activities, e.g. setting the table  | <input type="checkbox"/> Orientates their head or eyes towards an object when a member of staff points at it  | <input type="checkbox"/> Returns to a new/unfamiliar object to further explore it   |
| <input type="checkbox"/> Associates words they hear with objects they see when given instructions   | <input type="checkbox"/> Persists when trying to communicate  | <input type="checkbox"/> Returns to a specific place to experience a particular activity  |
| <input type="checkbox"/> Becomes involved in their own activity   | <input type="checkbox"/> Picks up and puts down single objects  | <input type="checkbox"/> Scribbles on paper and attends to the marks they have made when prompted by a member of staff            |
| <input type="checkbox"/> Breaks a piece off when asked to share, e.g. a cake, clay  | <input type="checkbox"/> Plays independently for four minutes   | <input type="checkbox"/> Searches for objects a member of staff has hidden  |
| <input type="checkbox"/> Builds a tower of four cubes   | <input type="checkbox"/> Plays independently for six minutes  | <input type="checkbox"/> Selects another of the same item when asked  |
| <input type="checkbox"/> Checks to see if an object is in a container   | <input type="checkbox"/> Plays independently for ten minutes  | <input type="checkbox"/> Shares an object with a peer   |
| <input type="checkbox"/> Counts number of items in shopping basket with assistance, e.g. holds up each item as staff count  | <input type="checkbox"/> Posts objects through holes when playing   | <input type="checkbox"/> Shows anticipation to communicate a repetitive word or sound during a familiar rhyme or story            |
| <input type="checkbox"/> Demonstrates intense curiosity   | <input type="checkbox"/> Presses buttons  | <input type="checkbox"/> Stays involved in an independent activity which interests them   |
| <input type="checkbox"/> Demonstrates recognition of activities in which they were previously involved  | <input type="checkbox"/> Puts down an object in order to pick up another  | <input type="checkbox"/> Takes items out of containers when playing   |
| <input type="checkbox"/> Follows a falling object as it disappears  | <input type="checkbox"/> Puts large pegs into a peg board   | <input type="checkbox"/> Takes lids off containers when playing   |
| <input type="checkbox"/> Holds two objects at a time  | <input type="checkbox"/> Puts lids on boxes   | <input type="checkbox"/> Builds with a range of resources. (DM)   |
| <input type="checkbox"/> Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols   | <input type="checkbox"/> Remembers a response to an activity over extended periods of time after repeatedly engaging with it                        | <input type="checkbox"/> Climbs and squeezes selves into different types of spaces. (DM)  |
| <input type="checkbox"/> Knocks objects intentionally to make them move   | <input type="checkbox"/> Repeatedly undertakes an action to affect an outcome, e.g. hits a button multiple times                                    |   |
| <input type="checkbox"/> Listens to numbers being counted   | <input type="checkbox"/> Repeats an action in order to obtain a similar effect  |   |
| <input type="checkbox"/> Looks at numbers written in figures  |   |   |

Name:

Started:..... Completed:.....

Understanding the World		
<input type="checkbox"/> Anticipates within social routines <input type="checkbox"/> Attempts to grab objects of interest using a raking motion <input type="checkbox"/> Demonstrates a brief interest in noises in their immediate environment when encouraged by a member of staff <input type="checkbox"/> Demonstrates a brief interest in objects in their immediate environment when encouraged by a member of staff <input type="checkbox"/> Demonstrates a brief interest in sights in their immediate environment when encouraged by a member of staff <input type="checkbox"/> Encounters and responds to a range of digital equipment, e.g. grasps a communication device when it is offered <input type="checkbox"/> Explores small objects with their senses when they are placed in front of them <input type="checkbox"/> Expresses eagerness vocally or physically when presented with a familiar activity <input type="checkbox"/> Expresses eagerness vocally or physically when presented with a familiar object <input type="checkbox"/> Expresses eagerness vocally or physically when presented with a familiar person <input type="checkbox"/> Holds objects with either hand using a palmar grasp when engaging in exploration <input type="checkbox"/> Holds their head steady when looking at a different/new event	<input type="checkbox"/> Holds their head steady when looking at a familiar person <input type="checkbox"/> Holds their head steady when looking at a new object <input type="checkbox"/> Imitates environmental sounds in their own manner <input type="checkbox"/> Indicates a preference for specific textures by moving their hand from one to another when working with a member of staff <input type="checkbox"/> Notices peers briefly when alongside them during play situations <input type="checkbox"/> Pauses when called by name <input type="checkbox"/> Reaches out to request attention <input type="checkbox"/> Reacts consistently to stimuli when interacting with familiar activities, e.g. babbling starts/stops when a musical toy plays <input type="checkbox"/> Reacts excitedly to a change of environment when provided with familiar experiences <input type="checkbox"/> Reacts excitedly to a change of environment when provided with new experiences <input type="checkbox"/> Reacts excitedly to an activity when provided with familiar experiences <input type="checkbox"/> Reacts excitedly to an activity when provided with new experiences	<input type="checkbox"/> Reacts excitedly to texture, showing signs when offered a variety of tactile experiences <input type="checkbox"/> Responds to their own name by looking for a voice when they are called <input type="checkbox"/> Responds vocally to carer's greeting <input type="checkbox"/> Searches for partially hidden objects with their eyes or hands when playing alone <input type="checkbox"/> Smiles or gets excited when seeing a specific member of staff after a period of separation <input type="checkbox"/> Smiles when interacting with familiar people <input type="checkbox"/> Touches a variety of textures with any part of the skin without demonstrating defensive behaviour <input type="checkbox"/> Transfers from one hand to another using a palmar grasp when engaging in exploration <input type="checkbox"/> Turns their head to observe the environment when initiating play <input type="checkbox"/> Undertakes an action incidentally which makes something happen and knows that they caused it <input type="checkbox"/> Uses any conventional gesture such as gives, reaches, waves, points, shakes head <input type="checkbox"/> Vocalises to a member of staff in different ways when experiencing different needs

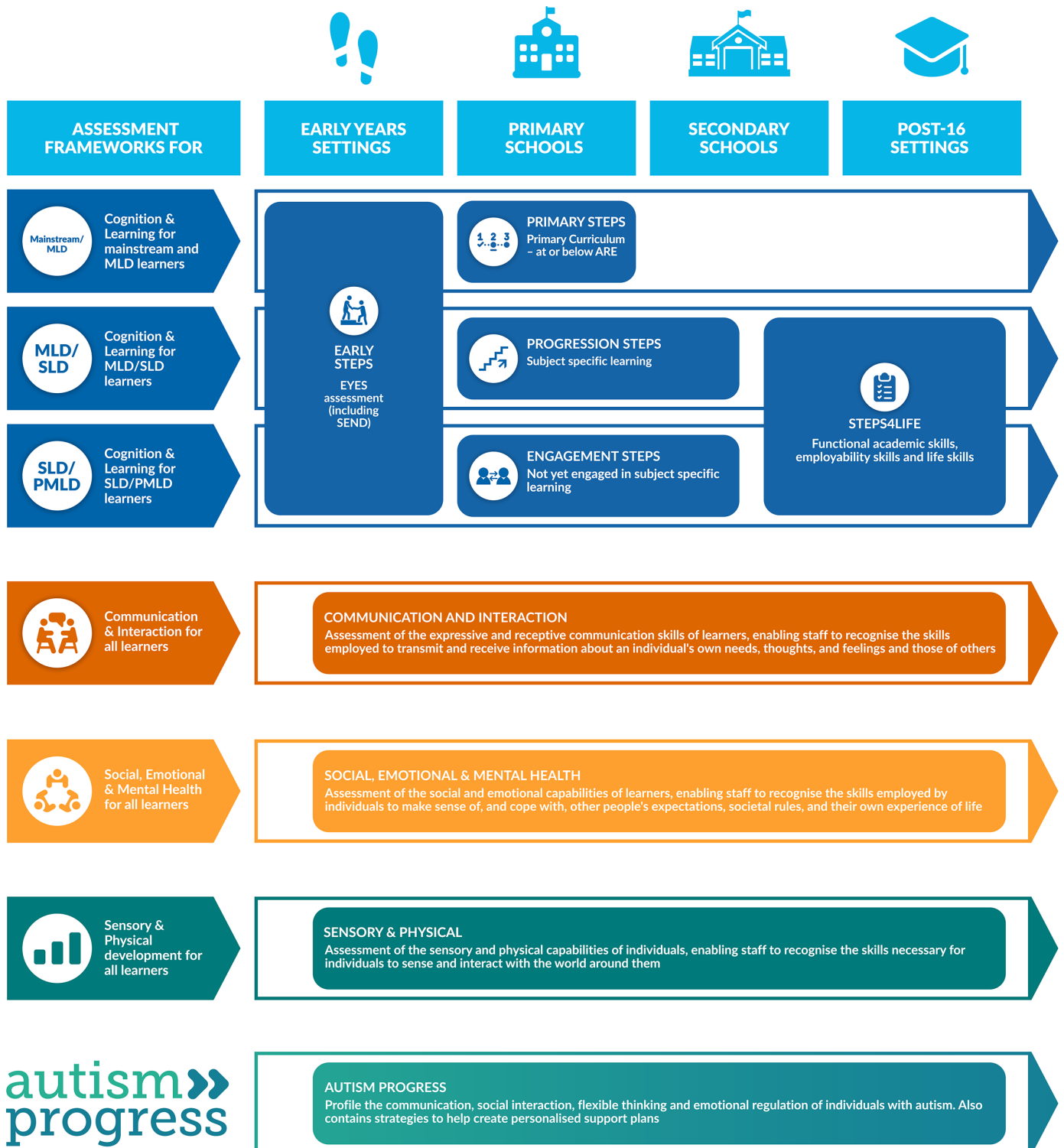
Name:

Started:..... Completed:.....

Expressive Arts & Design		
<input type="checkbox"/> Adds to a construction kit model to make it stronger or to make it move better <input type="checkbox"/> Attempts to change their tall structure to help it become more stable <input type="checkbox"/> Attempts to cut different materials to a specific shape <input type="checkbox"/> Balances on different parts of the body <input type="checkbox"/> Collects pictures that interest them in a scrapbook or on the computer <input type="checkbox"/> Colours in a picture and keeps within the lines most of the time <input type="checkbox"/> Compares which container holds more and less <input type="checkbox"/> Cracks an egg with support <input type="checkbox"/> Creates different textures, e.g. bubbles, sponges, blots <input type="checkbox"/> Cuts thicker materials with scissors, e.g. tape, string, etc. <input type="checkbox"/> Demonstrates simple techniques e.g. mixing, stirring, rolling <input type="checkbox"/> Describes an event in a story <input type="checkbox"/> Describes how objects move using simple terms correctly, e.g. backwards, slowly, etc. <input type="checkbox"/> Describes shapes, listing some properties, e.g. sides, round <input type="checkbox"/> Discusses a range of tools and their purpose <input type="checkbox"/> Discusses the purpose of common kitchen equipment <input type="checkbox"/> Draws different types of lines, e.g. curve, straight	<input type="checkbox"/> Draws round shape templates <input type="checkbox"/> Explores different types of rhythms that can be made using voice, e.g. hum or sing, etc. <input type="checkbox"/> Folds, tears and cuts paper and card <input type="checkbox"/> Hammers gently with support <input type="checkbox"/> Helps a member of staff to use weighing scales in order to compare the weight of something <input type="checkbox"/> Holds a pencil correctly <input type="checkbox"/> Identifies common kitchen equipment <input type="checkbox"/> Improvises a simple 6-beat rhythm <input type="checkbox"/> Joins different materials <input type="checkbox"/> Marks the material where a join/cut needs to be made <input type="checkbox"/> Memorises a simple phrase or response <input type="checkbox"/> Names colours consistently <input type="checkbox"/> Peels food with support, e.g. fruit <input type="checkbox"/> Represents feelings of anger <input type="checkbox"/> Represents feelings of fear <input type="checkbox"/> Represents feelings of happiness <input type="checkbox"/> Represents feelings of love <input type="checkbox"/> Represents feelings of sadness <input type="checkbox"/> Shows an awareness of safety when using tools	<input type="checkbox"/> Shows enjoyment when listening to songs <input type="checkbox"/> Talks about different lines, e.g. corner, curve, straight <input type="checkbox"/> Travels under and over equipment <input type="checkbox"/> Tries to imitate actions of others <input type="checkbox"/> Uses a variety of materials in their work, e.g. to enhance illustrations, when weaving, etc. <input type="checkbox"/> Waits for their turn to speak <input type="checkbox"/> Creates collaboratively by sharing ideas, resources and skills. (DM) <input type="checkbox"/> Develops storylines in their pretend play. (DM) <input type="checkbox"/> Explores and engages in music making and dance, performing solo or in groups. (DM) <input type="checkbox"/> Explores, uses and refines a variety of artistic effects to express their ideas and feelings. (DM) <input type="checkbox"/> Listens attentively, moves to and talks about music, expressing their feelings and responses. (DM) <input type="checkbox"/> Returns to and builds on their previous learning, refining ideas and developing their ability to represent them. (DM) <input type="checkbox"/> Sings in a group or on their own, increasingly matching the pitch and following the melody. (DM) <input type="checkbox"/> Watches and talks about dance and performance art, expressing their feelings and responses. (DM)

# Our Assessment Frameworks

The image below gives an overview of the different frameworks available within Connecting Steps.





# Cognition and Learning

## Early Steps 2021

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas –Mathematics, Literacy, Physical Development, Communication and Language, PSED, Understanding the World, Expressive Arts and Design.

## Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 7 areas of engagement. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

## Primary Steps

Our Primary assessment breakdown structure is based on the 2014 National Curriculum. If you are looking at using B Squared assessment with both mainstream and SEN pupils in a Primary setting then the Primary Steps works well for you. It includes the End of Year Outcomes and the first 3 levels of our Progression Steps for pupils working below Year 1.

### Core Subjects

English, Maths and Science

### Plus Subjects

Computing, PSHE (including Relationships) and PE

### Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

## Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need. This framework covers the ability range identified by the new pre-key stage standards.

### Core Subjects

English, Maths and Science

### Plus Subjects

Computing, PSHE (including Sex & Relationships and Citizenship) and PE

### Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

## Steps4Life

Steps4Life is our new framework for individuals with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living, with employment while others will be working towards semi-independent living and others will be in supported living. The Steps4Life covers a wide range of areas and a wide ability range, it includes 7 levels that are the equivalent of P1 to P8 which replace the old Milestones, Entry Levels 1, 2 and 3 and RQF Level 1 and 2.

### Academic Skills

English, Maths, PSD (including Sex & Relationships) and Digital Skills

### Life Skills

Food, Self-Care, Independence, Travel

### Employability Skills

Choosing a Job, Getting a Job, Rights, Workplace Skills and Workplace Routines

## Communication & Interaction

Communication & Interaction is our new framework for individuals with SEND who need support with their communication and interaction. The framework is designed to support all pupils with SEND and will help schools breakdown larger targets into smaller steps so they can demonstrate progress. The framework also promotes closer relationships between schools and Speech and Language Therapists (SALT) The framework covers from birth to a typical development range of a 15 year old.

## Social, Emotional and Mental Health (SEMH)

We are currently developing this framework, this is planned for release in early 2021

## Sensory and Physical

Once we have completed development of the SEMH framework, we will start development on the Sensory and Physical framework

## Autism Progress

We recognised a need for an assessment tool which could be used by all to assess the impact of a person's autism. Using autism descriptors already created by B Squared, the developers at Autism Progress have created a set of progressive levels in the following areas of autism—Communication, Flexibility of Thought, Social Interaction, Emotional Regulation

***“Connecting Steps was crucial in securing our  
Outstanding OFSTED Inspection“***

*Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School*

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

[www.bsquared.co.uk/meetings](http://www.bsquared.co.uk/meetings)





# Want to find out more?

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[www.bsquared.co.uk/meetings](http://www.bsquared.co.uk/meetings)

Or get in touch with us...

01252 870133

[hello@bsquared.co.uk](mailto:hello@bsquared.co.uk)

**BSquared** 