

عابدین

ABEDEEN ACADEMY
EARLY YEARS



Afiyah Nafeesa

EY2 PROGRESS REPORT



EYFS Progress Report

EY2

Student's name Afiyah Nafeesa Binti Mohamad Baihaqi

Teacher's name Mrs. Sharifah Azirah / Mrs Syuhada Shafa

EY 2 Date 2025/2026

NA - Need
Assistance

P - Progressing

A - Achived

No	Communication : Speaking	T1	T2	T3
1	Beginning to use more complex sentences to link thoughts. e.g using - and , because.	P	A	
2	Can retell a simple past event in correct order. e.g. went down slide , hurt finger.	P	A	
3	Uses talk to connect ideas , explain what is happening and anticipate what might happen next , recall and relieve past experience.	P	A	
4	Question why things happen and gives explanation. Ask - e.g. (who , what, when , how..)	NA	A	
5	Uses a range of tenses. (play , playing , will play , played)	NA	A	
6	Uses intonation , rhythm and phrasing to make the meaning clear to others.	P	A	
7	Uses vocabulary focused on objects and people that are particular importance to them.	P	A	
8	Builds up vocabulary that reflects the breadth of their experiences	P	A	
9	Uses talk in pretending that objects stand for something else in play. e.g. 'this box is my castle'	P	A	

No	Listening & Attention	T1	T2	T3
1	Listens to others one to one or in small groups, when conversation interests them	P	A	
2	Listens to stories with increasing attention and recall	P	A	
3	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	P	A	

4	Focusing attention – still listen or do , but can shift own attention	P	A	
5	Is able to follow directions. (if not intently focused on own choice of activity	A	A	
6	Maintains attention, concentrates and sits quietly during appropriate activity	P	A	
7	Two-channelled attention – can listen and do for short span	P	A	

No	Understanding	T1	T2	T3
1	Understands use of objects. e.g. 'What do we use to cut things?'	P	A	
2	Shows understanding of prepositions such as 'under' , 'on top' , 'behind' by carrying out an action or selecting correct picture	P	A	
3	Responds to simple instructions. e.g. to get or put away an object	A	A	
4	Beginning to understand 'why' and 'how' question	P	A	
5	Responds to instructions involving a two-part sequence. Understands humour , e.g. nonsense rhymes , jokes	P	A	
6	Able to follow a story without pictures or props	NA	A	

No	Moving and Handling	T1	T2	T3
1	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping	P	A	
2	Mounts stairs, steps or climbing equipment using alternate feet	NA	A	
3	Walks downstairs, two feet to each step while carrying a small object	P	A	
4	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles	P	A	
5	Can stand momentarily on one foot when shown	NA	P	
6	Can catch a large ball	P	A	
7	Draws lines and circles using gross motor movements	P	A	
8	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors	P	A	
9	Holds pencil between thumb and two fingers, no longer using whole-hand grasp	A	A	

11	Can copy some letters, e.g. letters from their name	A	A
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No	Health & Safecare	T1	T2	T3
1	Can tell adults when hungry or tired or when they want to rest or play	P	A	
2	Observes the effects of activity on their bodies	P	A	
3	Understands that equipment and tools have to be used safely	P	A	
4	Gains more bowel and bladder control and can attend to toileting needs most of the time themselves	P	A	
5	Can usually manage washing and drying hands	P	A	
6	Dresses with help. e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom	P	A	

No	Making Relationship	T1	T2	T3
1	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children	P	A	
2	Initiates play, offering cues to peers to join them	P	A	
3	Keeps play going by responding to what others are saying or doing	P	A	
4	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults	P	A	

No	Self Confidence & Self Awareness	T1	T2	T3
1	Can select and use activities and resources with help	P	A	
2	Welcomes and values praise for what they have done	NA	A	
3	Enjoys responsibility of carrying out small tasks	P	A	
4	Is more outgoing towards unfamiliar people and more confident in new social situations	P	P	
5	Confident to talk to other children when playing, and will communicate freely about own home and community	P	A	
6	Shows confidence in asking adults for help	P	A	

1	Aware of own feelings, and knows that some actions and words can hurt others' feelings	P	A	
2	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others	P	A	
3	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met	P	A	
4	Can usually adapt behaviour to different events, social situations and changes in routine	P	P	

No	Writing	T1	T2	T3
1	Sometimes gives meaning to marks as they draw and paint	P	A	
2	Ascribes meanings to marks that they see in different places	P	A	
3	Gives meaning to marks they make as they draw, write and paint	NA	A	
4	Begins to break the flow of speech into words	NA	P	
5	Continues a rhyming string	P	P	
6	Hears and says the initial sound in words	P	P	
7	Can segment the sounds in simple words and blend them together	NA	P	
8	Links sounds to letters	NA	P	

No	Reading	T1	T2	T3
1	Enjoys rhyming and rhythmic activities	P	A	
2	Shows awareness of rhyme and alliteration	P	A	
3	Recognises rhythm in spoken words	P	A	
4	Listens to and joins in with stories and poems, one-to-one and also in small groups	NA	A	
5	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	NA	P	

6	Beginning to be aware of the way stories are structured	P	P	
7	Suggests how the story might end	NA	P	
8	Listens to stories with increasing attention and recall	P	A	
9	Describes main story settings, events and principal characters	NA	P	
10	Shows interest in illustrations and print in books and print in the environment	P	A	
11	Recognises familiar words and signs such as own name and advertising logos	P	P	
12	Looks at books independently	P	A	
13	Handles books carefully	A	A	
14	Knows information can be relayed in the form of print	A	A	
15	Holds books the correct way up and turns pages	P	A	
16	Knows that print carries meaning and, in English, is read from left to right and top to bottom	P		

No	Numbers	T1	T2	T3
1	Uses some number names and number language spontaneously	P	A	
2	Uses some number names accurately in play	P	A	
3	Recites numbers in order to 10	A	A	
4	Knows that numbers identify how many objects are in a set	A	A	
5	Beginning to represent numbers using fingers, marks on paper or pictures	P	A	
6	Sometimes matches numeral and quantity correctly	P	A	
7	Shows curiosity about numbers by offering comments or asking questions	NA	A	
8	Compares two groups of objects, saying when they have the same number	NA	A	

	shows an interest in number problems	P	P	
10	Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	P	P	
11	Shows an interest in numerals in the environment	P	A	
12	Shows an interest in representing numbers	P	A	
13	Realises not only objects, but anything can be counted, including steps, claps or jumps	P	A	

No	Shapes, Space and Measure	T1	T2	T3
1	Shows an interest in shape and space by playing with shapes or making arrangements with objects	P	A	
2	Shows awareness of similarities of shapes in the environment	P	A	
3	Uses positional language	P	A	
4	Shows interest in shape by sustained construction activity or by talking about shapes or arrangements	NA	P	
5	Shows interest in shapes in the environment	P	A	
6	Uses shapes appropriately for tasks	P	P	
7	Beginning to talk about the shapes of everyday objects. e.g. 'round' and 'tall'	P	A	

No	People & Communities	T1	T2	T3
1	Shows interest in the lives of people who are familiar to them	P	A	
2	Remembers and talks about significant events in their own experiences	P	A	
3	Recognises and describes special times or events for family or friends	P	A	
4	Shows interest in different occupations and ways of life	P	A	
5	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	P	A	

Exploration		T1	T2	T3
1	Enjoys joining in with dancing and ring games	P	Δ	
2	Sings a few familiar songs	P	Δ	
3	Beginning to move rhythmically	P	P	
4	Imitates movement in response to music	P	P	
5	Taps out simple repeated rhythms	P	Δ	
6	Explores and learns how sounds can be changed	NA	Δ	
7	Explores colour and how colours can be changed	NA	P	
8	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects	NA	P	
9	Beginning to be interested in and describe the texture of things	P	P	
10	Uses various construction materials	P	Δ	
11	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces	P	Δ	
12	Joins construction pieces together to build and balance	P	Δ	
13	Realises tools can be used for a purpose	NA	P	

No	Imaginative	T1	T2	T3
1	Developing preferences for forms of expression	P	P	
2	Uses movement to express feelings	P	Δ	
3	Creates movement in response to music	NA	Δ	
4	Sings to self and makes up simple songs	NA	Δ	
5	Makes up rhythms	NA	P	

	Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there	NA	Δ	
7	Engages in imaginative role-play based on own first-hand experiences	NA	p	
8	Builds stories around toys. e.g. farm animals needing rescue from an armchair 'cliff'	p	p	
9	Uses available resources to create props to support role - play	p	p	
10	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words	p	p	

Afiyah has a complete understanding of all the letters in the alphabet and consistently uses very neat and tidy handwriting to complete all of her work. However, she tends to be quite shy and hesitant when it comes to participating in group discussion. We will work towards a better adaption to her confidence with peers in the coming terms.

Head of Early Years



Name: **ROBITA ISMAIL**

Date: **18/12/25**

Parents / Guardian



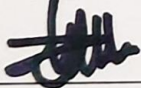
Name: **AFIQAH BINTI ZULKAPLI**

Date: **23/1/2026**

Conclusion Comments Term 2

- Afiyah is progressing very well this term. She shows confidence in recognising and reading all
- letters A-Z. She can identify numbers 1-20 and spell numbers 1-10 with good accuracy. Her
- motor skills are developing nicely. For Term 3, we will focus on strengthening Afiyah's reading
- skills through CVC words and introducing numbers 21-50.

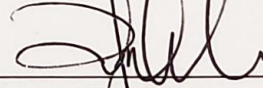
Head of Early Years



Name: **ROBITA ISMAIL**

Date: **10/4/25**

Parents / Guardian



Name: **AFIQAH BINTI ZULKAPLI**

Date: **24/4/2026**

Conclusion Comments Term 3

Head of Early Years

Parents / Guardian

Name:

Date:

Name:

Date: