**Primary Checklist**

**Cognition and Learning**

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| **Year 1: The child needs support for some of the following:** | | Occasionally | Sometimes | Most of the time | What OAP Strategies have been used? |
| Speaking and listening | carrying out a one-step instruction |  |  |  |  |
| retelling a simple story or rhyme in own words |  |  |  |  |
| listening and responding in a small group |  |  |  |  |
| speaking freely in a one-to-one situation |  |  |  |  |
| naming everyday objects correctly |  |  |  |  |
| asking questions to find out information and listening to the answers |  |  |  |  |
| Reading | identifying a rhyming pair |  |  |  |  |
| identifying the initial sound of a word they hear |  |  |  |  |
| understanding the difference between letters and words |  |  |  |  |
| anticipating repeated phrases in rhymes and stories |  |  |  |  |
| recognising familiar words and signs. |  |  |  |  |
| Identifying syllables |  |  |  |  |
| Writing and spelling | ascribing meaning to the marks they make |  |  |  |  |
| writing recognisable letters independently, other than those in own name |  |  |  |  |
| Generating syllables |  |  |  |  |
| Mathematics | counting objects to 10 using 1-1 correspondence |  |  |  |  |
| counting on up to ten from any number less than ten |  |  |  |  |
| seeing without counting (subitising) dot patterns to six on a dice or domino |  |  |  |  |
| representing numbers to ten using structured apparatus |  |  |  |  |
| sorting according to size (e.g. big, little) |  |  |  |  |
| sorting by shape |  |  |  |  |
| Cognitive Skills | problem solving |  |  |  |  |
| Predicting |  |  |  |  |
| recognising patterns and connections |  |  |  |  |
| Visual/ Motor Skills | completing inset puzzles and jigsaws with 6 pieces |  |  |  |  |
| drawing recognisable pictures |  |  |  |  |
| identifying colours |  |  |  |  |
| tracing simple shapes |  |  |  |  |
| Other indicators | evidence of immature or inappropriate social interaction |  |  |  |  |
| poor school attendance record that may affect learning |  |  |  |  |
| self-help skills |  |  |  |  |
| difficulty in adapting to change |  |  |  |  |
| low level of resilience in challenging circumstances |  |  |  |  |