**Primary Checklist**

**Cognition and Learning**

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| **Year 2: 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 two step instructions |  |  |  |  |
| making up own story and telling it |  |  |  |  |
| reciting a simple rhyme |  |  |  |  |
| listening and responding appropriately in a small group |  |  |  |  |
| speaking freely in a small group |  |  |  |  |
| asking questions to find out information and listening to the answers |  |  |  |  |
| Reading | continuing rhyming strings |  |  |  |  |
| identifying the initial and final sounds of a word they hear |  |  |  |  |
| segmenting the sounds in simple words |  |  |  |  |
| blending phonemes to read CVC words |  |  |  |  |
| reading and understanding simple sentences |  |  |  |  |
| Writing and spelling | writing first name independently |  |  |  |  |
| linking sounds to letters |  |  |  |  |
| Mathematics | counting objects to 20 using one to one correspondence |  |  |  |  |
| saying the number that is one more or less than any number to 20 |  |  |  |  |
| counting backwards from twenty |  |  |  |  |
| being able to represent a two-digit number using apparatus |  |  |  |  |
| using language such as more or less to compare two numbers/sets of objects |  |  |  |  |
| sorting by more than one attribute (e.g. size and shape) |  |  |  |  |
| Cognitive Skills | problem solving |  |  |  |  |
| Predicting |  |  |  |  |
| recognising patterns and connection |  |  |  |  |
| Visual/ Motor Skills | completing inset puzzles and jigsaws with 8 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 |  |  |  |  |