

EYFS · RECEPTION / PRE-K / K

Quick Assessment Sheet

One page, half-termly snapshot

How to use

Use this sheet 1:1 with each child for about 5 minutes, three times a year (autumn / spring / summer). It captures development at key checkpoints without requiring vast paperwork. It is NOT a high-stakes test. Frame it as 'I'm going to do some quick activities with you so I know what would help next.' Make it relaxed.

Section 1 — Communication and Language

Skill	Yes / Emerging / Not yet
Speaks in 5+ word sentences	_____
Uses 'because' to give reasons	_____
Asks questions	_____
Listens to a 2-step instruction	_____
Re-tells a familiar story	_____
Initiates conversation with adults	_____

Section 2 — Phonics / Letters

Skill	Yes / Emerging / Not yet
Knows the first sound of own name	_____
Recognises own written name	_____



Skill	Yes / Emerging / Not yet
Can write own name (any letter forms)	_____
Recognises 5+ letter sounds	Out of: _____ Sounds known: _____
Can blend simple words (c-a-t)	_____
Can hear first sound in 'cat', 'mum'	_____

Section 3 — Number and Maths

Skill	Yes / Emerging / Not yet
Counts orally to 10	_____
Counts objects accurately to 5	_____
Counts objects accurately to 10	_____
Subitises to 3 (instant recognition)	_____
Subitises to 5	_____
One more / one less than 5	_____
Recognises numerals 1-5	_____
Recognises numerals 1-10	_____

Section 4 — Physical (Fine motor)

Skill	Yes / Emerging / Not yet
Pencil grip developing (any tripod-ish)	_____
Cuts on a line with scissors	_____
Threads beads	_____
Buttons / zips own coat	_____
Draws a recognisable person	_____

Section 5 — Personal, Social, Emotional



Skill	Yes / Emerging / Not yet
Plays alongside other children	_____
Plays cooperatively with another	_____
Takes turns with reminders	_____
Recovers from upset within 5 minutes	_____
Asks adult for help when needed	_____
Settles in school routine without distress	_____

Notes / next steps

Top 3 things this child needs next term: 1. _____ 2. _____ 3. _____

Anything to flag? (SENDCo, parents, transition planning?)

Using this with parents

These sheets, when shared with parents, often calm a lot of anxiety. Parents see exactly what their child can already do, and what comes next. Avoid a 'levels' framing — don't say 'they're behind' or 'they're ahead.' Say 'here's where they are, and here's what comes next.' At parents' evening, having a filled-in sheet is far more useful than a grade or vague comment. It anchors the conversation in specifics.

