

**Working
Toward
Foundation
Level A**

**Mid Foundation Level A
Sensory Learner**

- Show clear interest in people's faces, voices, and actions
- Use eye contact or body orientation to show they want something
- Use sounds or vocal play to get attention
- Use simple gestures (reach, push away, lift arms)
- Take turns in simple back-and-forth interactions
- Follow simple familiar routines with support
- Recognise familiar words (name, drink, stop)
- Look at objects the adult points to

5+ ticks → **Likely to have achieved mid Level A**

**Foundation
Level A**

Foundation Level A

- Understand simple everyday words (ball, book, mum)
- Respond to simple instructions in routines ("come here", "give me")
- Point to show interest or to request
- Use gestures confidently (wave, blow kiss, shake head)
- Use a few consistent sounds or words meaningfully
- Copy sounds, actions, or simple gestures
- Bring objects to adults to communicate
- Engage in simple "help me" communication (hands adult a lunch packet to open)

6+ ticks → **Likely to have achieved Level A**

**Foundation
Level B**

**Foundation Level B
Intentional Learner**

- Identify familiar objects or pictures when named
- Use 10–50+ words OR consistent AAC symbols/gestures
- Begin combining two ideas ("more drink", "go swim")
- Use communication to show wants, needs, and simple feelings
- Use or copy actions of others
- Take several turns in predictable interactions
- Show understanding of "mine/your turn"

6+ ticks → **Likely to have achieved Level B**

**Foundation
Level C**

**Foundation Level C
Purposeful Communicator**

- Follow basic 2 step instructions with some support
- Use longer word combinations, 3–4 words or multi-symbol AAC sequences.
- Ask simple questions ("where ball?") or use AAC to request info
- Request objects that cannot be seen in the room
- Respond to simple social rules (greet, wait, take turns)
- Try again to get a missed message across (repeat, gesture, lead adult by the hand)

5+ ticks → **Likely to have achieved Level C**

**Foundation
Level D**

**Foundation Level D
Functional Communicator**

- Understand and use simple descriptive language (feelings, size, colour, location)
- Tell or sequence short events ("I went to the park... slide... fun")
- Express ideas, choices, preferences, and emotions
- Use simple problem solving language ("need help", "can't reach")
- Participate in longer interactions and group routines
- Use communication during cooperative groups
- Understand simple "why" or "how" questions with support

5+ ticks → **Likely to have achieved Level D**

Foundation

Foundation

Needs Driven Communicator

- Follow classroom style instructions (finish, tidy up)
- Understand complex language with visuals (before/after, because)
- Use connected sentences or structured AAC utterances
- Share information, ideas, opinions, and feelings
- Retell familiar stories with support
- Use communication to plan ("first we build... then we race")
- Solve social misunderstandings with language ("I don't like that" / "stop")
- Participate in group discussions with cues

6+ ticks → **Likely to have achieved
Foundation**

Level 1

**Level 1
Adaptive Communicator**

- Understand classroom vocabulary and routines
- Use language/AAC to ask questions, explain reasoning, share ideas
- Follow multi-step instructions across contexts
- Describe events logically with sequence words
- Use language to negotiate, problem-solve, compromise
- Understand others' basic feelings and perspectives
- Participate confidently in small group learning with minimal support
- Use communication for independence (ask for help, clarification)

6+ ticks → **Likely to have achieved Level 1**

Communication Foundations



Quick Assessment of Skills, Engagement & Experience

• receptive abilities • expressive abilities • symbolic and AAC readiness • intentional communication • social communication

**Working
Toward
Foundation
Level A**

**Mid Foundation Level A
Sensory Learner**

Strengths: sensory engagement, early listening, human connection

- Attend to voices, especially familiar ones
- Enjoy songs, rhymes, and rhythmic patterns
- Look briefly at pictures or high-contrast images
- Engage in shared brief attention object is presented
- Explore book and objects through touch (patting, mouthing, tapping)
- Show excitement or calm during shared reading (tone, rhythm, faces)

4+ ticks → **Likely to have achieved mid Level A**

**Foundation
Level A**

Foundation Level A

Strengths: early recognition of pictures and routines

- Attend longer to pictures in books
- Turn pages with help
- Point or reach toward interesting objects
- Recognise familiar people or objects in photos
- Anticipate actions in familiar books (lift-the-flap, repetitive pages)
- Show enjoyment during shared reading routines

4+ ticks → **Likely to have achieved Level A**

**Foundation
Level B**

**Foundation Level B
Early Picture Understanding**

Strengths: recognising pictures, naming or gesturing meaning

- Name or gesture towards familiar pictured objects
- Point to pictures when asked ("Where's the dog?")
- Match identical pictures
- Attend to short, simple stories
- Enjoy predictable or repetitive books
- Make marks with or move writing tools

5+ ticks → **Likely to have achieved Level B**

**Foundation
Level C**

**Foundation Level C
Early Symbolic Awareness**

Strengths: connecting pictures to meaning consistently

- Point to details in pictures ("show me the old cat")
- Label pictures using writing like marks
- Match pictures to objects or simple categories
- Recognise environmental print (STOP, toilet, school logo)
- Join in predictable lines in songs or texts.
- Choose favourite books and request re-reading
- Sit through short shared reading sessions

5+ ticks → **Likely to have achieved Level C**

**Foundation
Level D**

**Foundation Level D
Early Text Awareness**

Strengths: early decoding concepts, simple story retell

- Recognise some letters, and their sounds, especially those in their name
- Copy their written name and simple words
- Match pictures to written words
- Retell parts of a story using pictures
- Answer simple who/what/where questions
- Draw simple representations to communicate a story
- Make meaningful marks with emerging letter shapes

6+ ticks → **Likely to have achieved Level D**

Foundation

**Foundation
Emerging Early Reader &
Writer**

Strengths: early reading behaviours, phonics beginnings

- Read some short texts with picture support
- Attempt phonetic spelling ("cat" → "CT")
- Understand simple story sequence (beginning-middle-end)
- Decode familiar CVC & CCVC words ("cat," "dog," "sun")
- Retell stories with two details (with picture cues)
- Use early punctuation with modelling (full stops, capitals)
- Use writing/drawing together to communicate ideas

6+ ticks → **Likely to have achieved Foundation**

Level 1

**Level 1
Beginning of literacy for learning**

Strengths: early descriptive writing, decoding fluency

- Read short texts with increasing accuracy and smoother expression
- Use common phonics patterns (sh, ch, th, oo, ai, ee)
- Decode some multisyllabic words (sunset, picnic, rocket)
- Answer who/what/where/when questions from a story
- Write several related sentences on a topic
- Use basic punctuation (capital letters, full stops)
- Spell common high-frequency words correctly

6+ ticks → **Likely to have achieved Level 1**

Literacy Foundations



Quick Assessment of Skills, Engagement & Experience

- visual attention • symbolic understanding • alphabetic principle
- phonemic awareness • decoding • early print awareness
- high frequency words

**Working
Toward
Foundation
Level A**

**Mid Foundation Level A
Sensory Learner**

Strengths: exploring objects, cause-and-effect, emerging curiosity

- Explore objects through touch, mouthing, banging, shaking
- React to familiar people arriving and experiences starting or ending
- Show excitement for movement patterns (swinging, jumping)
- Show preference for certain sensory quantities (more music, more movement)
- Communicate "more/stop" through behaviour (leaning forward / turning away)

4+ ticks → Likely to have achieved mid Level A

**Foundation
Level A**

Foundation Level A

Strengths: responding consistently, exploring full/empty

- Respond to familiar / personal objects.
- Reach repeatedly for "more" of something enjoyable
- Notice when something appears/disappears
- Respond to repeated patterns (tap-tap-pause)
- Show simple in/out, on/off, open/close repetition

4+ ticks → Likely to have achieved Level A

**Foundation
Level B**

Foundation Level B

Emerging Matching

Strengths: early matching, simple identification, action-based grouping

- Notice when one object is bigger (obviously different)
- Compare two groups using direct perception (bigger vs smaller pile)
- Join two groups together with hands on actions
- Split a group into two parts (dividing by action)
- Match identical objects
- Communicate "more" or "finished" intentionally

5+ ticks → Likely to have achieved Level B

**Foundation
Level C**

Foundation Level C

Early Counting & Quantities

Strengths: simple counting, early group making using real objects

- Sort objects by one feature (all red vs not red)
- Count small sets (1-3) reliably
- Understand "one" vs "two" in context
- Identify which group has more/less using real objects
- Add one more object when asked
- Understand simple positional language (in, on, under)
- Compare objects (big/little, long/short)

6+ ticks → Likely to have achieved Level C

**Foundation
Level D**

**Foundation Level D
Counting with Materials**

Strengths: early numerical understanding, early problem solving with support

- Sort by two features (colour + size) with support
- Count to 10
- Match each number word to one object to 5 reliably
- Combine two small groups and describe change ("Now there are more")
- Subtract by removing objects, when asked
- Use early measurement words (big, small, heavy, tall, short)
- Follow simple measurement tasks (pouring to fill, matching length)

6+ ticks → Likely to have achieved Level D

Foundation

Foundation

Early Symbolic Numeracy

Strengths: growing symbolic understanding, early abstract linking

- Count 0-20 accurately
- Match numerals 0 - 20 to sets
- Add and subtract with real objects and visual supports
- Understand simple time-in-routine (before school, after lunch)
- Write numerals to 20
- Recognise patterns and extend simple sequences
- Use simple comparison vocabulary ("more," "less," "equal")

6+ ticks → Likely to have achieved Foundation

Level 1

**Level 1
Emerging Abstract Numeracy**

Strengths: early symbolic reasoning, applying numeracy to everyday tasks

- Count forwards and backwards by 1s from any starting point up to 120
- Count by 2s, 5s, and 10s to and from 120
- Recall addition and subtraction facts to 10
- Match sets to numerals up to 120
- Understand basic addition/subtraction using visuals
- Sort into complex categories (shape + size + colour)
- Begin to understand calendars, schedules, time to half hours
- Read simple graphs (picture bar graphs)

7+ ticks → Likely to have achieved Level 1

Numeracy Foundations



Quick Assessment of Skills, Engagement & Experience

• matching • grouping • comparison • quantity concepts