

Revised

Practitioners’ Developmental

Journal 2018

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| Personal, social and emotional development  | Emerging  | Developing  | Secure  | EYFS Guide  |
| STEP 1  |   |   |   | B-11  |
| Enjoys the company of others  |  |  |  |
|  \* Looks at faces  |  |  |  |
| Copies facial expressions and mouth shapes – for example, sticking out tongue, opening mouth and widening eyes  |  |  |  |
| Is comforted by touch  |  |  |  |
| Is comforted by people’s faces  |  |  |  |
|  \* Smiles at people  |  |  |  |
| Holds eye contact briefly (5 seconds or more)  |  |  |  |
| STEP 2  |  |  |  |
| Gains physical and emotional comfort from ‘snuggling in’  |  |  |  |
| Makes sounds and movements to initiate interaction with another person  |  |  |  |
| Calms from being upset when held, rocked, spoken or sung to with soothing voice  |  |  |  |
| \* Holds eye contact during interactions with a familiar person  |  |  |  |
| Recognises and is most responsive to main carer; face brightens, activity increases when familiar carer appears  |  |  |  |
| STEP 3  |  |  |  |
| Shows pleasure at being tickled and other physical games  |  |  |  |
| \* Laughs and gurgles  |  |  |  |
| Likes cuddles and being held – for example, calms, snuggles in, smiles, gazes at carer’s face or strokes carer’s skin  |  |  |  |
| Shows pleasure at return of familiar carer  |  |  |  |
| Shows emotional responses to other people’s emotions – for example, smiles when smiled at and becomes distressed if hears another child crying  |  |  |  |
| STEP 4  |  |  |  |   |   |
| Smiles at image of self in mirror; shows a developing understanding and awareness of themselves  |  |  |  |
| Takes turns in interactions with others; quietens when other person talks  |  |  |  |
| Makes own sounds when talked to, especially when a smiling face is used by parent  |  |  |  |
| Uses voice or gesture to refuse - for example by pushing object away, shaking head  |  |  |  |
| \* Lifts arms in anticipation of being picked up  |  |  |  |
| Shows attachment to special people - for example by being distressed when they are separated, staying close and showing affection  |  |  |  |
| STEP 5  |  |  |  | 8-20  |
| Seeks to gain attention in a variety of ways, drawing others into social interaction  |  |  |  |
| \* Likes to be close to adult and may cry and try to follow (by looking, reaching or crawling) when familiar adult leaves room  |  |  |  |
| Is wary of strangers  |  |  |  |
| \* Builds relationships with special people – for example, by showing affection or holding your attention by vocalising  |  |  |  |
| Points to draw other people’s attention to things of interest  |  |  |  |
| Shows interest in the activities of others and responds 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  |  |  |  |
| Enjoys finding their nose, eyes or tummy as part of naming games  |  |  |  |
| Follows with gaze when an adult directs attention to an object by looking and pointing – for example, when an adult points to a bus and says “Look at the bus” and the child looks at the bus  |  |  |  |
| STEP 6  |  |  |  |
| Looks to familiar adult to check if not sure about something – for example, looks at you to check your reaction if a stranger tries to pick them up  |  |  |  |
| Uses familiar adult for ‘emotional refuelling’ when feeling tired, stressed or frustrated – for example, stops playing to have a cuddle or sits quietly snuggled in on your lap for a few minutes  |  |  |  |
| Clings to special person and hides face when feeling scared or overwhelmed  |  |  |  |
| Gets distressed and anxious if left somewhere without their familiar adult  |  |  |  |
| Uses comfort toy or object to calm self  |  |  |  |
| Uses other person to help achieve a goal – for example, to get an object that’s out of reach or activate a wind-up toy  |  |  |  |
| STEP 7  |  |  |  |   |   |
| Starts interaction with, and plays alongside, other children  |  |  |  |
| Explores new toys and environments, but looks back to you regularly to ‘check in’  |  |  |  |
| Responds to a small number of boundaries, with encouragement and support  |  |  |  |
| Reacts to an audience – for example, repeats an activity or action which is received positively by a smile, or which is laughed at, applauded or cheered  |   |   |   |

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| Personal, social and emotional development  | Emerging  | Developing  | Secure  | EYFS Guide  |
| Is aware of other people’s feelings – for example, looks concerned if hears crying, or looks excited if hears a familiar happy voice  |   |   |   |   |   |
| STEP 8  |   |   |   | 16 -26  |
| Helps with dressing – for example, holds out arm for sleeve or foot for shoe  |   |   |   |
| Can tolerate brief separations from special people  |   |   |   |
| Expresses emotions and seeks reaction – for example, may cry at a minor injury and ask for help or comfort  |   |   |   |
| Starts to share and ‘give and take’  |   |   |   |
| Plays ball cooperatively with an adult - for example, may kick or roll the ball back and forth  |   |   |   |
| Uses a familiar adult as a secure base from which to explore independently in new environments – for example, goes away to play and interact with others, but returns for a cuddle if becomes anxious  |   |   |   |
| STEP 9  |   |   |   |   |   |
| Understands that some things are theirs, some things are shared, and some things belong to other people  |   |   |   |
| Actively draws others into social interaction  |   |   |   |
| Hands a toy to an adult for assistance when unable to get it to work; sees adult as someone who can help  |   |   |   |
| Spends time in groups of other children engaged in own play, but watching the other children  |   |   |   |
| Demonstrates sense of self as an individual – for example, wants to do things independently, says “No” to adult  |   |   |   |
| STEP 10  |   |   |   |  22-36      |
| Responds positively to a variety of familiar adults  |   |   |   |
| Shows affection towards other children and younger siblings  |   |   |   |
| Takes a lead in positive interactions with special people – for example, initiates interaction, shows spontaneous affection, can wait a little while before seeking others for comfort and security  |   |   |   |
| Uses others as sources of information by asking questions  |   |   |   |
| Makes choices that involve challenge, when adults ensure their safety  |   |   |   |
| Shows understanding of some rules and routines  |   |   |   |
| STEP 11  |   |   |   |    |    |
| Demonstrates concern towards others who are upset – for example, offers favourite toy, pats arm or back, offers cuddle and so on  |   |   |   |
| Seeks out others to share experiences  |   |   |   |
| Understands they have to share and take turns but might not always be willing to do so – for example, with toys  |   |   |   |
| Participates and helps with familiar routines with help from adults – for example, dusting, setting table or putting away toys  |   |   |   |
| Includes another child in their play sequence and may talk to them as they do so – for example, gives child a cup to drink from  |   |   |   |
| Recognises self in mirror or photo – for example, if looks in a mirror and sees dirt or food on face, tries to wipe it off, or points to self in photo when asked  |   |   |   |
| STEP 12  |   |   |   | 30-50  |
| Forms a special friendship with another child  |   |   |   |
| Is sometimes stubborn or negative and reacts with annoyance to frustration  |   |   |   |
| Enjoys responsibility of carrying out small tasks such as carrying a bag back from the shops  |   |   |   |
| Regularly uses adults as sources of knowledge, comfort and shared activities  |   |   |   |
| Takes pride in appearance – for example, prefers certain clothes  |   |   |   |
| Shows independence in selecting and carrying out activities  |   |   |   |
| STEP 13  |   |   |   |   |   |
| Is more outgoing towards strangers and more confident in new social situations – for example, in playgroup although may be anxious at first  |   |   |   |
| Understands that own actions affect other people – for example, becomes upset or tries to comfort another child when they realise they have upset them  |   |   |   |
| Has an awareness and pride in self as having own identity and abilities and welcomes praise  |   |   |   |
| Can express wishes and needs clearly and understands when these are not immediately met  |   |   |   |
| Often actively seeks sharing and fairness  |   |   |   |
| Shows care and concern for others, for living things and the environment  |   |   |   |
| Enjoys joining in with family customs and routines  |   |   |   |
| Is curious about others and can adapt behaviour to fit in with different events and social situations – for example, removing shoes and socks before going on slide after seeing others doing this   |   |   |   |
| Personal, social and emotional development  | Emerging  | Developing  | Secure  | EYFS Guide  |
| STEP 14  |   |   |   | 40-60  |
| Can describe self in positive terms and talk about own strengths and weaknesses  |   |   |   |   |
| Enjoys and joins in with shared play appropriately – for example, turn-taking and sharing  |   |   |   |
| Understands and follows agreed values when in group situations with adults and children  |   |   |   |
| Selects and uses activities and resources independently  |   |   |   |
| Understands that people have different needs, views, cultures and beliefs, which need to be treated with respect  |   |   |   |
| Understands that they can expect others to treat their needs, views, cultures and beliefs with respect  |   |   |   |
| Is confident and skilled in seeking comfort, reassurance and help from special people  |   |   |   |
| Enjoys talking about past experiences, the present and future plans  |   |   |   |
| Knows about their culture and beliefs and those of other people  |   |   |   |
| Works as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously  |   |   |   |

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| Communication and Language  | Emerging  | Developing  | Secure  | EYFS Guide  |
| STEP 1  |   |   |   | B-11  |
| Cries to express needs – for example, when hungry, or in discomfort  |   |   |   |
| Uses sounds – for example, gurgling and cooing to communicate when relaxed  |   |   |   |
| Turns eyes and/or head towards you when you speak  |   |   |   |
| STEP 2  |   |   |   |
| Makes sounds in response when you talk  |   |   |   |
| Turns quickly to your voice across the room  |   |   |   |
| Shows excitement at approaching voices, footsteps or other familiar sounds  |   |   |   |
| Reacts by smiling, looking and moving when you interact  |   |   |   |
| STEP 3  |   |   |   |
| Looks carefully at person talking  |   |   |   |
| Stops communicating if speaker turns away  |   |   |   |
| Enjoys listening to nursery rhymes  |   |   |   |
| Responds to changes in tone of voice  |   |   |   |
| Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used  |   |   |   |
| STEP 4  |   |   |   |   |   |
| Begins to develop and use some consonant sounds – for example, ‘g’, ‘m’, ‘p’, ‘d’  |   |   |   |
| Begins to develop and use vowel sounds – for example, ‘aa’  |   |   |   |
| Understands words they hear a lot and that are said with gestures – for example, “all gone” and “bye bye”  |   |   |   |
| Uses simple sounds or gestures to mean a particular thing – for example, “da” for ‘daddy’  |   |   |   |
| Uses voice or gesture to attract attention  |   |   |   |
| \* Babbles by repeating a series of the same sounds – for example, “ba-ba-ba”, “ma-ma-ma”  |   |   |   | 8-20  |
| STEP 5  |   |   |   |
| Responds to own name by turning or looking up at whoever said their name  |   |   |   |
| Recognises 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  |   |   |   |
| Asks for favourite games using sounds or gestures – for example, playing peek-aboo, saying “Boo” or hiding face in hands  |   |   |   |
| \* Copies the speech of others, especially the vowels and ‘ups and downs’ (intonation)  |   |   |   |
| Babbles, using varied consonants and vowels – for example, “baga”, “maba”  |   |   |   |
| Points to objects and people, using first finger  |   |   |   |
| STEP 6  |   |   |   |
| Takes part in a simple ‘conversation’ with an adult, focusing on things happening in the here and now or frequent events that are about to happen – for example, meals or bath time  |   |   |   |
| Uses sounds instead of words to represent different objects - for example “brmm” for ‘car’, “yum” for ‘dinner’, “dodi” for ‘dummy’  |   |   |   |
| Voice has the ‘ups and downs’ (intonation) of the language spoken at home even though individual words may not be clear  |   |   |   |
| Responds to familiar words and short sentences based on familiar routines – for example, runs to the door when an adult holds their keys and says “It’s time to go”  |   |   |   |
| \* Uses approximately five different words without any help  |   |   |   |
| STEP 7  |   |   |   |   |   |
| Understands and follows simple instructions in context – for example, “Give me the ball” or “Kiss Daddy night-night”  |   |   |   |
| When asked, can show simple body parts on self by pointing at them on self or others – for example, hair, eyes, ears and nose  |   |   |   |
| Copies expressions they hear a lot – for example, “Oh dear” or “All fall down”  |   |   |   |
| Enjoys nursery rhymes and shows they are listening by trying to join in with actions or sounds  |   |   |   |
| Uses different single words to comment on what’s happening – for example, says “Bird” if they see one in the garden  |   |   |   |
| Recognises and will identify many objects and pictures (by pointing) when asked questions – for example, “Where’s the ball?”  |   |   |   |
| STEP 8  |   |   |   | 16 -26  |
| Is learning new words almost every day  |   |   |   |
| Uses words for actions as well as objects and people  |   |   |   |
| Listens and responds to simple information or instructions out of context – for example, “Ben, find your car” or “Ali, put your teddy in bed”  |   |   |   |
| Begins to use words to refer to people and things that are not present  |   |   |   |
| Sings or gestures along with favourite action rhymes, although words may not be clear  |   |   |   |
| \* Says two words together – for example, “teddy sleeping”, “more juice”  |   |   |   |
| Communication and Language  | Emerging  | Developing  | Secure  | EYFS Guide  |
| STEP 9  |   |   |   |    |   |
| Repeats words or phrases from familiar stories  |   |   |   |
| Fills in the missing word or phrase in a known rhyme, story or game – for example, ‘Humpty Dumpty sat on a...‘  |   |   |   |
| Understands simple instructions involving two people or objects such as “Get Mummy’s shoes” or “Find Jacob’s car”  |   |   |   |
| Uses words to ask for help – for example, when washing hands  |   |   |   |
| Uses ‘adult’ form of vowels (a, e, i, o, u) most of the time  |   |   |   |
| Recognises and joins in with songs and actions – for example, ‘The Wheels on the Bus’  |   |   |   |
| STEP 10  |   |   |   | 22-36    |
| Learns new words very rapidly and uses them when communicating with other people  |   |   |   |
| Understands more complex sentences – for example, “Put your toys away and we’ll read a book”  |   |   |   |
| Shows sustained engagement and interaction when sharing a picture storybook with an adult  |   |   |   |
| Tries to repeat many things adults say, either saying the actual word or making a close match – for example, says “Um-beya” for ‘umbrella’  |   |   |   |
| Uses a variety of question words – for example, ‘what’, ‘where’, ‘who’  |   |   |   |
| \* Says three words together – for example, “go park today”, “big red bus”  |   |   |   |
| STEP 11  |   |   |   |    |   |
| Shows 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’  |   |   |   |
| Talks about ownership – for example, ‘my teddy’, ‘your book’ ‘the man’s car’  |   |   |   |
| Uses pronouns correctly – for example, ‘I’, ‘me’ and ‘you’  |   |   |   |
| Knows full name  |   |   |   |
| Says all or part of simple nursery rhymes  |   |   |   |
| Listens eagerly to short stories, is able to talk about particular parts of them and requests favourites over and over again  |   |   |   |
| STEP 12  |   |   |   | 30-50  |
| Uses sentences involving more than three words  |   |   |   |
| Understands use of objects – for example, can give the right answer to “What do we use to cut things with?”  |   |   |   |
| Can retell a simple past event in correct order – for example, “went down slide and hurt finger”  |   |   |   |
| Uses 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”  |   |   |   |
| Talks about own life and favourite things  |   |   |   |
| Asks questions with yes/no answers – for example “Was he singing?”  |   |   |   |
| Says negative sentences – for example, “He wasn’t singing”  |   |   |   |
| Uses a range of tenses to talk about past, present and future – for example, ‘play’, ‘playing’, ‘will play’ and ‘played’  |   |   |   |
| STEP 13  |   |   |   |
| Begins to use language for pretending and organising play – for example, “you be the mum and I be the baby”  |   |   |   |    |   |
| Produces nearly all the consonant sounds accurately  |   |   |   |
| Easily understood by a range of people  |   |   |   |
| Retells stories in the correct sequence, drawing on language patterns of stories such as ‘Once upon a time’  |   |   |   |
| Understands ‘when’ and ‘why’  |   |   |   |
| Talks about what might happen next in a familiar situation  |   |   |   |
| Uses longer sentences to link more than one idea, for example “We walked to the park and we watched the ducks”  |   |   |   |
| STEP 14  |   |   |   | 40-60    |
| Can produce most speech sounds, although may have difficulty with some consonant blends - for example, ‘tr’ in tree, ‘bl’ in blue  |   |   |   |
| Can pick out words that rhyme  |   |   |   |
| Shows an understanding of the elements of stories – for example, main character, sequence of events and story beginnings and endings  |   |   |   |
| Asks “Why?” frequently and considers replies  |   |   |   |
| Adapts language to the needs of the listener  |   |   |   |
| Can pick out the first sound in a word  |   |   |   |

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| Thinking  | Emerging  | Developing  | Secure  | EYFS Guide  |
| STEP 1  |   |   |   | B-11  |
| Moves hanging rattle or soft toy while moving arms or legs  |   |   |   |
| When lying on back or propped up, moves eyes to follow face or toy moving slowly  from side to side, close to face  |   |   |   |
| Turns eyes and or head towards new sounds  |   |   |   |
| Is startled by sudden noise  |   |   |   |
| Shows interest in new experiences – for example, when you show a new toy  |   |   |   |
| STEP 2  |   |   |   |
| Shows interest in small objects or the detail of a toy – for example, will gaze at small beads in a rattle  |   |   |   |
| Reacts with sudden behaviour change when a face or object disappears suddenly from view  |   |   |   |
| Looks around a room with interest; visually scans environment for new and interesting objects and events  |   |   |   |
| Smiles with pleasure at recognisable playthings  |   |   |   |
| Shows interest in moving pictures and sound – for example, on television  |   |   |   |
| Can shift visual attention by looking from one object to another and back again  |   |   |   |
| Repeats actions that have an effect – for example, kicking or batting a mobile to create movement, shaking a rattle so it makes a sound again  |   |   |   |
| STEP 3  |   |   |   |
| Plays with and explores objects by touching them, looking at them, bringing them to the mouth and listening to the sounds they make  |   |   |   |
| Persistently and deliberately reaches out for toys  |   |   |   |
| Notices changes in groupings of objects, pictures and sounds - for example they may look puzzled, unsettled or stop what they are doing  |   |   |   |
| Shows anticipation and enjoyment of familiar caring routines and simple games – for example, sucks or licks lips in response to sounds of preparation for feeding or gets excited upon seeing spoon or other eating utensil or familiar toy  |   |   |   |
| STEP 4  |   |   |   |
| Plays with objects, by banging, shaking, turning them around in their hands  |   |   |   |   |   |
| Reacts to familiar sounds or sights by changes in behaviour – for example, extends arms and legs, smiles, searches with eyes when hears the vacuum cleaner, running bath, footsteps  |   |   |   |
| Shows interest in toys and other things that incorporate technology  |   |   |   |
| Can release toy from grasp if attention disturbed  |   |   |   |
| Watches toy being hidden and tries to find it  |   |   |   |
| STEP 5  |   |   |   | 8-20  |
| Shows excitement during turn-taking games such as peek-a-boo – for example, claps hands as their turn gets closer  |   |   |   |
| Looks towards the floor when object is dropped by other people and looks for objects they drop themselves  |   |   |   |
| Explores new objects in an orderly way to investigate cause and effect – for example can pull on a string to get the connected toy  |   |   |   |
| Understands the meaning of some sounds – for example, hears a telephone ring and looks at the telephone  |   |   |   |
| Anticipates what will happen next – for example, expects to be fed if placed in high chair and may become distressed if the expected routine doesn’t happen  |   |   |   |
| Stays absorbed in activities and can ignore distractions for at least 30 seconds  |   |   |   |
| Imitates and improvises actions they have observed – for example, clapping or waving  |   |   |   |
| Struggles to get objects that are out of reach and pulls a mat towards them to make a toy or object come closer  |   |   |   |
| STEP 6  |   |   |   |
| Knows there are different ways to play with different toys – for example, that a ball is for rolling or throwing and a car is for pushing  |   |   |   |
| Realises one object can act as a container for another – for example, puts smaller objects inside bigger ones and removes them again  |   |   |   |
| Interested in things that go together – for example, cup and saucer  |   |   |   |
| Recognises favourite toys, games and activities – for example, sees character in favourite book and brings same toy for you to play with  |   |   |   |
| Experiments – for example, if two things don’t fit together one way then tries another way  |   |   |   |

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| Thinking  | Emerging  | Developing  | Secure  | EYFS Guide  |
| Engages in simple pretend play with soft toys – for example, hugs and kisses teddy or pretends to be asleep by covering self with a blanket and closing eyes  |   |   |   |   |
| STEP 7  |   |   |   |   |   |
| Remembers where objects belong  |   |   |   |
| Actively explores objects using different senses – for example, links together different ways of handling objects; shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking  |   |   |   |
| Shows understanding that things exist, even when out of sight; will refer to, request or search for objects that are not currently in sight  |   |   |   |
| Enjoys playing with objects of different sizes that go together – for example, stacking cups  |   |   |   |
| Matches shape of piece to hole – for example, in a shape sorter  |   |   |   |
| STEP 8  |   |   |   | 16-26  |
| Matches objects with parts that fit together – for example, puts lid on teapot  |   |   |   |
| Uses understanding of cause and effect – for example, straightens up a tower of blocks if it starts to wobble  |   |   |   |
| Shows a curiosity about how things work – for example, looks closely at the parts of a mechanical toy  |   |   |   |
| Is interested in pushing and pulling things  |   |   |   |
| Builds simple structures  |   |   |   |
| Shows interest in toys with buttons, flaps and simple mechanisms  |   |   |   |
| Asks for a desired object by pointing, which may be accompanied by vocalisations or single words, checking back to adult that request has been noticed  |   |   |   |
| Can organise and categorise objects – for example, putting all red things and all blue things in separate piles  |   |   |   |
| STEP 9  |   |   |   |   |   |
| Copies everyday actions in play – for example, brushing doll’s hair, cleaning dolls’ house, feeding teddy toy food,  |   |   |   |
| Makes pretend sequences – for example, pouring pretend tea then drinking, washing then drying a doll, getting in a toy car and going to work  |   |   |   |
| Creates and experiments with blocks, colours and marks  |   |   |   |
| Tries to work out problems by thinking first – for example, how to switch something on or how to get something that’s out of reach  |   |   |   |
| Operates mechanical toys – for example, turns the knob on a wind-up toy, pulls back on a friction car, pushes button to open flap  |   |   |   |
| STEP 10  |   |   |   | 22-36  |
| Matches sets of identical objects; understands the idea of ‘the same’  |   |   |   |
| Begins to develop sense of time; understands terms such as ‘later’, ‘tomorrow’ and ‘yesterday’  |   |   |   |
| Understands simple explanations and reasons given by others  |   |   |   |
| Understands size differences (bigger, smaller and so on) – for example, selects the bigger or smaller object or picture when asked  |   |   |   |
| Names two or three colours  |   |   |   |
| Completes simple puzzle board with shapes that fit together  |   |   |   |
| STEP 11  |   |   |   |   |   |
| Seeks to learn basic skills in turning on some ICT equipment  |   |   |   |
| Engages in imaginative play and role-play based on own experiences – for example, ‘driving a car’  |   |   |   |
| Shows curiosity about the world by asking questions and thinking about reasons why things happen  |   |   |   |
| Joins in with learning activities led by more able partner and can perform new actions after they have seen them demonstrated  |   |   |   |
| Enjoys playing with small-world models such as a farm, a garage, or a train track  |   |   |   |
| Notices deliberate mistake in story telling or rhyme  |   |   |   |
| Uses and understands the logic of ‘if….then’ – for example ‘If I stand on a step, then I can reach the toy’, ‘If I eat my sandwich, then I can have some chocolate pudding’  |   |   |   |
| Repeats a two digit number sequence, e.g. 7, 2  |   |   |   |
| Is more organised, gathering together the toys they want to play with before starting play – for example, getting the doll and the tea set  |   |   |   |
| Thinking  | Emerging  | Developing  | Secure  | EYFS Guide  |
| before starting to play tea-parties or getting the train and tracks and setting them out before playing trains  |   |   |   |   |   |
| STEP 12  |   |   |   | 30-50  |
| Puts three pictures in correct order to represent a sequence in a familiar activity or story  |   |   |   |
| Uses various building materials  |   |   |   |
| Follows directions if not intently focused on own choice of activity  |   |   |   |
| Shows awareness of danger – for example, is careful on playground equipment  |   |   |   |
| Builds stories around toys – for example, farm animals climbing an armchair ‘cliff’ and having to be rescued  |   |   |   |
| Notices what adults do, copying what is observed and then doing it when the adult is not there  |   |   |   |
| Uses ICT to perform more complex functions, such as selecting a channel on the TV remote control  |   |   |   |
| Repeats a three digit number sequence – for example, 2, 8, 5  |   |   |   |
| Draws person with head and one or two other features or parts  |   |   |   |
| STEP 13  |   |   |   |   |   |
| Shows interest in different occupations and ways of life  |   |   |   |
| Remembers three or four items shown on a list – for example, a picture shopping list of apples, oranges and bananas  |   |   |   |
| Comments and asks questions about where they live and the natural world  |   |   |   |
| Builds complex things with a wide range of objects, selecting appropriate resources and adapting their work where necessary  |   |   |   |
| Talks about personal intentions, describing what they are trying to do  |   |   |   |
| Is able to ignore distractions and concentrate on a chosen task  |   |   |   |
| Concentrates and listens for more than ten minutes in adult-led activities that they enjoy  |   |   |   |
| STEP 14  |   |   |   | 40-60  |
| Selects the tools and techniques they need to shape, assemble and join materials they are using  |   |   |   |
| Explains own knowledge and understanding, and asks appropriate questions of others  |   |   |   |
| Finds out about and identifies the uses of everyday technology, and uses information and communication technology, and programmable toys, to support their learning  |   |   |   |
| Makes short-term future plans  |   |   |   |
| Finds out about their environment, and talks about the features that they like and dislike  |   |   |   |
| Shows flexibility in trying different ways of tackling problems  |   |   |   |

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| Physical development  | Emerging  | Developing  | Secure  | EYFS Guide  |
| STEP 1  |   |   |   | B-11  |
| Turns head to the side when placed on tummy  |   |   |   |
| Opens mouth to feed when corner of mouth is touched  |   |   |   |
| Sucking is strong and rhythmic with coordinated swallowing  |   |   |   |
|  \* Lifts head clear of ground  |   |   |   |
| Looks steadily at things for short periods ( 5 seconds or more)  |   |   |   |
| Presses down foot/straightens body when held standing on a hard surface  |   |   |   |
| Makes smooth movements with arms and legs, which gradually become more controlled  |   |   |   |
| STEP 2  |   |   |   |
| Able to control head when supported in an upright position; head does not flop forwards or backwards  |   |   |   |
| When lying on tummy, lifts head up and uses forearms to support  |   |   |   |
| Uses movement and senses to focus on, reach for and grasp objects  |   |   |   |
| \* Closes hand firmly around objects placed in palm  |   |   |   |
| \* Sits with support  |   |   |   |
| \* Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands  |   |   |   |
| STEP 3  |   |   |   |
| \* Rolls over from front to back, from back to front  |   |   |   |
| When lying on back, lifts legs into vertical position and grasps feet  |   |   |   |
| Can lift head and chest and support self with straight arms and flat hands when lying on tummy  |   |   |   |
| Picks up and explores objects – for example, by holding to mouth  |   |   |   |
| STEP 4  |   |   |   |   |   |
| \* Sits unsupported on the floor  |   |   |   |
| Passes toys from one hand to the other  |   |   |   |
| Pulls to standing, holding on to furniture or person for support  |   |   |   |
| Can move from a sitting position to hands and knees (crawl position)  |   |   |   |
| Moves around on the floor by wriggling  |   |   |   |
| When sitting, can lean forward to pick up small toys  |   |   |   |
| STEP 5  |   |   |   | 8-20  |
| \* Crawls, bottom shuffles or rolls continuously to move around  |   |   |   |
| Holds own bottle or sipper cup  |   |   |   |
| \* Picks up small objects between thumb and fingers  |   |   |   |
| Enjoys making marks in damp sand, paste or paint  |   |   |   |
| Throws toys or objects deliberately  |   |   |   |
| Stretches out with one hand to grasp toy if offered  |   |   |   |
| Opens mouth for spoon  |   |   |   |
| \* Can let go of things – for example, to drop something or give it to you  |   |   |   |
| Can reach and grasp a moving object by moving towards where the object will go  |   |   |   |
| Actively cooperates with nappy changing- for example lies still, holds legs up  |   |   |   |
| STEP 6  |   |   |   |
| Starts to communicate urination and bowel movements  |   |   |   |
| Pulls self up to standing against furniture and can lower self back down again  |   |   |   |
| \* Walks around furniture lifting one foot and stepping sideways (cruising)  |   |   |   |
| \* Walks with one or both hands held by adult  |   |   |   |
| \* Grasps finger foods and brings them to mouth  |   |   |   |
| Attempts to use spoon or other utensil; can guide towards mouth but food often falls off  |   |   |   |
| Holds an object in each hand and brings them together in the middle – for example, holds two blocks and bangs them together  |   |   |   |
| \* Holds pen or crayon using a whole hand (palmar) grasp and scribbles with different strokes  |   |   |   |
| Takes first few steps; feet wide apart, uneven steps, arms raised for balance  |   |   |   |
| STEP 7  |   |   |   |   |   |
| Builds tower of two blocks  |   |   |   |
| \* Walks with shorter steps and legs closer together, no longer needs to hold arms up for balance  |   |   |   |
| Walks up steps holding hand of adult  |   |   |   |
| Comes downstairs backwards on knees (crawling)  |   |   |   |
| Accepts new textures and tastes – for example, larger pieces of food and different types  |   |   |   |
| Shows awareness of what a potty or toilet is used for  |   |   |   |
| Develops own likes and dislikes in food and drink and may refuse disliked food or drink  |   |   |   |
| Takes off easily removed clothes – for example, socks  |   |   |   |
| Turns knobs and removes easy screw lids  |   |   |   |

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| Physical development  | Emerging  | Developing  | Secure  | EYFS Guide  |
| Signals wet or soiled nappy or pants  |   |   |   |   |   |
| STEP 8  |   |   |   | 16 -26  |
| Holds cup with both hands and drinks without much spilling  |   |   |   |
| Is aware of where clothes are kept – for example, outdoor coat and shoes by the door  |   |   |   |
| Gets onto child’s chair without assistance, either backwards or sideways  |   |   |   |
| Brushes own hair  |   |   |   |
| Can kick a large ball  |   |   |   |
| Starts to help with dress and hygiene routines  |   |   |   |
| STEP 9  |   |   |   |
| Runs safely on whole foot, stopping and starting easily and avoiding obstacles  |   |   |   |   |   |
| Squats steadily to rest or play with object on the ground and rises to feet without using hands  |   |   |   |
| \* Feeds self competently with spoon  |   |   |   |
| Drinks well without spilling  |   |   |   |
| Puts on hat and slip-on shoes  |   |   |   |
| Indicates need for toilet by behaviour – for example, dancing movements or holding self  |   |   |   |
| Holds pencil between thumb and two fingers no longer using whole hand grasp  |   |   |   |
| STEP 10  |   |   |   | 22-36  |
| Climbs confidently and uses nursery play climbing equipment  |   |   |   |
| Builds a tower of up to six blocks  |   |   |   |
| Fits small shapes and objects into holes during posting activities  |   |   |   |
| Takes off loose coat or shirt when undone  |   |   |   |
| Turns pages in a book one at a time  |   |   |   |
| Unzips front zipper on coat or jacket  |   |   |   |
| Can undo Velcro fasteners  |   |   |   |
| Shows control in holding and using hammers, books and mark-making tools  |   |   |   |
| STEP 11  |   |   |   |   |   |
| Walks downstairs safely, two feet to each step while carrying a toy  |   |   |   |
| Stands on one foot when shown  |   |   |   |
| Makes snips in paper with child scissors  |   |   |   |
| Usually able to control bowel with occasional accidents  |   |   |   |
| Takes pleasure in personal hygiene including toileting  |   |   |   |
| Pulls up own trousers, and pulls up zipper  |   |   |   |
|  Can undo large buttons  |   |   |   |
| Screws and unscrews toy nuts and bolts  |   |   |   |
| Able to blow – for example, candles or when cooling food  |   |   |   |
| Catches a large ball  |   |   |   |
| STEP 12  |   |   |   |
| Holds pencil near its tip between first two fingers and thumb and uses it with good control to draw different shapes  |   |   |   | 30-50  |
| Asks for toilet using voice, gesture or action – for example, leads adult to toilet and asks verbally or makes a sign  |   |   |   |
| Pulls down own pants when using the toilet  |   |   |   |
| Rides tricycle, using pedals  |   |   |   |
| Can jump forward about 60 cm (2 feet)  |   |   |   |
| Puts arms into open-fronted coat or shirt when held up  |   |   |   |
| Washes and dries hands  |   |   |   |
| STEP 13  |   |   |   |
| Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles  |   |   |   |   |   |
| Handles tools, objects, building and malleable materials safely and with increasing control  |   |   |   |
| Hangs up own coat  |   |   |   |
| Buttons up clothes  |   |   |   |
| Walks upstairs using alternating feet, one foot per step  |   |   |   |
| Eats competently with knife and fork  |   |   |   |
| Reliably dry and clean during the day  |   |   |   |
| STEP 14  |   |   |   |
| Travels around, under, over and through balancing and climbing equipment with confidence  |   |   |   |
| Shows increasing accuracy in throwing, catching and kicking a ball  |   |   |   | 40-60  |
| Recognises the importance of keeping healthy, and those things which contribute to this  |   |   |   |
| Takes responsibility for self-care in washing, teeth cleaning and toileting  |   |   |   |
| Dresses and undresses independently  |   |   |   |

## EARLY SUPPORT PRACTITIONER JOURNAL SUMMARY GRID

Name of child: D.O.B. Chronological age: ……….. months Setting: Date of assessment:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|    |  | Personal, Social and Emotional Development  | Communication, and Language   | Physical Development  | Thinking (ES Dev Journal only)  |
| 40-60 months  | S  |   |   |   |   |
| D  |   |   |   |   |
| E  |   |   |   |   |
| 30-50 months  | S  |  |   |   |   |
| D  |   |   |   |   |
| E  |   |    |   |   |
| 22-36 months  | S  |   |   |   |   |
| D  |    |   |   |   |
| E  |   |   |   |   |
| 16-26 months   | S  |   |   |   |   |
| D  |    |   |   |   |
| E  |   |   |   |   |
| 8-20 months   | S  |   |   |   |   |
| D  |   |   |   |   |
| E  |   |   |   |   |
| Birth to 11 months   | S  |   |   |   |   |
| D  |   |   |   |   |
| E  |   |   |   |   |

1. level below chronological age: Early Years Action
2. levels below chronological age: Early Years Action Plus

## EARLY SUPPORT TRACKING PROFILE

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

 **Name of Setting:**

**Child’s name: Child’s Dob:** Completion dates -

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Date  | Date | Date | Date | Date | Date | Date | Date |
|  |  |  |  |  |  |  |  |

**Parental Signature:**

**Children are likely to be achieving new things in different steps at any one time, so check backwards and forwards as well**.

**Early Support Developmental Profile**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 – 1****mont** | **0 hs**  | **9- 1 mont** | **3****hs**  | **12- 1 mont** | **6 hs**  | **15- 19 months**  |
| **Personal, social and emotional**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Communication**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Physical**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Thinking**  | **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

Comments from home – Please note any differences in skills or achievements between setting and home.

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

|  |  |  |
| --- | --- | --- |
| Term  | Term  | Term  |
| Date  | Date  | Date  |

**Name of Setting:** Completion dates - **Child’s Name: Child’s Dob:**

**Parental Signature:**

**Early Support Developmental Profile** continued

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Communication**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Physical**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Thinking**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  | **E**  | **D**  | **S**  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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