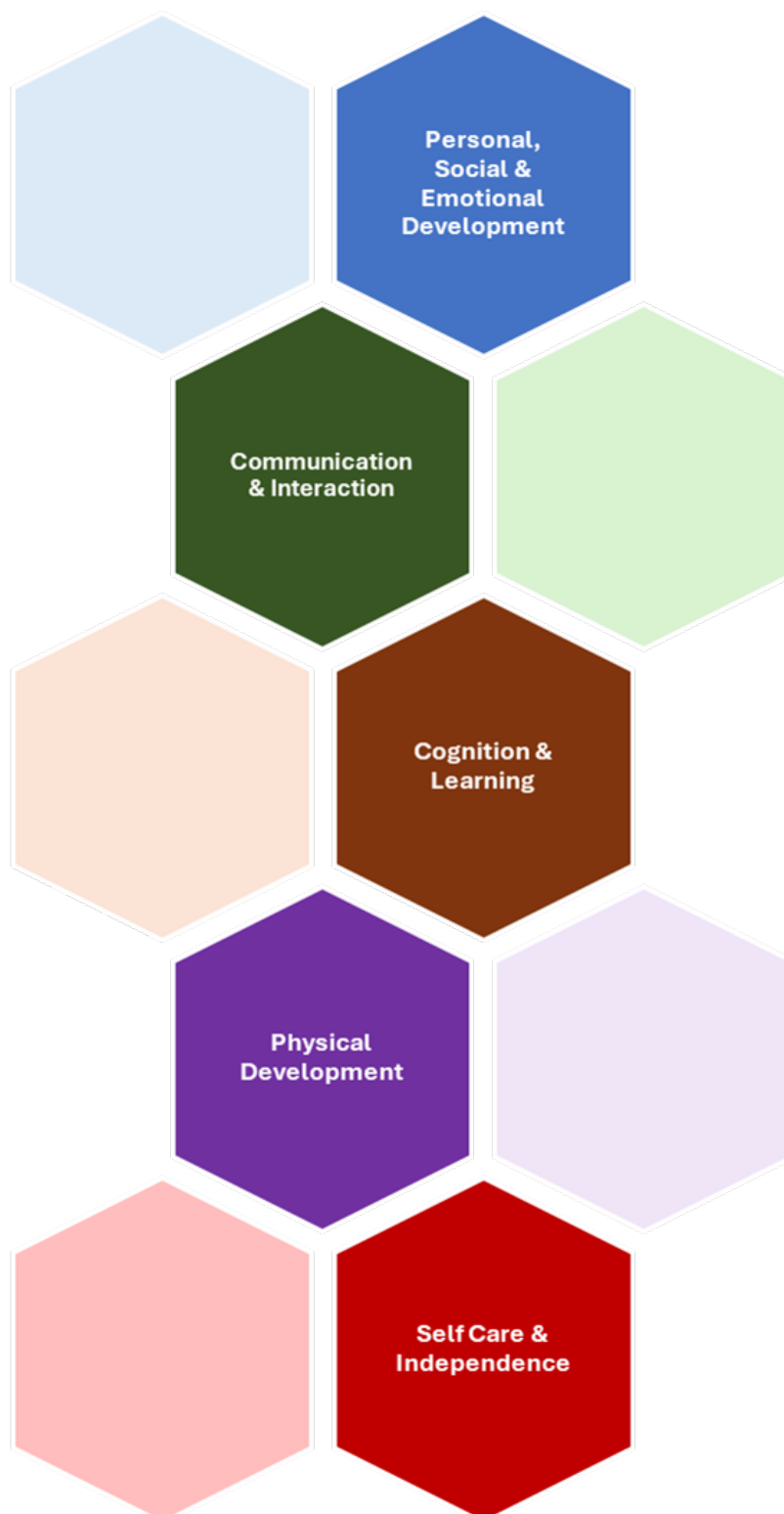


Cambridgeshire Developmental Journal

For children birth to five with emerging needs or SEND
Revised Autumn 2024



Introduction

For most children, routine assessments carried out as part of the early years foundation stage will give enough information to monitor their progress against the early years settings own curriculum. However, for some children who have Special Educational Needs or Disabilities (SEND), or who have needs that are not yet identified it will be necessary to do a more in-depth analysis of their learning and development to establish exactly what their barriers to learning are and what impact these have on their progress.

The Developmental Journal should be used in by practitioners, in dialogue and collaboration with parents, to establish the child's level of need and to monitor their progress.

The Developmental Journal describes typical patterns of child development under five Areas of Development:

1. **Personal, Social and Emotional Development** – This focuses on how children learn who they are, what feelings they have, how they regulate these feelings, how they behave and how their relationships develop.
2. **Communication and Interaction Children** – communicate with other people in different ways, for example by gestures, facial expression and talking. This area also includes how babies and young children pay attention to other people and listen to them, as well as how they understand and use language.
3. **Cognition and Learning Babies** – are learning, right from the moment of birth. It may not be that obvious at first, but babies and young children accumulate knowledge at an astonishing rate. Understanding the world is greatly helped by lots of experiences and discussion about things that are going on around them. Thinking also involves the ways in which children learn to do things that they want to do. This is particularly important where the solution is not immediately obvious as it involves working out what they need to do, how things work and thinking through the possibilities.
4. **Physical Development** – This aspect of development focuses on how children develop their ability to move their bodies, hands, feet and fingers, and use their senses and movement to explore the world.
5. **Self-Care and Independence** – This aspect of development focuses on how children develop their self-help skills like feeding, dressing and hygiene. It will not be appropriate to complete this section for every child with SEND/emerging needs, discuss with parents/carers if this section is relevant for their child.

Copyright: The Early Support materials are Crown Copyright.

Early Support
for children, young people and families

This publication is based on the Early Support Developmental Journal 2013 and Development Matters in the early years foundation stage 2012 (EYFS) and has been adapted with kind permission of Early Support, a UK government initiative. For more information, visit ncb.org.uk/early-support.



Department
for Education

Revised and adapted Autumn 2024 to include reference to the [Help for early years providers : SEND assessment guidance and resources](#) created by Dingley's Promise for the Department for Education, published 10 September 2024. Steps linked to these materials are highlighted in yellow throughout.

Using the Developmental Journal

The Journal outlines a series of 14 Developmental Steps. Each Developmental Step is presented as a series of items from each four areas of need, as defined by the [SEND code of practice: 0 to 25 years - GOV.UK](#), along with the additional area to help you assess the child's self-care and independence skills. These can be filled in when you notice the child doing something – particularly something you haven't seen them do before. The journal describes the characteristic pattern and sequence of learning seen in young children.

Recording progress using the Developmental Steps: For each item listed for a step, there are three columns that can be used to record the things that you see the child doing:

- **Emerging** – Seen for the first time, the child is doing something that demonstrates a skill or behaviour, even if it's only an attempt.
- **Developing** – Seen sometimes, the child is using a skill or behaviour more often or as they become more skilful at it.
- **Achieved** – Seen often, the child is doing something often and with confidence in several different situations – for example, in different rooms or places, with different toys, in conversation with different people with the same amount of adult support similar to a child of the chronological age associated to that step.

Remember:

- Every child has a unique developmental journey and may do things in multiple steps at any time.
- To look through later steps and previous steps to obtain a holistic view of progress.
- Some skills take longer to master than others and the journey from emerging to achieved will be different for each skill.
- you may only notice a new behaviour or skill when the child is using it quite a lot so you may describe it immediately as 'developing' or 'achieved', rather than 'emerging.'
- You can use more than one column and more than one step at any time, but you don't have to use all the columns.
- The journal is most effective when used to gradually build up a picture of how the child is developing over a period.
- For a child to be secure in a step we would usually expect them to have achieved three quarters of the skills in that step.
- You may prefer to have a colour-coding system, rather than writing dates in, for example using a green highlighter for one month and a yellow highlighter for the next month.

If you need support using the Cambridge Developmental Journal, please contact a relevant professional, for example Early Years Adviser, CSDO or specialist teacher.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
0 - 3 months	2 - 5 months	4 - 7 months	6 - 10 months	9 - 13 months	12 - 16 months
Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
15 - 19 months	18 - 22 months	21 - 25 months	24 - 31 months	30 - 36 months	35 - 41 months
Step 13	Step 14	This table gives a broad guide to average ages a child would achieve each step.			
40 - 51 months	50 - 60 months				

Personal, Social and Emotional Development	Emerging	Developing	Secure
Step 1			
I enjoy being with other people.			
I look in the direction of the person or object I am interacting with (not necessarily making eye contact).			
I can copy the facial expressions of others.			
I am comforted by being held.			
I am comforted by seeing familiar people.			
I smile at people.			
I will hold your eye contact for five seconds or more.			
Step 2			
I enjoy snuggling into a familiar person.			
I seek interaction through movements or vocalisations.			
I calm from being upset when held, rocked, spoken, or sung to with soothing voice.			
I hold eye contact during interactions with a familiar person.			
I show awareness of familiar people.			
Step 3			
I respond positively to games involving physical touch or movement.			
I sometimes laugh or gurgle with pleasure.			
I demonstrate pleasure when I am being held.			
I recognise when a familiar person comes back and show pleasure at their return.			
I react to the emotions of those around me.			
Step 4			
I show enjoyment when looking in a mirror.			
I can complete a back-and-forth interaction using my method of communication.			
I can imitate the communication of others.			
I can attract attention to express a want or dislike.			
I can anticipate being picked up and demonstrate a response to it.			
I demonstrate attachment to familiar people, for example by being distressed when they move away.			
Step 5			
I demonstrate my emotions through my behaviour and actions.			
I draw others into interacting with me with vocalisations or movements.			
I may show distress when familiar carers leave the room, I am in.			
I show through my movements or emotions I am wary of strangers.			
I build relationships with special people – for example, by showing affection or holding your attention by vocalising.			
I can point to show you something I am interested in.			
I am interested in the activities of others and respond differently to children and adults – for example, may be			

more interested in watching children than adults or may pay more attention when children talk to them.			
I enjoy finding my nose, eyes, or tummy as part of naming games.			
I can follow with my gaze when you show me an object by looking and pointing – for example, when an adult points to a bus and says, “Look at the bus.”			
Step 6			
I will look at you for reassurance if I am unsure about something – for example, I will look at you to check your reaction if a stranger tries to pick me up.			
I seek comfort when emotionally dysregulated.			
I cling to a special person and hide my face when feeling scared or overwhelmed.			
I demonstrate distress when left alone.			
I can use a comfort toy or object to calm myself.			
I can use another person to achieve something I want – for example, to get an object that is out of reach or activate a wind-up toy.			
Step 7			
I can initiate an interaction with other children.			
I can explore new toys and environments but check in regularly with a familiar adult.			
I can recognise some consistent boundaries.			
I can react to an audience – for example, I repeat an activity or action which is received positively by a smile, or which is laughed at, applauded, or cheered.			
I am aware of other people’s feelings – for example, I look concerned if I hear crying or look excited if I hear a familiar happy voice.			
I can show preference for people or tasks.			
Step 8			
I can help with dressing – for example, holds out arm for sleeve or foot for shoe.			
I can tolerate brief separations from special people.			
I will express my emotions and seek a reaction – for example, I may cry at a minor injury and ask for help or comfort.			
I can start to share and ‘give and take.’			
I can co-operate with a familiar person when playing, for example rolling a ball back and forth.			
I will explore a new environment, returning to check in with a familiar adult if I feel anxious.			
I can play contently on my own.			
Step 9			
I understand that some things are mine, some things are shared, and some things belong to other people.			
I will actively draw others into social interaction.			
I can hand a toy to an adult for assistance when I cannot get it to work; I know adults can help me achieve my aims.			

I can approach an activity where others are already playing.			
I can demonstrate my sense of self as an individual – for example, I want to do things independently, or I will say “No” to adults.			
I can recognise when an adult is sharing language about emotions with me.			
Step 10			
I respond positively to a variety of familiar adults.			
I show affection towards other children and younger siblings.			
I can initiate interactions with a familiar adult.			
I use others as sources of information by asking questions.			
I make choices that involve challenge when adults are keeping me safe.			
I show understanding of some rules and routines.			
I can label some of my own emotions verbally or by using signs or visuals.			
Step 11			
I demonstrate concern towards others who are upset – for example, offers favourite toy, pats arm or back, offers cuddle and so on.			
I seek out others to share experiences.			
I can wait my turn with a familiar adult.			
I participate and help with familiar routines with help from adults – for example, dusting, setting table or putting away toys.			
I include another child in my play sequence and may talk to them as I do so – for example, I can give another child a cup to drink from.			
I recognise myself in a mirror or photo – for example, if I look in a mirror and sees dirt or food on my face, I try to wipe it off, or I can point to myself in a photo.			
I can play alongside others or allow others in my space.			
Step 12			
I can form a special friendship with another child.			
I am sometimes stubborn or negative and react with annoyance to frustration.			
I enjoy the responsibility of carrying out small tasks such as carrying a bag back from the shops.			
I regularly use adults as sources of knowledge, comfort, and shared activities.			
I take pride in my appearance – for example, I may prefer certain clothes.			
I show independence in selecting and carrying out activities.			
I demonstrate I want to do things independently.			
Step 13			

I am more outgoing towards strangers and more confident in new social situations – for example, in a playgroup although I may be anxious at first.			
I understand that my actions affect other people – for example, becomes upset or tries to comfort another child when they realise, they have upset them.			
I have an awareness and pride in my self and know I have my own identity and abilities and welcomes praise.			
I can express wishes and needs clearly and I understand when these are not immediately met.			
I often actively seek to share and like things to be fair.			
I show care and concern for others, for living things and the environment.			
I enjoy joining in with family customs and routines.			
I am curious about others and can adapt my behaviour to fit in with different events and social situations – for example, I remove shoes and socks before going on slide after I see others doing this.			
I am comfortable in engaging in a group of more than two.			
Step 14			
I can describe myself positively and talk about my own strengths and weaknesses.			
I enjoy and join in with shared play appropriately – for example, turn-taking and sharing.			
I understand and follow agreed values when in group situations with adults and children.			
I can select and use activities and resources independently.			
I understand that people have different needs, views, cultures, and beliefs, which need to be treated with respect.			
I understand that I can expect others to treat their needs, views, cultures, and beliefs with respect.			
I am confident and skilled in seeking comfort, reassurance and help from special people.			
I enjoy talking about past experiences, the present and future plans.			
I know about my culture and beliefs and those of other people.			
I can use strategies to wait my turn with peers.			
I can wear personalised aids and equipment that support me to access the environment.			
I recognise when others are engaging with the same experiences as me.			
I can recognise strategies which support my emotional regulation.			

Communication and Interaction	Emerging	Developing	Secure
Step 1			
I can cry to express needs – for example, when I am hungry, or in discomfort.			
I can make some non-speech sounds.			
I respond to sounds made near me.			
Step 2			
I make sounds in response to your voice when you talk.			
I turn quickly when I hear your voice across the room.			
I show excitement at approaching voices, footsteps, or other familiar sounds.			
I react by smiling, looking, and moving when you interact with me.			
Step 3			
I look carefully at person talking to me.			
I stop communicating if the speaker turns away.			
I enjoy listening to nursery rhymes.			
I respond to changes in tone of voice.			
I vocalise back when talked to (making my own sounds) especially to a familiar adult and when a smiling face is used.			
Step 4			
I can use some consonant sounds – for example, ‘g’, ‘m’, ‘p’, ‘d’.			
I can use some vowel sounds – for example, ‘aa’.			
I understand words I hear frequently and that are said with gestures – for example, “all gone” and “bye bye.”			
I can use simple sounds or gestures to mean a particular thing – for example, “da” for ‘daddy.’			
I can use my voice or gestures to attract attention.			
I babble by repeating a series of the same sounds – for example, “ba-ba-ba”, “ma-ma-ma.”			
Step 5			
I respond to my own name by turning or looking up at whoever said my name.			
I recognise some family names such as Mummy, Daddy, names of other carers, brothers and sisters, or pets, and will turn to look when the name is said.			
I can ask for favourite games using sounds or gestures – for example, playing peek-a-boo, saying “Boo”, or hiding face in hands.			
I copy the speech of others, especially the vowels and intonation.			
I babble using varied consonants and vowels – for example, “baga”, “maba.”			
I can point to objects and people, using my first finger.			
I can communicate my choice between two options.			
Step 6			
I can take part in a simple ‘conversation’ with an adult, focusing on things happening in the here and now or			

Communication and Interaction	Emerging	Developing	Secure
frequent events that are about to happen – for example, meals or bath time.			
I can use sounds instead of words to represent different objects - for example “brmm” for ‘car’, “yum” for ‘dinner’, “dodi” for ‘dummy.’			
My voice has the ‘ups and downs’ (intonation) of the language spoken at home even though individual words may not be clear.			
I can respond to familiar words and short sentences based on familiar routines – for example, I run to the door when an adult holds their keys and says, “It’s time to go.”			
I can use approximately five different words without any help together harmoniously.			
I can use my method of communication to demonstrate a need or want.			
Step 7			
I can follow a simple instruction involving my method of communication.			
When asked, I can show simple body parts by pointing at them on myself or others – for example, hair, eyes, ears, and nose.			
I copy expressions I hear a lot – for example, “oh dear” or “all fall down.”			
I attempt to copy actions or sounds in familiar rhymes, songs, or books.			
I can use different single words to comment on what is happening – for example, I say “bird” if I see one in the garden.			
I recognise and will identify many objects and pictures (by pointing) when asked questions – for example, “where’s the ball?”			
I can request more during a highly motivating activity.			
I can wait for “go” during ready, steady, go games.			
Step 8			
I am learning new words, visuals, or signs regularly.			
I can use words for actions as well as objects and people.			
I listen and respond to simple information or instructions out of context – for example, “Ben, find your car” or “Ali, put your teddy in bed.”			
I can use words to refer to people and things that are not present.			
I can sign or use gestures along with favourite action rhymes, although my words may not be clear.			
I can combine two or three words when communicating, this may include signs or symbols.			
I can respond to interactions initiated by others.			
Step 9			
I can repeat words or phrases from familiar stories.			
I will fill in the missing word or phrase in a known rhyme, story, or game – for example, ‘Humpty Dumpty sat on a... ‘			

Communication and Interaction	Emerging	Developing	Secure
I can follow an instruction involving two parts.			
I can request support or communicate my need for help safely.			
I can use 'adult' form of vowels (a, e, i, o, u) most of the time.			
I can join in with familiar rhymes, songs or books using my method of communication.			
Step 10			
I am learning new words very rapidly and can use them when communicating with other people.			
I understand more complex sentences – for example, "Put your toys away and we'll read a book."			
I show sustained engagement and interaction when sharing a picture storybook with an adult.			
I try to repeat many things adults say, either saying the actual word or making a close match – for example, says "Um-beya" for 'umbrella.'			
I can use a variety of question words – for example, 'what', 'where', 'who.'			
I can say three words together – for example, "go park today", "big red bus."			
Step 11			
I can show understanding of position words such as 'in', and 'on' – for example, carries out the action 'Put dolly in the box' or selects a picture correctly from 'Find the apple in the bag.'			
I can talk about ownership – for example, 'my teddy', 'your book' 'the man's car.'			
I can use pronouns correctly – for example, 'I', 'me' and 'you.'			
I know my full name.			
I can say all or part of simple nursery rhymes.			
I listen eagerly to short stories, am able to talk about particular parts of them and requests favourites over and over again.			
Step 12			
I can use sentences involving more than three words.			
I understand the use of objects – for example, I can give the right answer to "What do we use to cut things with?"			
I can retell a simple past event in correct order – for example, "went down slide and hurt finger."			
I use the correct form of verbs such as 'be', 'do' and 'have' – for example, "I am hungry" rather than "I be hungry" or "I did that" rather than "I doed that."			
I can talk about my own life and my favourite things.			
I can ask questions with yes/no answers – for example "Was he singing?"			
I can say negative sentences – for example, "He wasn't singing."			

Communication and Interaction	Emerging	Developing	Secure
I use a range of tenses to talk about past, present and future – for example, ‘play’, ‘playing’, ‘will play’ and ‘played.’			
I commentate on things I see around me verbally or by using gestures or signs.			
Step 13			
I can use some language for pretending and organising play – for example, “you be the mum and I be the baby.”			
I can produce nearly all the consonant sounds accurately.			
I am easily understood by a range of people.			
I can retell stories in the correct sequence, drawing on language patterns of stories such as ‘Once upon a time.’			
I understand ‘when’ and ‘why.’			
I talk about what might happen next in a familiar situation.			
I can use a longer sentence to link more than one idea, for example “We walked to the park, and we watched the ducks.”			
Step 14			
I can produce most speech sounds, although may have difficulty with some consonant blends - for example, ‘tr’ in tree, ‘bl’ in blue.			
I can pick out words that rhyme.			
I show an understanding of the elements of stories – for example, main character, sequence of events and story beginnings and endings.			
I ask “Why?” Frequently and considers replies.			
I adapt language to the needs of the listener.			
I can pick out the first sound in a word.			

Cognition and Learning	Emerging	Developing	Secure
Step 1			
I can move a hanging toy whilst I move my arms or legs.			
I can follow a face or toy with my eyes as it moves.			
I turn my eyes and/or head towards new sounds.			
I react to sudden noises.			
I use my different senses to explore new objects and environments.			
Step 2			
I am interested in small objects and details.			
I react when a face or object disappears suddenly.			
I can look for objects placed near or around me.			
I recognise familiar objects and the joy they bring.			
I am interested in moving pictures and sounds, for example on the TV.			
I can shift attention by looking from one object to another and back again.			
I repeat actions demonstrating cause and effect.			
Step 3			
I explore new objects with interest.			
I reach out for toys demonstrating intent.			
I can notice change as I interact with my environment.			
I show awareness of routines through reaction to visual and auditory stimuli.			
Step 4			
I can play with items in different ways.			
I react to familiar sounds or sights by changing my behaviour, for example looking for the vacuum cleaner.			
I am interested in toys and objects that incorporate technology.			
I release toys from my grasp if my attention is disturbed.			
If I see a toy being hidden, I will try to find it.			
Step 5			
I show excitement during one-to-one turn taking games.			
I will look for objects that I or someone else has dropped.			
I repeat outcomes which achieve a familiar outcome.			
I understand what some familiar sounds mean, for example the noise of a telephone ringing.			
I can anticipate what will happen next and may become distressed if what I expect doesn't happen, for example if I am in my highchair and I am not given food.			
I can stay focused on an activity of my choosing for at least 30 seconds.			
I can copy the actions of others.			
I will try to find a way to get to objects currently out of reach.			
I correctly understand the use of objects such as putting a phone to my ear.			
Step 6			
I know that different toys have different purposes, for example I push a car and roll a ball.			

Cognition and Learning	Emerging	Developing	Secure
I explore containers by putting things in and taking them out again.			
I am interested in things that go together such as cups and saucers.			
I recognise my favourite toys, games and activities.			
I try to complete tasks independently using trial and error.			
I link ideas such as pushing a teddy in a car and pushing it along.			
I can look between two objects when shown them (recognizes two objects are present).			
Step 7			
I can remember where preferred objects are and seek them out.			
I link together different ways of handling objects.			
I can search for hidden objects.			
I explore objects of different sizes that go together, for example stacking cups.			
I can match a shape to a hole, for example in a shape sorter.			
Step 8			
I can match objects with parts that fit together.			
I use an understanding of cause and effect in my play, for example I straighten up a tower if it starts to wobble.			
I am curious about how things work.			
I am interested in pushing and pulling things.			
I can build simple structures.			
I am interested in toys with flaps, buttons and simple mechanisms.			
I can request an object by pointing at it, sometimes with vocalisations or single words, checking that an adult has noticed my request.			
I can organise and categorise objects, for example by putting them in different piles.			
I can focus on a directed activity for up to one minute.			
Step 9			
I can re-enact or imitate everyday routines during play.			
I can use a sequence in my play for example washing then drying a doll.			
I am interested in creating and experimenting with blocks, marks and colours.			
I demonstrate that I try to work out problems by thinking first, for example by working out how to get something out of reach.			
I can operate mechanical toys.			
I can focus on an activity of my own choosing for up to two minutes.			
I can be encouraged to change activities using a now and next approach.			
Step 10			
I can group or organises objects in a way that is meaningful to me.			

Cognition and Learning	Emerging	Developing	Secure
I can use a visual routine to support my understanding of the day.			
I can understand simple reasons given by others.			
I understand size differences.			
I can name two or three colours.			
I can complete a simple puzzle board with shapes that fit together.			
Step 11			
I show awareness of counting objects during play.			
I act out my own experiences through my play.			
I try to use basic ICT equipment.			
I am curious about the world around me, asking questions about things I see.			
I can copy things an adult or peer shows me.			
I show enjoyment when I am playing with small world toys.			
I show enjoyment when I am playing with small world toys.			
I can notice a deliberate mistake in a story or rhyme.			
I can use "if...then" when I am communicating.			
I can repeat two-digit number sequences.			
I can organise the resources I need together before I start playing.			
I can transition to a new task using a visual or audio prompt.			
Step 12			
I can order three pictures to tell a story.			
I can construct with a variety of building materials.			
I can follow directions (if I am not intently focused on an activity).			
I have a basic awareness of danger.			
I can build a story around toys.			
I notice what adults are doing and can copy even when the adult is not there.			
I can use ICT to perform more complex functions, for example a TV remote.			
I can repeat a three-digit number sequence.			
I can draw a person with a head and one or two other features/parts.			
Step 13			
I am interested in different people's jobs and ways of living.			
I can remember three or four items on a list.			
I ask questions about and comment on the world around me.			
I can build complex structures with a range of materials adapting my building as I go along.			
I can adjust my approach to achieve a desired outcome.			
I am able to ignore distractions and focus on a task of my choosing.			
I can focus on an adult led activity that I enjoy for eight to 10 minutes.			

Cognition and Learning	Emerging	Developing	Secure
Step 14			
I can select appropriate tools to shape, assemble and join materials I am using.			
I can explain my own knowledge and understanding and ask questions about things other people know.			
I understand what different forms of technology are used for and use them appropriately.			
I can plan for what I want to do next.			
I can talk about things I like and dislike in the world around me.			
I try different ways to tackle problems.			

Physical Development	Emerging	Developing	Secure
Step 1			
I turn my head to the side when I'm placed on my tummy.			
I open my mouth to feed when the corner of my mouth is touched with a finger or spoon.			
I have a strong suck that is rhythmic with coordinated swallow.			
I can lift my head clear of the ground.			
I look steadily at things for short periods (five seconds or more).			
I press down my foot/straighten my body when held standing on a hard surface.			
I make smooth movements with my arms and legs, which are gradually becoming more controlled.			
Step 2			
I can control my head when supported in an upright position; my head does not flop forwards or backwards.			
When lying on my tummy, I lift my head up and use my forearms to support me.			
I can close my fist around given objects.			
I can grasp objects within my reach.			
I can sit using an appropriate support.			
I explore my hands and fingers – for example, watching them, pressing my hands together, or clasping and unclasping my hands.			
I can move parts of my body in response to stimuli.			
Step 3			
I can roll over from front to back and from back to front.			
When lying on my back, I lift my legs into a vertical position and grasp at my feet.			
I can lift my head and chest and support myself with straight arms and flat hands when lying on my tummy.			
I pick up and explores objects – for example, by holding to my mouth.			
Step 4			
I can sit unsupported on the floor.			
I pass toys from one hand to the other.			
I can pull to standing, holding on to furniture or a person for support.			
I can move from a sitting position to my hands and knees (crawl position).			
I move around on the floor by wriggling.			
When sitting, I can lean forward to pick up small toys.			
I can move my arms or legs across my body, crossing my midline.			
Step 5			
I can crawl, shuffle, or roll from one place to another.			
I can hold my own bottle or sipper cup.			
I can pick up small objects between my thumb and fingers.			
I enjoy making marks in damp sand, paste or paint.			
I will throw toys or objects deliberately.			

Physical Development	Emerging	Developing	Secure
I will stretch out with one hand to grasp toy if offered.			
I can let go of things – for example, to drop something or give it to you.			
I can reach and grasp a moving object by moving towards where the object will go.			
I will engage with new textures with interest.			
Step 6			
I can put weight through my feet, this may be using an appropriate support aid.			
I can move around a room by cruising or using an adult for support.			
I will hold an object in each hand and bring them together in the middle – for example, holding two blocks and banging them together.			
I will hold a pen or crayon using a whole hand (palmar) grasp and scribble with different strokes.			
I have taken my first few steps; feet wide apart, uneven steps, arms raised for balance.			
I am interested in exploring new experiences.			
Step 7			
I can balance objects on top of one another.			
I walk with shorter steps and legs closer together, and no longer need to hold my arms up to balance.			
I can walk up steps holding the hand of an adult.			
I come downstairs backwards on my knees (crawling).			
I will accept new textures and tastes – for example, larger pieces of food and different types of food.			
I can turn a knob and remove easy screw lids.			
I can respond in different ways to sensory experiences.			
Step 8			
I can get onto a child's chair without assistance, either backwards or sideways.			
I can brush my own hair.			
I can kick a large ball.			
I can move in a variety of ways on two feet, with or without a support aid.			
Step 9			
I can run safely on my whole foot, stopping, and starting easily and avoiding obstacles.			
I can squat steadily to rest or play with object on the ground and rise to my feet without using my hands.			
I hold a pencil between my thumb and two fingers, no longer using a whole hand grasp.			
Step 10			
I can climb confidently and use nursery play climbing equipment.			
I can build a tower of up to six blocks.			
I can fit small shapes and objects into holes during posting activities.			
I can turn pages in a book one at a time.			

Physical Development	Emerging	Developing	Secure
I show control in holding and using hammers, books, and mark-making tools.			
I can express discomfort towards a sensory experience.			
Step 11			
I can walk downstairs safely, two feet to each step while carrying a toy.			
I can stand on one foot when shown.			
I can make snips in paper with child scissors.			
I am usually able to control my bowels with occasional accidents.			
I can screw and unscrew toy nuts and bolts.			
I can blow – for example, candles or when cooling food.			
I can catch a large ball.			
Step 12			
I hold a pencil near its tip between first two fingers and thumb and use it with good control to draw different shapes.			
I ride a tricycle, using the pedals.			
I can jump forward about 60 cm (two feet).			
Step 13			
I negotiate space successfully when playing racing and chasing games with other children, adjusting my speed or changing direction to avoid obstacles.			
I handle tools, objects, building and malleable materials safely and with increasing control.			
I walk upstairs using alternating feet, one foot per step.			
Step 14			
I travel around, under, over and through balancing and climbing equipment with confidence.			
I show increasing accuracy in throwing, catching, and kicking a ball.			
I can adjust my environment to meet my sensory needs, such as switching off lights, putting on ear defenders, removing uncomfortable clothes.			

Self-Care and Independence	Emerging	Developing	Secure
Step 5			
I can open my mouth for feeding or drinking.			
I co-operate with dressing.			
I can sleep for periods of two hours or longer.			
I try new foods during mealtimes.			
Step 6			
I am starting to communicate urination and bowel movements.			
I will grasp finger foods and brings them to mouth.			
I attempt to use a spoon or other utensil; I can guide it towards my mouth, but food often falls off.			
Step 7			
I show awareness of what a potty or toilet is used for.			
I am developing my own likes and dislikes in food and drink and may refuse disliked food or drink.			
I can take off easily removed clothes – for example, my socks.			
I can tell you when I have a wet or soiled nappy or pants.			
Step 8			
I hold my cup with both hands and drink without much spilling.			
I am aware of where my clothes are kept – for example, outdoor coat and shoes by the door.			
I can brush my own hair.			
I am starting to help with dress and hygiene routines.			
I can feed myself with some success using hands or cutlery.			
Step 9			
I can feed myself competently with a spoon.			
I can drink from an open top cup without support.			
I can put on my hat and slip-on shoes.			
I let you know my need to use the toilet by my behaviour.			
Step 10			
I can take off a loose coat or shirt when undone.			
I can unzip a front zipper on my coat or jacket.			
I can undo Velcro fasteners.			
Step 11			
I am usually able to control my bowels with occasional accidents.			
I take pleasure in personal hygiene including toileting.			
I can pull up my own trousers and pull up the zipper.			
I can undo large buttons.			
Step 12			
I will ask for the toilet using voice, gesture, or action – for example, I lead an adult to the toilet and ask verbally or make a sign.			
I can pull down my own pants when using the toilet.			
Step 13			
I can hang up my own coat.			
I can button up my clothes.			

I can eat competently with a knife and fork.			
I am reliably dry and clean during the day.			
STEP 14			
I recognise the importance of keeping healthy, and those things which contribute to this.			
I can navigate fastenings when dressing myself such as zips, buttons, and clips.			
I can brush my teeth and gums appropriately.			

Developmental Profile Page 1

Complete a box in each step for each term. Note the date of the term in the box in the top right-hand corner.

Child's Name			Child's Date of Birth		
Name of setting			Parent/Carer's name and signature		
Completion Dates					

Children are likely to be achieving new things in different steps at any one time, so check backwards and forwards as well.
Please note any differences in skills or achievements between setting and home.

Area of Development	Step 1			Step 2			Step 3			Step 4			Step 5			Step 6			Step 7		
	0 - 3 months			2 - 5 months			4 - 7 months			6 - 10 months			9 - 13 months			12 - 16 months			15 - 19 months		
Personal, Social and Emotional Development	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Communication and Interaction	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Cognition and Learning	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Physical development	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Self-care and Independence	Children in these steps are not expected to be able to engage in self-care activities.												E	D	S	E	D	S	E	D	S

E = Emerging **D** = Developing **S** = Secure

Developmental Profile Page 2

Complete a box in each step for each term. Note the date of the term in the box in the top right-hand corner.

Child's Name		Child's Date of Birth	
---------------------	--	------------------------------	--

Children are likely to be achieving new things in different steps at any one time, so check backwards and forwards as well.
Please note any differences in skills or achievements between setting and home.

Area of Development	Step 8			Step 9			Step 10			Step 11			Step 12			Step 13			Step 14		
	18 - 22 months			21 - 25 months			24 - 31 months			30 - 36 months			35 - 41 months			40 - 51 months			50 - 60 months		
Personal, Social and Emotional Development	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Communication and Interaction	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Cognition and Learning	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Physical development	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Self-care and Independence	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S

E = Emerging **D** = Developing **S** = Secure

Developmental Profile Summary

Write a new summary each time a developmental profile is completed

Child's Name		Child's Date of Birth			
Summary of child's strengths					
Summary of child's interests					
What are the child's barriers to learning (include dynamic and fixed barriers)					
Area of development	Personal, Social and Emotional Development	Communication and Interaction	Cognition and Learning	Physical Development	Self-care and Independence (if relevant)
On what step would you expect the child to be functioning based on their chronological age?					
What is the best fit developmental step based on evidence from the profile?					
Next steps to support the child					

Complete a box in each step for each term. Note the date of the term in the box in the top right-hand corner.

Child's Name		Child's Date of Birth	
---------------------	--	------------------------------	--

