



Lancashire Specialist Teaching Service

Early Years SEND Toolkit

Assessment, Tracking & Target Setting

(2022)



Lancashire Specialist Teaching Service

Early Years SEND Toolkit – Assessment, Tracking & Target Setting

Introduction

The Assessment, Tracking and Target Setting tool (ATTS) is part of the Lancashire Early Years SEND Toolkit. It links the Early Years Development Matters observation check points and Early Learning Goals with the Early Support materials and includes additional 'small steps'. The document has been developed for practitioners working in early years settings as a resource to support practitioners to assess children's development, plan the next steps of learning and review children's progress. It can be used for all children but has been developed for use with children who may have emerging, developing or identified SEND. Through its use, learning can be more easily tracked, recorded and small steps of progress identified and celebrated.

As well as being a document to support the monitoring of children's progress, it can also be used to support practitioners in identifying outcomes (longer term) and appropriate small step targets (short term) to work towards these.

How to use the Assessment, Tracking & Target Setting document

The document is broken down into three columns:

Column 1	Column 2	Column 3
Age Phase Observation Checkpoints - Development Matters	Descriptors of 'typical' development / Developmental milestones (Early Support materials)	Small Steps
This column identifies 3/6 month age phases and the associated 'Ranges' from Birth to Five Matters as well as the 'observation checkpoints' from the non-statutory curriculum guidance, 'Development Matters'.	This column identifies descriptors of typical development /developmental milestones taken from the Early Support materials	This column identifies smaller steps that children with SEND may need to work towards as they learn and develop.

Personal, Social & Emotional Development: Self-regulation		
Age Phase Observation Checkpoints - Development Matters	Descriptors of 'typical' development / Developmental milestones (Early Support materials)	Small Steps
<p>0-3 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> ▪ Relaxing when held ▪ Responds to calming input, for example, patting, rocking, wrapping and cuddling ▪ Smiles or quiets to familiar voice/ face ▪ Sucks on hands, clothes, or pacifier to calm self ▪ Maybe soothed by particular music or songs ▪ Stops crying when picked up ▪ Cries to express needs, for example, when hungry, or in discomfort ▪ Responds to calming input, for example, patting, rocking, wrapping and cuddling ▪ Cries at angry voices ▪ Cries at angry faces ▪ Shows no anxiety at mother's/carer's absence ▪ Laughs to express pleasure <p>Achieving goals:</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> ▪ Reacts to auditory stimuli e.g. startles to loud or sudden noise ▪ Reacts to visual stimuli e.g. pupils react to light, blinks when object approaches face (defensive blink) ▪ Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth ▪ Watches faces intently ▪ Maintains eye contact for brief periods ▪ Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries ▪ Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs <p>Achieving goals:</p>

Identify the child's chronological age and look across to the next column.

Look at the descriptors of development. Do these broadly match the child's current skills/knowledge and development? If not, look back an age phase at a time, until you have a 'best fit' description of the child's level of development i.e. the things described in this column best describe the skills/abilities etc. of the child in the given area of learning and development.

Use this column to support planning for and tracking of smaller steps of progress - where children require developmental milestones to be broken down further than in column two.



Where children have specific needs related to hearing, vision or multisensory impairment, the specialist teacher (*QTVI, ToD or QTMSI*) will advise regarding the use of the specific Early Support materials or other appropriate tools. In addition, advice can be sought from other professionals as needed e.g. Speech and Language Therapist, Occupational Therapist.

In addition to the Assessment, Tracking and Target Setting tool, there are also sections relating to:

- Understanding outcomes and targets
- Use of language when writing outcomes and targets
- Inclusive Practice: creating an enabling environment
- Inclusive Practice: positive relationships
- Inclusive Practice: group time for everyone
- Top Tips for Positive Relationships and Enabling Environments: physical & health needs
- Top Tips for Positive Relationships and Enabling Environments: hearing impairment
- Top Tips for Positive Relationships and Enabling Environments: visual impairment
- Top Tips for Positive Relationships and Enabling Environments: autism spectrum condition
- Top Tips for Positive Relationships and Enabling Environments: speech, language and communication needs
- Top Tips for Positive Relationships and Enabling Environments: learning and development
- Top Tips for Positive Relationships and Enabling Environments: social, emotional and mental health



The following Early Support materials were used to complete the 'Descriptors of 'typical' development / Developmental milestones' section of the Assessment Tracking and Target Setting tool:

- 'Early Years Developmental Journal' (2013)
- 'Developmental Journal for Babies and Children with Down Syndrome' (2006)
- 'Developmental Journal for Babies and Children with Visual Impairment' (2006)
- 'Monitoring Protocol for Deaf Babies and Children' (2006)

Early Support have also produced 'Developmental Journal for Children and Young People with Multiple Needs' (2013).

All Early Support Materials are available on the Council for Disabled Children website: www.councilfordisabledchildren.org.uk



Inclusive Practice: Supporting Young Children with SEND

The Early Years Foundation Stage (EYFS) says that 'every child deserves the best possible start in life and the support that enables them to fulfil their potential.' Practitioners are required to think about the needs, interests and stage of development for all the children in their setting and use this information to develop their provision and support their planning. Practitioners have a responsibility to identify children's emerging needs and work with parents to support them.

In addition to the requirements of the EYFS, settings need to comply with the Equality Act, 2010 (EqA, 2010) and have regard to the Special Educational Needs and Disability Code of Practice 0-25 (SEND CoP, 2015).

The SEND Code of Practice (2015) identifies that settings should adopt a graduated approach to meet young children's special educational needs. The graduated approach consists of four stages: **assess, plan, do, review** (APDR) and sits alongside the process of observation, assessment and planning (OAP) used within early years settings.

Outcomes:

'An outcome can be defined as the benefit or difference made to an individual as a result of an intervention' (SEND CoP, 2015).

Outcomes are the end result, achieved over a longer period of time. Outcomes would usually be written with a view to being achieved by the end of EYFS, but for very young children they are more likely to be developed for a 6-12 month period. Outcomes can be broken down in to smaller steps or targets that are worked towards through the differentiation and modification of the provision on offer within the setting; delivery of particular/specific interventions; and by practitioners implementing particular strategies and approaches designed to address individual needs.

Although they are longer term aims, outcomes should still be S.M.A.R.T. in the way they are written.

Targets:

A target identifies the next step(s) the child needs to achieve to progress towards the outcomes identified and move their development forward.



This means targets are short term. In Early Years, targets would usually be set for a 4-6 week period. Activities designed to support children's progress towards achieving targets should; be built in to provision on offer within the setting (e.g. use of enhancements etc.); be planned for in small group times, and sometimes may need to be planned for short periods of 1:1 time. Approaches and strategies for practitioner to use should be built in to all aspects of their practice

Targets should always be S.M.A.R.T. in the way they are written

What is SMART?

Specific – can you easily identify what the child will be able to do/say when they have met the target?

Measurable – can you easily tell whether or not the child has achieved the target?

Achievable – Is the target the appropriate next small step based on where the child is currently 'at'? Is the target 'do-able'? Have we got the resources? Have we got enough time? Have we got the right environment?

Relevant - does the target work towards the outcomes that have been identified?

Time bound - Have a specified date by which the child will have successfully achieved and the target will be reviewed.

When setting targets it can also be helpful to think in terms of; **who** is going to do **what**, under what **conditions** with what **degree of success**. Practitioners also need to think about the activities, resources, strategies and approaches they are going to use to support the child when working towards the targets that have been set. Use careful observation to inform target setting and outcome planning

Examples of outcomes and targets and how they relate to each other:

Outcome (6-12 months / end of EYFS)	Target (4-6 weeks)
In 6 months time Aaron will begin to use a small number of single words to name preferred objects/actions in structured situations with a familiar adult.	In play Aaron will vocalize the animal sound for lion, dog, cat, in imitation of an adult 50% of the time.
In 12 months time, Isla will be able to feed herself independently with a fork and spoon at every meal time.	Isla will be able to take a pre-loaded spoon from the dish and place it in her mouth on three occasions at each mealtime, with hand over hand support.
By the end of the EYFS Safia will be able to share and take turns independently as part of a small group of 2-3 peers in all areas of continuous provision.	Safia will take part in a table-top game with an adult and one other child taking turns for 3 turns each.

Use of language when writing outcomes and targets:

Careful use of language, especially when writing targets, allows skills/development to be broken down in to manageable chunks and make it possible to evidence children's small steps of progress more easily. For example, a child may have an outcome related to engaging with activities in all areas of provision within the setting. When breaking this down in to shorter term targets these might be: for the child to initially **tolerate** visiting different areas within the setting, then **begin, with support from an adult**, to engage with activities/resources in different areas of the setting, then **regularly** engage with activities/resources in different areas of the setting **with adult support**, then **begin** to engage



with activities/resources in different areas of the setting **independently**, then **consistently and independently** engage with activities/resources in different areas of the setting.

So, when looking at the 'small steps' section of the ATTS document, remember that you can modify the language in this way to make the 'small steps' more of an appropriate target for a child.

If including a target 'with adult support' or 'prompted by an adult' etc. you need to say what support or what type of prompt e.g. physical, modelling, gestural, verbal and then what support this will be. For example, physical support could be: hand over hand, touch at the elbow, touch at the wrist etc.

Early Years SEND Toolkit – Assessment, Tracking & Target Setting (2022)

Communication & Language: Listening & Attention

Age Phase Observation Checkpoints - Development Matters	Descriptors of 'typical' development / Developmental milestones (Early Support materials)	Small Steps
<p>0-3 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Alerting/showing awareness when talked to Listening to voice or other sounds especially when close by e.g. baby goes still, quietyens, stops crying. Shows excited body movements and may turn towards speaker Listening and beginning to show different response to different sounds e.g. alarmed by loud noise, soothed by music Beginning to learn where voice comes from e.g. finding face very close by Turns eyes and/or head towards voice/sound Reacting differently to different voices and tones of voice e.g. soothing and negative tones (smiles, cries, frowns, moves limbs) Appears to recognise and be most responsive to parent's voice e.g. smiling responsively to parent's voice/presence <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Gazes for a long time at your face, especially when feeding Adjusting body to other person's movements Turns head/eyes towards diffuse light or interesting objects Responding to approach of parent e.g. by stilling 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Reacts to auditory stimuli e.g. startles to loud or sudden noise Turns head towards familiar carer's voice Turns eyes towards familiar carer's voice Habituates to previously presented stimuli <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Responds to a range of auditory/visual/tactile stimuli e.g. stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow, movement of lips, changing in sucking patterns, change in breathing patterns, cooing sounds, smile etc. Makes own sounds when familiar carers are near Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactile stimuli e.g. eyes widen,

	<ul style="list-style-type: none"> • Attention is attracted and held when you use lively facial expression, child directed speech (voice with varied tone and volume) • Copies facial expression and mouth shapes e.g. sticking out tongue, opening mouth, widening eyes • Gazes at non-moving object for few seconds • Interested in new experiences e.g. shows renewed interest if you present a different toy 	<p>limbs move, breathing changes, quietens, grimaces, whimpers, cries</p> <ul style="list-style-type: none"> • Shows behaviour that can be interpreted as liking specific auditory, visual or tactile stimuli e.g. eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs • Uses all available senses to explore objects e.g. using vision, touch, hearing, mouthing • Prefers to look at faces rather than complex patterns. • Fleeting attention <p>Other:</p> <ul style="list-style-type: none"> • Reacts to visual stimuli e.g. pupils react to light, blinks when an object approaches face (defensive blink). • Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth
<p>3-6 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p> <p>Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> • Orienting towards sources of sound e.g. adjusting head or head/body towards sound • Reaching out to source of sound locating in direction to each side at ear level, to each side above and below ear level • Beginning to show recognition of familiar sounds e.g. excitement at water running in the bath or pleasure at return of brother or sister • Puzzled expression or changes behaviour when hears something new or unexpected e.g. a police siren • Beginning to discriminate between fast and slow sounds, loud and quiet sounds, long and short sounds • Copying non-speech sounds e.g. cough, raspberry • Turning to parents' voice when parent is sitting near them • Listens to parents' voice even if s/he can't see them • Showing prolonged interest when talked to e.g. is more excited or pays more attention or vocalises more • Repeats action to make sound again e.g. shaking rattles, squeezing noise makers, kicking at baby gym <p>Attention/Concentration:</p> <ul style="list-style-type: none"> • Looks around room with interest; visually scans environment for new and interesting objects and events • Recognising familiar rhymes and games e.g. showing excitement, smiling, stilling 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> • Turns to very quiet noises made on each side (if not too occupied with other things) • Discriminates between familiar and unfamiliar voices <p>Attention/Concentration:</p> <ul style="list-style-type: none"> • Exploring objects visually as turns them in their hands • Beginning to show an interest in and preference for novel patterns • Follows moving object until it is no longer visible – maintains gazes briefly at point of disappearance

	<ul style="list-style-type: none"> • Attending to parents, toys etc. for longer periods if not distracted by the introduction of something new • 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 • Showing eager interest in anything new – switches attention to any new distracting event/sound • Joining in familiar joint game with a toy • Beginning to show interest in what you are doing e.g. reaches towards you and toy when you are playing with a musical toy • Looks towards place where parent/carer is looking • Awareness of events in his/her environment e.g. searches with eyes when hears familiar person come in to the room • Fixes gaze on interesting toys/objects at 15-25cm and watches them for several seconds • Turns to follow a moving toy • Follows adult's pointing gesture and/or head turn • Very early imitation of adult, e.g. tries to move hand or object after watching adult 	
<p>6-9 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> • Recognises familiar environmental sounds e.g. washing machine, microwave, footsteps. This is shown by quietening, consistent reactions, turning to look at source of sound • Turns immediately to familiar voices across a room • Recognises and responds to own name e.g. turns or looks up in response to name • Recognises some family names e.g. mummy, daddy, names of siblings • Showing awareness of difference between vowel sounds 'oo' and 'ah' e.g. cuddles teddy – 'ah', points to picture of train 'oo' • Bouncing rhythmically when being sung to or listening to music • Showing selective listening – ignores sound/voice while concentrating on listening to something else <p>Attention/Concentration:</p> <ul style="list-style-type: none"> • Beginning to have attention directed to object by adult with voice, sound or touch by a pointing gesture 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> • Discriminates between familiar voices i.e. can tell the difference between parents/carers voices • Beginning to recognise own name • Sways to music <p>Attention/Concentration:</p> <ul style="list-style-type: none"> • Beginning to attend to things being shared with them by an adult e.g. book/toy

	<ul style="list-style-type: none"> Follows another's gaze to an object and sometimes attends to it for a while – 'joint reference' Looks at an object then back to an adult to direct adult attention to it (initiating joint attention) Pays attention to pictures when named by adults Stops turning pages to feel textures in a book Anticipates actions, tickles and so on from sounds and tunes of songs and rhymes, e.g. giggles at the end of 'Round and Round the Garden' waiting for the tickle to come 	
<p>9-12 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p> <p>Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Recognises the voices of key people in his/her life Understands the meaning associated with some environmental sounds e.g. hears sound of a key in door and looks expectantly Locates the direction sounds come from by looking appropriately in the direction of the sound Enjoys listening to some simple stories or songs over and over again <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Watches people and events for a long time (several minutes) Showing interest in and paying attention to what people have to say for a short time Becoming absorbed in an activity and ignoring what is going on around them e.g. someone talking to them Can play by focusing his/her attention on the same toy as another child at the same time Explores new objects in orderly way to investigate cause and effect e.g. can pull on a string to get connected toy Interested in things that go together for example cup and saucer 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Can recall one item given verbally (when the item is familiar/known) – auditory memory Attends to symbolic sounds and begins to relate them to the appropriate animal, object or toy <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Attention beginning to move from fleeting (easily distracted with attention easily caught by one stimuli then another) to rigid – ignoring external stimuli to focus on concrete task of won choice (appears to be 'ignoring' or 'stubborn') Independently explores toys/resources using repetitive strategies Persists with single action task if initially unsuccessful e.g. presses a switch a second time to cause an action if it didn't work the first time.
<p>12-15 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters:</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Imitating things they hear or see around them, phrases, parts of games and actions Showing interest in what adult is doing e.g. approaches to find out what adult is doing when they're making noise Enjoying nursery rhymes and simple stories and demonstrating listening by trying to join in with actions or vocalisations Responds appropriately to an increasing range of sounds, words, phrases by listening alone 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Sometimes reacts to familiar words/phrases they over-hear Glances in direction of adults when adult action catches their attention <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Level of distractibility is reduced as ability to focus attention on something of interest takes over – attention is rigid and single channelled

<p>Range 2</p>	<p>Attention/Concentration:</p> <ul style="list-style-type: none"> • Stays absorbed in activities and can ignore distractions for at least 30 seconds • Intensely curious, exploring objects, rooms and outside areas (NB: if child is not yet mobile, they may show curiosity by pointing or looking at areas/objects they would like to explore) • Watches and listens to others, copying some behaviours in own play • Follows with eyes when others points to distant objects – over 3m away • Attends to pictures for a short time labelling and making a comment – this could be done with adult guidance or independently • Shows problem solving skills after demonstration by adult or older child e.g. uses stick to obtain object out of reach, puts toys in bag or packets if too many to carry • Experiments – tries something and then reflects on it, and tries something else e.g. if a puzzle piece doesn't fit, tries it in the other holes 	<ul style="list-style-type: none"> • When engaged with adults in highly motivating activities begins to attend for gradually increasing periods
<p>15-18 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 matters: Range 2</p> <p>Around 18 months, is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?"</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> • Beginning to fill in a missing word when adult leaves a pause – especially in rhymes or familiar stories/books • Attending to speech directed at them and listening with interest to general talk <p>Attention/Concentration:</p> <ul style="list-style-type: none"> • Focusing attention strongly on single task or activity if involved in something – may be difficult to distract • Is persistent in completing tasks and activities with more than one part e.g. puzzle, posting etc. • Persisting with an action or remembering what to do again after a wait e.g. turning a roller and waiting until tune is finished before rolling again or opening the lid of a music box to start the music • Sharing longer, sustained attention in games or interaction e.g. listening to familiar story • Uses visual memory to find a toy when hidden under one of 2/3 covers laid out in a row • Plays 'give it to me' activities 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> • Accurately and consistently matches sounds to an object e.g. finds cow when hears 'moo' in small world play • Imitates single words/ two word phrases after they have been modelled by an adult in focused play <p>Attention/Concentration:</p> <ul style="list-style-type: none"> • Imitates actions of an adult or peer after an adult has drawn the child's attention to the action • Shows interest in books and stories when supported by visuals e.g. story sacks, puppets or other props • Will sometimes respond to 'one more...' without additional support from an adult

	<ul style="list-style-type: none"> Plays 'ready, steady, go' or '1, 2, 3, go' games. Listening and waiting or sometimes imitating alongside speaker Copies things s/he sees and hears others doing around him/her e.g. phrases, parts of games and actions 	
<p>18-21 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Joining in actions and vocalisations in nursery rhyme games e.g. 'Incey Wincey spider' or 'Wheels on the bus' Listens with interest to stories and familiar expressions that parents make and noticing deliberate mistakes or pauses <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Beginning to follow simple requests to find something in another room Continuing to be strongly self-directed Continuing to attend strongly to a single task or activity; may need more adult persistence to attract or direct attention Sharing interest in a toy with adult e.g. bringing, showing or pointing at toy Makes pretend sequences – e.g. pouring pretend tea, then drinking, washing then drying a doll, getting in to a toy car and going to work Remembers little bits of tunes and will 'sing' them for self or others Discriminates between circle and square on a puzzle (i.e. looks at shape of piece and shapes on board and fits them together correctly) Shows sustained interest in looking at pictures/books with adult Beginning to look at pictures or feel tactile or object parts of story while listening to story 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Begins to join in with actions when prompted with a word or gesture by an adult Joins in with actions and vocalisations for very familiar songs Joins in with approximating key words in very familiar stories <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Produces single actions in pretend play Imitates a second action modelled by an adult to extend the child's single action in to a short sequence Imitates two action sequence of play modelled by an adult Produces two action sequences of pretend play
<p>21-24 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters:</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Picks out a familiar sound even when there is background noise, e.g. "Dinner time", "No!" or "Stop now" Recognises and joins in with songs and actions, e.g. 'The Wheels on the Bus' Shows awareness of loud and soft sounds and reflects these in their speech Selecting a number of objects from a small group when named <p>Attention/Concentration:</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Responds to familiar sounds when supported by visual clues e.g. tidy up music when supported with a gesture/sign or picture <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Attends to self-chosen activity for 2 minutes Attends to self-chosen activity for 2-5 minutes with prompts to refocus and support to stay on task

<p>Range 3</p>	<ul style="list-style-type: none"> Attending for longer period if an adult is talking to and interacting with them Imitates longer sequences in play e.g. copies adult pouring tea, putting in sugar, stirring then giving to doll. Remembers a sequence of activities and events i.e. tells parents what s/he has done or seen e.g. 'mummy, train, ice cream'. 	<ul style="list-style-type: none"> Imitates three action sequence of play modelled by an adult When prompted with objects/pictures can tell parents what s/he has done
<p>24-30 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Noticing a deliberate mistake in story telling or a rhyme Listens to music and responds when it is turned off, e.g. stops singing or dancing or turns to look at the stereo <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Watches and observes people carefully Self-corrects during an activity without adult prompting e.g. tries to fit a puzzle piece in the wrong space, then changes to then right space Becoming more amenable to adult participation and direction. Waits for a little longer when told – 'just a minute' Continuing to be strongly focused on their own interests but more flexible in shifting attention e.g. may stop activity to listen to you Engaging in more extended joint play with parent involving turn taking and objects. Accepting direction more easily when attention is not so intently focused. Beginning to show increased interest in adults' focus of attention e.g. 'what's doing?', 'what's that?' Being able to sit at small table and concentrate on independent task for few minutes. Being able to sit at small table and engage in adult led activity for 5-10 minutes. 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Begins to respond to what they over-hear/over-see and may modify behaviour e.g. hears peer being praised/getting a sticker and copies Remembers and recalls a spoken list of two items Can identify a picture or object with two key elements e.g. girl sleeping <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Attention remains single channelled, but ability to 'switch' full attention from own task to adult (and back again) with adult support is developing Can wait for short periods when supported by an adult with visual reminders e.g. 'wait' gesture/sign/picture/symbol, sand timer etc. Attends to self-chosen activity for 5 minutes Attends to adult led activity for 2 minutes Attends to adult led activity for 2-5 minutes with prompts to refocus and support to stay on task
<p>30-36 months</p> <p>Development Matters: 0-3 Years</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Notifies if parents make the wrong sounds in relation to a picture Listens eagerly to short stories, is able to talk about particular parts of them and request favourites over and over again Takes part in 'reading' by filling in words and phrases 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Takes turns in conversations as part of a small group Responds/reacts to key phrases in conversations they are listening to <p>Attention/Concentration:</p>

<p>Birth-5 Matters: Range 4</p>	<ul style="list-style-type: none"> Listens carefully to other speakers in order to join in with conversation Starting to mark two and three syllables in words Remembers 3-4 items shown on a visually represented list e.g. picture shopping list of apples, oranges, bananas Repeats a two-digit number sequence e.g. 7, 2 Remembers a spoken list of three objects or names (no visual cues) <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Remembers phrases from stories and rhymes and uses them appropriately Demonstrates they remember content of a story by putting three pictures in correct order Looks at books independently Concentrates and listens for more than two minutes and responds appropriately to things that have been said 	<ul style="list-style-type: none"> Can wait for short periods when verbally reminded by an adult Remembers and recalls a sequence of two items shown visually Can identify a missing item from a small selection (e.g. Kim's game) Sits and listens to a short story for five minutes in a small group with an adult Concentrates for a sustained period of time on a self-chosen task
<p>36-42 months</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Repeats a three-digit number sequence e.g. 2, 8, 5 <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly when appropriate 	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Responds to comments/questions from others about the book being shared by an adult as part of a small group Maintains topic of conversation when talking to others Makes own views known in conversations <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Can travel to get 2/3 items given in a verbal list e.g. from another room Increasingly able to switch attention from one focus to another independently, attention remains single channelled (focusing on one thing at a time)
<p>42 months +</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Beginning to link sounds to letters, naming and sounding the letters of the alphabet Says and uses number names in order in familiar contexts Can pick out words that rhyme Can pick out the first sound in a word Recognises and explores how sounds can be changed, sings simple songs from memory, recognises repeated sounds and sound patterns and matches movement to music <p>Attention/Concentration:</p>	<p>Hearing/Listening & responding:</p> <ul style="list-style-type: none"> Can discriminate between a range of speech sounds <p>Attention/Concentration:</p> <ul style="list-style-type: none"> Can switch focus of attention independently but needs to look at speaker to listen (early integrated attention) Listens to adults while continuing to perform other action/task (mature integrated/two channelled attention) Beginning to maintain focus on task at hand, resisting desire to redirect attention to other stimuli

<p>ELG: Listening, Attention & Understanding</p> <p>Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<ul style="list-style-type: none"> • Concentrates and listens for more than ten minutes in adult-led activities that they enjoy • Is able to ignore distractions and concentrate on a chosen task • Enjoys and joins in with shared play appropriately e.g. turn taking and sharing • Adapts language to the needs of the listener 	<ul style="list-style-type: none"> • Attention is well established and can be sustained
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

Communication & Language: Understanding

Age Phase Observation Checkpoints - Development Matters	Descriptors of 'typical' development / Developmental milestones (Early Support materials)	Small Steps
<p>0-3 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Communication:</p> <ul style="list-style-type: none"> Opening mouth in anticipation for breast or bottle Watches speakers/signers face carefully (up to 30cm) Smiles or makes sounds in response to eye-contact Shows anticipation and enjoyment for familiar caring routines e.g. sucks or licks lips in response to sounds or preparation for feeding, waves arms or vocalises when undressed for bath <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Alerting/showing awareness when talked to Smiles or quietens to familiar voice/face Recognises and is most responsive to parent/carer voice e.g. may become more vocal, active or make more eye contact Responds when talked to e.g. move arms and legs, changes facial expression, moves body, makes mouth movements 	<p>Communication:</p> <ul style="list-style-type: none"> Reacts to auditory stimuli e.g. startles to loud or sudden noise Reacts to visual stimuli e.g. pupils react to light, blinks when object approaches face (defensive blink) Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth Responds to a range of auditory/visual/tactual stimuli e.g. stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow, movement of lips, changing in sucking patterns, change in breathing patterns, cooing sounds, smile etc. Shows anticipation of actions as part of a consistent care giving routines e.g. stills, vocalises, moves limbs, smiles etc. as adult begins to undertake an action such as lifting limbs when changing nappy or dressing Recognises music heard regularly in the womb Reacts to tone of voice or emotion <p>Language/Speech/Sing:</p> <ul style="list-style-type: none"> Recognises mum's voice Is comforted by a soothing voice e.g. stops grumbling/whinging Turns in the direction of a soothing voice And is beginning to look towards the speaker

<p>3-6 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p> <p>Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?"</p>	<p>Communication:</p> <ul style="list-style-type: none"> Becomes excited in anticipation of play/interaction e.g. waves arms and legs, vocalises Anticipating being lifted up Beginning to show recognition of familiar sounds e.g. excitement at water running in the bath or pleasure at return of brother or sister Responds to facial expressions of happiness and sadness in others, e.g. smiles if an adult smiles or frowns if an adult frowns Recognises familiar environmental sounds (e.g. washing machine, microwave, footsteps). This is shown by quietening, consistent reactions, turning to look at source of sound etc. Shows understanding that familiar objects are related to actions and events e.g. gets excited upon seeing a spoon as a single that food will soon appear, anticipates a game from seeing a familiar toy Looks towards place where parent/carer is looking Follows adult's pointing gesture and/or head turn <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Listens to parents' voices even if s/he can't see them Responds differently to different tones of voice (for example, sing-song, questioning, soothing and playful), as the tone of voices helps them to understand the meaning Stops communicating if speaker turns away 	<p>Communication:</p> <ul style="list-style-type: none"> Begins to recognise key sounds related to care giving routines and anticipates the care giving routine when hears the sounds e.g. hears spoon in bowl and knows it's time for food etc. Begins to recognise key objects related to care giving routines and anticipates the care giving routine when sees the object e.g. sees nappy and knows it is time for nappy change, sees bowl and knows it is time for food etc. When prompted by an adult with a touch, exaggerated expression and voice combined with exaggerated pointing gesture, looks to where adult is pointing <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Responds to 'cross' tone of voice Begins to look around in response to 'where's mummy/daddy?' When presented with two options, gives attention to both options before indicating a choice Vocalises when an adult pauses
<p>6-9 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Communication:</p> <ul style="list-style-type: none"> Seems to know whose turn it is <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Understands words they hear a lot and that are said to them with gestures for example 'all gone' and 'bye-bye' Recognises and responds to own name e.g. turns or looks up in response to name Recognises some family names e.g. Mummy, Daddy, names of siblings Regularly stops activity when told 'no' 	<p>Communication:</p> <ul style="list-style-type: none"> Looks at preferred object consistently when shown a choice of two objects <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Beginning to react when own name is called e.g. stilling Beginning to understand and respond to a small number of frequently used words Beginning to react when hears 'no' e.g. stilling briefly

<p style="text-align: center;">9-12 months</p> <p style="text-align: center;">Development Matters: 0-3 Years</p> <p style="text-align: center;">Birth to 5 Matters: Range 1</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p>Around 12 months, can the baby choose between 2 objects: “Do you want the ball or the car?”</p> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 10px 0;"> <p>Around 12 months, does the baby ‘take turns’ by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?</p> </div>	<p>Communication:</p> <ul style="list-style-type: none"> • Copies gestures as part of games and familiar routines, such as clapping hands, waving 'bye', blowing kisses, open hands for 'where is it' or 'all gone' • Understanding the meaning associated with some environmental sounds, e.g. hears sound of a key in door and looks expectant • Aware of routine and anticipates what will happen next e.g. expects to be fed if placed in high chair – may become distressed if the expected routine doesn't happen • Follows with gaze when an adult directs attention to near objects by looking and pointing e.g. when an adult points to a dog and says 'look at the dog' and the child looks at the dog • Responds to simple familiar language in context e.g. child moves/look to the door when parent holds keys and says 'It's time to go'. At this stage, the child is mainly responding to the tone of voice and situational cues in a particular well-known routine • Shows understanding of familiar objects by actions e.g. pretends to drink from an empty cup or uses brush on hair • Looks more at the adult in expectation of language • Looks at person speaking <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> • Hands over an object when asked to 'give me' – prompted by an open hand gesture • Understands names of some common objects e.g. picks up or points to a toy when it is named • Responds to keywords and/or signs in play e.g. 'Where's the ball?' and child looks to find the ball 	<p>Communication:</p> <ul style="list-style-type: none"> • Imitates gestures when prompted by an adult e.g. hand under/over hand, touch at the wrist/elbow etc. <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> • Begins to recognise key words/signs related to care giving routines and anticipates the care giving routine when hears the word/sees the sign e.g. hears 'nappy' and knows it is time for nappy change, sees sign for food and knows it is time for snack etc. • Although may not understand the language/respond appropriately, recognises a question is being asked e.g. by the intonation pattern, expectant gaze of the communication partner etc. • Increasing understanding of single words – appears to understand new words each week • Beginning to follow a small number of one key word level instruction with a visual/object prompt within familiar routines • Understands more words than can approximate or clearly say • Uses vocalisation/word/sign to indicate choice from two alternatives offered/named/signed by an adult
<p style="text-align: center;">12-15 months</p> <p style="text-align: center;">Development Matters: 0-3 Years</p> <p style="text-align: center;">Birth-5 Matters:</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Responds when adult makes symbolic vocalisations e.g. points to relevant object, toy, animal, picture in a book; reactivates relevant toy • Play demonstrates understanding of use of objects – may put telephone to ear, turn pages of a book, stir a spoon in a cup, attempt to place pieces in a puzzle • Choosing between two items <p>Language/Speech/Sign:</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Recognises and responds to sounds for highly preferred objects/toys etc. • Imitates the actions of adults in play to use objects functionally e.g. putting phone to ear (functional play) • Beginning to recognise when offered a choice • Able to choose between something strongly preferred and something disliked • Able to choose between something liked and disliked

<p>Range 2</p>	<ul style="list-style-type: none"> • Points to named/signed items in picture books • Points to or finds an object when asked • Responds appropriately to an increasing range of sounds, words, phrases by listening alone • Shows understanding of at least 15 words/signs e.g. looks at a named person and points to or finds an object when asked to (e.g. 'Where are your shoes?') • Shows understanding of simple questions e.g. 'where is the ball?', simple commands 'bring me the ball', when accompanied by gesture 	<p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> • Uses gaze to indicate/respond to adult naming object or asking "Where's ...?" • Uses whole hand to touch image in book/object when asked • Points to an image of a highly preferred item in a book/on a picture • Finds a highly motivating objects when requested by an adult
<p>15-18 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 matters: Range 2</p> <p>Around 18 months, is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?"</p> <p>Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as "give me" or "shoes on"?</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Joins in simple routines spontaneously • Recognises symbols in the environment e.g. labels on food products and retailers signs outside shops/restaurant chains <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> • Follows simple instructions, particularly if accompanied by gestures/signs e.g. pointing to places, things or people • Shows anticipation in relation to key phrases in games e.g. 'I'm coming' in hide and seek or chasing games • Understands familiar words in new contexts each week, e.g. learns that 'bath' means the bath in other people's houses as well as own bath at home • Demonstrates understanding of 'up', 'down' by moving body or object • Understands 1-2 new words each week • Identifies simple body parts on self (e.g. hair, eyes, ears and nose) 	<p>Communication:</p> <ul style="list-style-type: none"> • Makes choices from increasing numbers of options using words/pictures/symbols/signs • With prompting from an adult, joins in with familiar, consistent routines • Beginning to engage in simple pretend play with doll/teddy e.g. feeding them (pretend play) • Beginning to 'tease' parents/carers in play • Beginning to recognise images of some key objects <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> • Learning new words related to things of particular interest • Beginning to understand a wider range of new words • Follow simple 'give me' instructions when prompted by adult touching child's hand • In familiar routines and supported with gestures, beginning to follow simple instructions • Finds 1-2 body parts on self after adult first touches/finds them on child • Beginning to recognise 1-2 body parts and find them on self
<p>18-21 months</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Beginning to match two objects of the same category e.g. shoes, spoons, brushes 	<p>Communication:</p> <ul style="list-style-type: none"> • When prompted by an adult to look in/approach a specific area, can find a toy/item from a consistent place

<p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<ul style="list-style-type: none"> • 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 • Going to find a particular toy to play with from a known place • Matches objects with parts that fit together (e.g. puts lid on teapot) <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> • Anticipates what might happen next because of what others say/sign • Beginning to show understanding of simple positional words e.g. 'in', 'on', 'under' • Understands approximately 50 words • Recognises and will identify many objects and pictures when named/signed • Listens and responds to simple information or instructions out of context, for example 'Ben find your car' or 'Ali, put your teddy in bed' • Understands simple questions/directions without accompanying gestures e.g. get your shoes, where's your coat? • Joins in simple narrative by answering questions about things that are very familiar, e.g. 'what goes on your feet?' child answers 'shoes', or by filling in the 'Let's put on your...' the child fills in 'shoes' • Picks out two or more objects from a group of four, for example, 'Give me the cup and the doll', and 'Where's the...?' • Follows directions if they are part of a game or relate to what s/he is doing e.g. responds to 'come and sit here' when a snack or drink is put on the table • Waits for 'go' signal in 'ready, steady, go' games • Points to body parts on others e.g. Mummy's nose, Daddy's eyes • Follows directions during play e.g. 'feed teddy' • Understands familiar action words e.g. 'sit down', 'come here', 'stop that' 	<ul style="list-style-type: none"> • Beginning to recognise and pair up things that go together from a small number of diverse options <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> • Follows a range of one key word instructions including when needing to move to follow them e.g. to get something from another room, to give something to another person
<p>21-24 months</p> <p>Development Matters:</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Remembers visual sequences of events and enacts the sequence in pretend play 	<p>Communication:</p> <ul style="list-style-type: none"> • Recreates familiar routines in own play • Beginning to pretend one object is another when they have features in common e.g. a banana for a phone • Begins to wait when supported by an adult

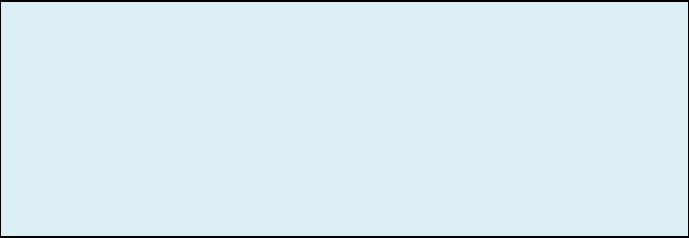
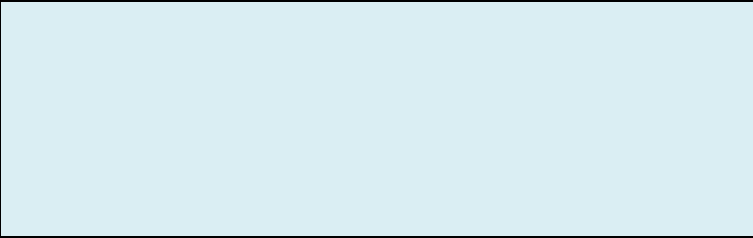
<p>0-3 Years</p> <p>Birth-5 Matters: Range 3</p> <p>Around the age of 2, can the child understand many more words than they can say – between 200–500 words? Around the age of 2, can the child understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?”</p>	<ul style="list-style-type: none"> Recognising and anticipating sequence of everyday routines e.g. looks for coat or gets in buggy when parent is getting ready to go out Waiting for a little longer when told 'just a minute' <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Understands simple instructions involving two people or objects such as 'get mummy's shoes' or 'find Jacob's car' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?) 	<p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Finds body parts on a doll or teddy Consistently follows a range of one key word level instructions from words/signs alone Understands a number of verbs Beginning to follow a range of instructions containing two key words when supported with gestural/visual or other prompt Beginning to follow a small range of frequently heard instructions containing two key words Follows a two-part verbal instruction with visual prompts e.g. gestures, pictures/symbols. Follows simple two part instructions where the two parts are linked e.g. get your dolly and put it in the pram.
<p>24-30 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p>	<p>Communication:</p> <ul style="list-style-type: none"> Prefers familiar routines to stay the same. May object to major changes in routine Understanding has to say 'please' before being given an object Matching objects that are the same size, shape or colour Matches simple shapes (circle, square, triangle) Identifying round and square objects e.g. round ball and square cube Beginning to match object to picture Matches simple pictures of familiar objects e.g. spoon, dog, banana, shoes Beginning to sort everyday object according to one characteristic e.g. all spoons, together/all brushes together Beginning to sort objects according to two characteristics e.g. separating shoes from brushes (real objects), big and small, round and square, yellow and red Identifying early difference in contents of container – 'empty', 'full up' <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Will point to small parts of the body (such as chin, elbow or eyebrow) when asked to do so 	<p>Communication:</p> <ul style="list-style-type: none"> Pretends one object represents another e.g. banana for a phone, brick for a car (symbolic play) Beginning to understand 'same' when matching Beginning to understand full/empty in play <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> Responds to familiar sounds when supported by visual clues e.g. tidy up music when supported with a gesture/sign or picture Growing understanding and increasing use of verbs Carries out a requested action as part of a game from the words alone e.g. 'Simon says "jump", child will jump Makes and communicates choices from multiple options in a range of situations/contexts Understands, accepts and follows 'one more' before finishing an activity/task Begins to follow two-part instructions where the two parts are not linked e.g. get your dolly then eat your breakfast

	<ul style="list-style-type: none"> • Following an instruction with two information carrying words e.g. 'get your shoes and coat' • Selecting a small number of objects from a small group when named • Understands simple explanations and reasons given by others • Shows understanding of prepositions 'in' and 'on' – for example carries out the action 'put dolly in the box' or selects a picture correctly 'find the apple in the bag' • Can identify picture or object with three critical elements e.g. big girl jumping • Demonstrates some understanding of quantity e.g. take one biscuit, there are many blocks • Understands size differences – big, small etc. e.g. selects the big or small object/picture when asked • Understanding some descriptions such as 'wet', 'cold', 'dirty' • Begins to develop sense of time i.e. understands terms such as 'later', 'tomorrow' and 'yesterday' 	
<p>30-36 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p> <p>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Understands consequences of own actions e.g. if cup is knocked over, the juice is spilt; if I throw the toys, mum takes them away • Can remember a spoken list of objects or names (with no visual clues) • Puts three pictures in correct order to represent sequence in familiar activity/story <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> • Understands all pronouns e.g. 'they', 'he/she', 'him/her'. • Shows understanding of prepositions such as 'under', 'on top', 'behind, and 'next to' by carrying out an action or selecting correct picture • Identifies objects by description e.g. the wet one, or the dirty one • Understands the concept of two e.g. can give two blocks when asked • Answers what, where, yes/no questions e.g. what is she doing? Where is the dog? Is he running?~ • Provides appropriate information in response to 'what' and 'where' questions 	<p>Communication:</p> <ul style="list-style-type: none"> • Enjoys stories – likes favourites over and over again • Beginning to understand past, present and future • Can follow simple rules of games <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> • Finds correct object from choice of two/three/four by the description • Consistently follows a range of two key word level instructions in all situations • Follows three key word level instructions within play. • Follows a range of three key word level instructions in different situations • Beginning to understand and use concepts related to time/sequence e.g. 'first', 'then', 'next', 'last' etc. • Understands simple who questions

<p>36-42 months</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Can remember three or four items shown on a list, for example, a picture shopping list of apples, oranges and bananas • Shows curiosity about the world by asking questions and thinking about reasons why things happen <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> • Understands use of objects e.g. can give the right answer to 'what do we use to cut things with?' 	<p>Communication:</p> <ul style="list-style-type: none"> • Developing awareness of some dangers e.g. hot cooker, road dangers • Developing simple role play beyond just re-enacting familiar routines (imaginative play) • Joins in the games of others <p>Language/Speech/Sign:</p> <ul style="list-style-type: none"> • Beginning to understand negatives – no/not • Understands the negative form 'no' and 'not' e.g. can correctly identify something that is <i>not</i>... • Can respond to questions about a story as it is being told. • Beginning to answer questions related to a story they have just read • Beginning to understand simple language related to time e.g. yesterday, tomorrow • Begins to follow four key word level instructions in play
<p>42 months +</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p> <p>Can the child answer simple 'why' questions?</p> <p>ELG: Listening, Attention & Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Can express wishes and needs clearly and understands when these are not immediately met • Shows an understanding of the elements of stories – for example, main character, sequence of events and story beginnings and endings <p>Language/Speech/Sing:</p> <ul style="list-style-type: none"> • Understands rhyme and can pick out words that rhyme • Understands when and why 	<p>Communication:</p> <ul style="list-style-type: none"> • Develops imaginative play with increasingly complex stories both in role play and small world play e.g. adopting different emotional states • Enjoys jokes and word play • May attempt to make up own jokes • Understands and can talk about consequences <p>Language/Speech/Sing:</p> <ul style="list-style-type: none"> • Consistently following instructions containing three key words • Beginning to follow instructions containing four key words • Consistently following instructions containing four key words • Follows a sequence of instructions given at the same time e.g. first...then...after that... • Understands concepts such as 'before', 'after', 'if'



group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers



Communication & Language: *Expressive (*EYFS - C&L: Speaking)

Age Phase Observation Checkpoints - Development Matters	Descriptors of 'typical' development / Developmental milestones (Early Support materials)	Small Steps
<p style="text-align: center;">0-3 months</p> <p style="text-align: center;">Development Matters: 0-3 Years</p> <p style="text-align: center;">Birth to 5 Matters: Range 1</p>	<p>Communication:</p> <ul style="list-style-type: none"> Showing contentment Gazes for a long time at your face, especially when feeding Holds eye-contact for 5 seconds or more Cries to express needs e.g. when hungry, uncomfortable or in pain Turns towards speaker/signer Smiles or makes sound in response to eye contact Copies facial expressions and mouth shapes e.g. sticking tongue out, opening mouth, widening eyes etc. <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Copies non-speech sounds e.g. coos, raspberries, effort grunts, squeals Making vocal sounds during interaction e.g. vocalising back when talked to Gurgles to get attention 	<p>Communication:</p> <ul style="list-style-type: none"> Reacts to auditory stimuli e.g. startles to loud or sudden noise Reacts to visual stimuli e.g. pupils react to light, blinks when an object approaches face (defensive blink) Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth Responds to a range of auditory/visual/tactile stimuli e.g. stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow, movement of lips, changing in sucking patterns, change in breathing patterns, cooing sounds, smile etc. Habituates to previously presented stimuli Turns to person talking Maintains eye contact to prompt adult to continue making sounds Has different cries/sounds that enable an adult to interpret what they want e.g. discomfort, hungry, tired etc. Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactile stimuli e.g. eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries

		<ul style="list-style-type: none"> Shows behaviour that can be interpreted as liking specific auditory, visual or tactile stimuli e.g. eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Makes guttural sounds
<p>3-6 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p> <p>Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?</p>	<p>Communication:</p> <ul style="list-style-type: none"> Smiles to get a person to smile back. Imitates face or arm movements Becomes excited in anticipation of play/interaction e.g. waves arms and legs, vocalises Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention Taking turns in making sounds with you as if having a conversation Beginning to indicate wants action to stop e.g. turning body away Beginning to indicate wants action repeated e.g. bouncing or rocking to start game again Beginning to use hand movements to show wishes e.g. open/shut hand (I want) and pushing objects away (I don't want) Puts arms up to be lifted Attempting to communicate needs e.g. whinging and squirming when tired or hungry Stops communicating if speaker turns away <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Produces and copies non-speech sounds such as coos, raspberries, effort grunts, shrieks and squeals Makes sounds for pleasure e.g. vocalises with tuneful voice for minutes at a time to self when lying in cot or at play Vocalises for longer when 'talking' to/taking turns with a familiar adult <p>Speech sounds:</p> <ul style="list-style-type: none"> Begins to develop and use vowel sounds of the language used at home, e.g. 'a' as in hat, or 'e' as in pet (for English language) Begins to develop and use some consonant sounds, e.g. 'g-g', 'mmm', 'h' 	<p>Communication:</p> <ul style="list-style-type: none"> Responds to facial expressions – smiles at you when you smile at them Attempting to use a number of ways to communicate basic wants and needs When presented with two options, gives attention to both options before indicating a choice. Vocalises when an adult pauses <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Attempts to copy sounds made by an adult Makes sounds for increasing periods of time Beginning to take more turns in vocal exchanges with an adult Produces short babble 'sentences' of 6+ syllables

	<ul style="list-style-type: none"> Begins to babble by repeating a series of the same sounds (reduplicated babble) e.g. ba-ba-ba', 'ma, ma, ma' Producing an increasing range of consonant sounds such as /p/, /b/ 	
<p>6-9 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Communication:</p> <ul style="list-style-type: none"> Uses own gestures with or without voice e.g. sucking movement as if asking for dummy/milk, ruffling hair to mean hair wash; sad face plus vocalisation to indicate unhappy Looks at an object then back to adult to direct adult attention to it (referential gaze) Using gestures e.g. shaking head for 'no', hand out to request something Making it clear through gesture/vocalisation when they want something to happen again e.g. a game to be repeated or more to eat Shouts to attract attention, listens, then shouts again Uses simple sounds or gestures to mean a particular thing – e.g. 'da' for 'daddy' <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Voice is tuneful and expressive, starting to have the tone and rhythm of the language spoken at home (first language) Practices sounds over and over in different tones, lengths, volumes and combinations as if trying to make the sound more how they want it to be (demonstrates use of auditory feedback) Begins to use varied double syllable sounds e.g. 'dadi', 'babu' or uses a variety of syllables in continuous babbling e.g. badago (variegated babble) Uses varied sounds e.g. 'daadee', 'babu', 'badago' Vocal babble is increasingly speechlike containing consonants and vowels <p>Speech sounds:</p> <ul style="list-style-type: none"> Tries lots of ways of making consonants in babble; most common /b/, /d/, /g/ 	<p>Communication:</p> <ul style="list-style-type: none"> Looks at preferred object consistently when shown a choice of two objects Uses gaze to indicate response adult naming object or asking "Where's ...?" Uses gesture e.g. reaching or pointing to make a choice from two objects offered <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Consistently produces longer string of babble Consistently vocalises for increasing periods of time Changes tone of voice Begins to combine vowel sounds when vocalising to self e.g. 'ah oo' Combines occasional consonant sounds with a range of vowel sounds
<p>9-12 months</p>	<p>Communication:</p> <ul style="list-style-type: none"> Communicates for a range of different purposes e.g. to greet, to request, to protest, to label objects and people 	<p>Communication:</p> <ul style="list-style-type: none"> Is beginning to make choices between two options Waves bye-bye in imitation of an adult <p>Vocalisation/Speech/Sign:</p>

<p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p> <p>Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?</p> <p>Around 12 months, is the baby beginning to use single words like mumum, dada, tete</p> <p>Around 12 months, can the baby choose between 2 objects: "Do you want the ball or the car?"</p>	<ul style="list-style-type: none"> Begins to point to objects, self and others close by, using index finger Asks for favourite games using words/signs/gestures e.g. playing peek-a-boo, saying 'boo' or hiding face in hands Initiates give and take games by offering objects <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Imitates and joins in babble of others Imitates familiar consonants and vowel sounds associated with frequently-used toys and or pictures (e.g. 'baa-baa' for a sheep, 'moo-moo' for a cow) Imitates sounds or gestures that are not part of his/her repertoire i.e. child watches adult carefully and then imitates something s/he has not done before Copying a new word or features of it e.g. the intonation or vowel sound after it has been used e.g. hello = 'uhoh' Beginning to imitate key words or last word said to him/her e.g. 'daddy going in car' child says 'car' Making clear first word e.g. 'dada' for daddy, 'mumma' for mummy or 'bye' Vocalisations that sound like speech are beginning to emerge (proto words) e.g. 'din' (for drink) <p>Speech sounds:</p> <ul style="list-style-type: none"> Uses many consonants in babble and communication attempts. Most frequent /m/, /p/, /b/, /d/, /t/, /n/, /g/ (in English language) 	<ul style="list-style-type: none"> Vocalises confidently, as if joining in with the conversation In imitation of an adult, uses an approximation of the word/sign 'more' to request more Beginning to vocalises to join in with familiar songs and rhymes – as though singing along Says/signs own name
<p>12-15 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 2</p>	<p>Communication:</p> <ul style="list-style-type: none"> Attends to pictures for a short time, labelling and making a comment and may sometimes do this by themselves Points to objects that are out of reach to request them Waves 'bye-bye' spontaneously Using words to make a request e.g. 'drink' (may say 'dink' or 'oos' for juice) Simple conversations take place between adult and child mainly focused on the here and now Waiting for speaker/signer to finish before taking his/her turn Choosing between two items <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Babbles freely when alone or playing 	<p>Communication:</p> <ul style="list-style-type: none"> Words/signs, body language and facial expression are congruent and appropriate to what is being said <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Continues to imitate the language of others e.g. last word said to them (echolalia) Produces a small number of symbolic/representational sounds which are used spontaneously and appropriately in play Uses an approximation of the word/sign 'more' to request more Uses word/sign for object shown by an adult.

<p>Around 15 months, can the baby say around 10 words (they may not all be clear)?</p>	<ul style="list-style-type: none"> • Making vocal sounds that are more speech like and are recognisable as words e.g. 'that's his/her word for...' • Making longer vocalisations that have recognisable 'words' and sounds in them but whole meaning is not clear (expressive jargon) e.g. when playing alone • Uses 'nana' for banana; 'ain' for train (approximations of words) • Uses approximately five words without prompting • Speaks/signs to name favourite items e.g. 'bubbles', 'ball' or 'cat' 	<ul style="list-style-type: none"> • Uses word/sign for an action demonstrated by an adult or other child • Modifies own attempt at word/sign in response to an adult repeating the word/sign
<p>15-18 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 matters: Range 2</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Sings/signs along with favourite action rhymes (words /signs may be unclear) • Begins to fill in familiar missing word when an adult leaves a pause, especially in rhymes and when sharing stories/books • Comments on something that has just happened, e.g. 'doggy' if they see a dog on the way home or 'fall down' if the blocks have just crashed over • Naming a variety of everyday objects • Begins to use words to refer to people and things that are not present <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Makes animal sounds such as 'moo', 'woof' and other symbolic vocalisations • Uses a wide range of ups and downs (intonation) and rhythms to reflect mood • Imitates simple words/phrases, but not always accurately • Uses some words to name a whole class of objects e.g. uses 'car' for all vehicles, 'apple' for all fruit, 'mummy' for all women • Uses at least ten words/signs consistently • Has favourite 'phrases' or signs that s/he often uses e.g. 'that one' 	<p>Communication:</p> <ul style="list-style-type: none"> • Attempts to join in with familiar songs and rhymes • Begins to finish the end of a rhyme or song line when adult pauses and prompts with a gesture and the beginning sound of the next word e.g. 'Twinkle, twinkle little...', adult pauses, looks expectantly and may begin to say /st/ then child says 'star' (or 'tar' if not yet able to produce /st/) • Makes choices from increasing numbers of options using words/pictures/symbols/signs • Points to show things further away/outside <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Continues to imitate the language of others (echolalia) but efforts at spontaneous use of own language are developing (single 'words') • Spontaneously combines symbolic/representational sounds with associated words in independent play e.g. 'brum car', 'baa sheep' • Spontaneously uses between two and six recognisable 'words'
<p>18-21 months</p> <p>Development Matters: 0-3 Years</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Uses up to 20 words to: name things and people; comment on what is happening; tell someone something; respond to an adult's questions or comments; protest; express likes and dislikes; describe actions • Begins to make little sentences by joining two words together (e.g. daddy gone) 	<p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Continues to imitate the language of others (echolalia) but spontaneous use of own language increasing • Attempts to use common learnt two-word phrases e.g. 'all gone', 'oh dear' • Uses between six and twenty understandable 'words'

<p>Birth-5 Matters: Range 3</p> <p>Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?</p>	<ul style="list-style-type: none"> • Joins in simple narrative by answering questions about things that are very familiar e.g. 'what goes on your feet?' child answers 'shoes' or by filling in the gaps 'let's put on your...' – child fills in 'shoes' • Calling family members by name e.g. brothers and sisters or grandparents • Beginning to make two-way conversation using speech e.g. listening to parent's comment and then responding <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Talks to self continuously when playing, although this may not be readily understood by adults • Continues to use simplified versions of words (e.g. 'goggy' for 'dog') • Imitates words by copying some speech sounds and the correct number of syllables • Says 'hello' or 'hi' in greeting when prompted • Says 'please' or 'ta'/'thank you' when prompted <p>Speech sounds:</p> <ul style="list-style-type: none"> • Produces a wider range of vowel sounds in 'words' including /ee/, /uh/, /ar/, /or/, /oo/, /eh/, /ih/ • Uses a range of consonant sounds in 'words' including /p/, /d/, /b/, /t/, /g/, /n/, /m/, /w/, /h/ 	
<p>21-24 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Points to and names simple pictures • Asks if hungry, thirsty • Becoming more able to express their wishes and intentions through language e.g. 'nowant bath', 'nogo bed' • Beginning to use 'mental state' words to communicate about feelings e.g. 'happy', 'sad', 'cross', 'hurt' • Remembers sequence of activities and events i.e. tells parents what s/he has done or seen e.g. 'mummy, train, ice cream' <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Tries to repeat many things adults say, either saying the actual word or making a close match, e.g. 'um-beya' for umbrella • Uses 'me' to refer to self • Beginning to use pronouns ('me', 'you', 'I') • Talks aloud and/or signs when playing with others 	<p>Communication:</p> <ul style="list-style-type: none"> • 'Talks' to toys when playing • Leads adult to things they want • With adult support, beginning to take turns to contribute in a small group at circle time – e.g. sharing a feely bag, toys, talking about an object <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Echolalia reducing as language and use of language develops – imitated words becoming integrated in to child's vocabulary and increasingly being used spontaneously and appropriately • Uses some learnt phrases e.g. 'oh dear', 'all gone' spontaneously and appropriately • Uses at least 4/5 and up to 40 verbs • Sometimes attempts to copy two-word sentences when the child says a word and the adult models it back,

<p>Towards their second birthday, can the child use up to 50 words?</p> <p>Is the child beginning to put two or three words together: "more milk"?</p> <p>Is the child frequently asking questions, such as the names of</p>	<ul style="list-style-type: none"> • Rapid growth in spoken vocabulary from at least 50 words and becoming more difficult for parents to keep track of new words/signs • Uses words more often than 'word-like' approximations <p>Speech sounds:</p> <ul style="list-style-type: none"> • Can now produce consonant sounds including /p/, /d/, /b/, /t/, /g/, /k/, /m/, /n/, /ng/ /w/, /h/, /f/ 	<p>adding a word e.g. child says 'train', adult models 'blue train' and child copies it back</p> <ul style="list-style-type: none"> • Uses some shortened form of words e.g. 'banana' is said as 'nana' • Despite speech sound immaturities, around 50% of what is said is understood to unfamiliar adults <p>Speech sounds:</p> <ul style="list-style-type: none"> • Consonant clusters/blends often reduced to a single sound e.g. 'poon' (for spoon)
<p>24-30 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p> <p>Around the age of 2, can the child understand many more words than they can say – between 200–500 words?</p>	<p>Communication:</p> <ul style="list-style-type: none"> • Uses words/signs to ask or find out about things • Uses words/signs to ask for help e.g. when washing hands, going to the toilet • Answers simple questions, e.g. 'Where's Mum?' • Uses words to describe things e.g. 'It's wet' or 'It's too hot' • Uses words/signs during play and almost all activities • Fills in missing word or phrase (using speech or sign) in a known rhyme, story retell or game e.g. 'Humpty Dumpty sat on a ...' <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Regularly using two-word combinations e.g. to request 'biscuit please' or to comment on activity 'eat biscuit' • Asks 'whassat' a lot • Uses appropriate intonation to ask one or two-word questions • Uses over 200 words and/or signs • Uses negatives 'no', 'not', 'no more' • Uses between 10- 15 action words e.g. 'eat', 'drink', 'sleep', 'wash', 'play' and 'finish' • Uses several pronouns correctly e.g. 'I', 'me', 'you' • May say 'hello'/'hi', 'please' or 'thank you'/'ta' unprompted • Beginning to use prepositions ('on', 'in', 'under') • Referring to self by name or 'I' • Familiar adults understand speech when words are joined into sentences 	<p>Communication:</p> <ul style="list-style-type: none"> • Uses language to give instructions to others e.g. 'do it again' • Sings a favourite rhyme or song 1:1 with an adult when sung at a slow pace • Uses newly introduced language, first in imitation and then spontaneously at another point in the same interaction/period e.g. familiar adult models a phrases using the name of an unfamiliar adult, a short while later the child uses the name of the unfamiliar adult • Beginning to understand and use concepts related to time/sequencing e.g. 'first', 'then', 'next', 'last' etc. • Asks about the meaning of words and then uses them in their speech – often accurately but not always • Beginning to use 1:1 correspondence when counting up to five <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Copies two-word sentences - child says a word and the adult models it back, adding a word e.g. child says 'train', adult models 'blue train' and child copies back 'blue train' • Uses 50+ words appropriately • Learns several new verbs each month • Produces new/novel two-word combinations as well as familiar/learnt phrases

	<ul style="list-style-type: none"> • May repeat the first part of words 'w-w-w-where doggie?' <p>Speech sounds:</p> <ul style="list-style-type: none"> • Produces a wide range of vowels more accurately in words e.g. 'ou' as in <u>about</u>, 'ea' as in '<u>bea</u>r', 'ou' as in <u>bo</u>ught, 'oa' as in '<u>bo</u>at' • Uses more accurate consonant sounds 'words' including; /p/, /d/, /b/, /t/, /g/, /k/, /n/, /m/, /ng/, /w/, /h/, /s/, /f/, /v/ 	<ul style="list-style-type: none"> • Beginning to ask questions i.e. 'what?' • Beginning to use 'so...', 'because...' to give explanations
<p style="text-align: center;">30-36 months</p> <p style="text-align: center;">Development Matters: 0-3 Years</p> <p style="text-align: center;">Birth-5 Matters: Range 4</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p>Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</p> </div>	<p>Communication:</p> <ul style="list-style-type: none"> • Changes speech to the person being spoken to, e.g. uses simpler words with younger children • Uses words/signs: giving reasons; saying what s/he wants; playing with others; directing others; telling others about things. • Retells a simple past event • Retells a simple story – recalling events and characters • Puts three pictures in correct order to represent sequence in familiar activity/story • Builds 'stories' around toys – e.g. farm animals climbing on an arm chair 'cliff' and having to be rescued • Can give information about own life and favourite things • Answers what, where and yes/no questions • Answers questions more fully, providing more than one piece of information/using two or more sentences • Asks increasingly detailed questions to find out information • Knows when to wait and begins to while others are talking i.e. can control the urge to butt in • Realises the correct volume to talk at (not too loud or quiet) <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Uses ups and downs in tone of voice appropriately for questions e.g. 'my ball gone?', when asking 'where's my ball gone?' • Uses longer sentences (three to four words) e.g. 'mummy go shops now' • Uses several sentences linked with 'and' • Uses a range of verb forms e.g. 'play', 'playing', 'will play', 'played' • Uses plurals e.g. 'cats' • Uses possessives e.g. 'the boy's teddy' 	<p>Communication:</p> <ul style="list-style-type: none"> • Uses a sequence of gestures to indicate wants/needs • With prompting from an adult, retells simple past event • Starting to adjust the volume of their voice • With prompting from an adult can resist the urge to interrupt • Speaks freely and with confidence with small number of familiar adults or children, speaks less to new people/strangers • Beginning to be able to identify familiar objects by function e.g. beginning to know 'which one do we ... (e.g. cut, draw) with?' <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> • Uses 3-4 word sentences in a familiar context or when talking about a familiar topic. • Uses 3-4 word sentences in a variety of contexts or to talk about any topic • Uses present and past tenses • Begins to use plurals • Uses plurals after modelling by an adult • Begins to use possessives • Uses possessives after modelling by an adult • Uses '-ed' after modelling by an adult • Frequently asks a range of questions e.g. 'Why?', 'When?', 'How?' • Rote counts to twenty or beyond <p>Speech sounds:</p> <ul style="list-style-type: none"> • Emerging use of /sh/, /v/, /z/, /l/, /ch/, /j/ in speech. • Consonant clusters/blends (/sp/, /sk/, /st/, /bl/, /pl/, /tr/, /gr/ etc.) may still be reduced to single sounds e.g. 'poon' for 'spoon', 'wim' for 'swim'

<p>Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.</p>	<ul style="list-style-type: none"> Begins to add -ed to end of word to show something that has happened, such as jumped and walked but may use incorrectly e.g. goed or eated Starting to 'say' or 'sound' 2 and 3 syllables in words <p>Speech sounds:</p> <ul style="list-style-type: none"> Produces wider range of consonant sounds in words more accurately /p/,/b/, /d/, /t/, /g/, /k/,/n/, /m/, /ng/, /w/, /h/, /s/, /f/, /v/, /l/ Produces some consonant blends (e.g. 'tr' in tree, 'bl' in blue) Produces almost all vowel sounds accurately 	<ul style="list-style-type: none"> Speech is increasingly understood by unfamiliar adults – around 75% of what is said is understood (although it may not be clear – speech sound immaturities remain)
<p>36-42 months</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p>	<p>Communication:</p> <ul style="list-style-type: none"> Talks about own life and favourite things Takes part in 'reading' by filling in words and phrases Understands the use of objects – for example can give the right answer to 'what do we use to cut things with' <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> Uses sentences involving more than three words Says 'negative' sentences e.g. 'he wasn't singing' Uses the correct form of verbs such as 'be', 'do' and 'have' – e.g. 'I am hungry' rather than 'I be hungry' or 'I did that', rather than 'I doed that' 	<p>Communication:</p> <ul style="list-style-type: none"> Changes volume and tone of voice when speaking Can explain 'why' something have happened <p>Vocalisation/Speech/Sign:</p> <ul style="list-style-type: none"> producing longer sentences of 4-6 words Using joining words like 'and', 'but' to join sentences together Uses some possessives – 'yours', 'mine' Uses pronouns – 'he', 'she'
<p>42 months +</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p>	<p>Communication:</p> <ul style="list-style-type: none"> Comments and asks questions about where they live and the natural world Talks about personal intentions, describing what they are trying to do Begins to use language for pretending and organising play - e.g. 'you be the mum and I'll be the baby' <p>Language</p> <ul style="list-style-type: none"> Uses longer sentences to link more than one idea, e.g. 'we walked to the part and we watched the ducks' Can express wishes and needs clearly and understands when these are not immediately met Enjoys talking about past experiences, the present and the future Talks about personal intentions, describing what they are trying to do <p>Speech:</p>	<p>Communication:</p> <ul style="list-style-type: none"> Uses language (e.g. talk, sign) for a wide range of reasons – connect ideas, describe what is happening and anticipate what might be next, share memories, instruct Combines a range of nonverbal communication (intonation, tone, gesture, facial expression etc.) appropriately with language to make meaning clear to others Uses language (e.g. talk, sign) to express thoughts, feelings, ideas and learning Enjoys talking to adults and friends Uses language to bring new ideas to their play <p>Language:</p> <ul style="list-style-type: none"> Produces sentences of 6+ words Sentences are largely grammatically correct Uses 'and', 'but' and 'because' to join sentences in to more complex ideas

Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?

Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.

Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?

Can the child answer simple ‘why’ questions?

ELG: Speaking

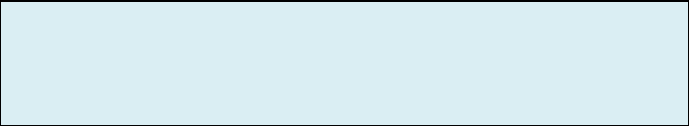
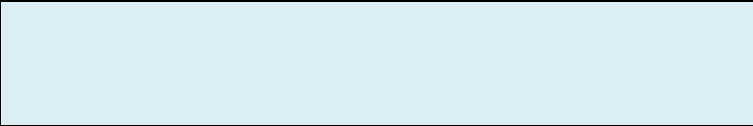
Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past,

- Easily understood by a range of people
- Speech sounds:
- Produces nearly all consonant sounds accurately

- Asks 'when' and 'how' questions
 - Talks about things in the past, present and future
 - Asks what words mean
- Speech:
- Some speech sound immaturities remain e.g. /r/, /l/, /th/, /sh/, /ch/ and /j/
 - Speech is fully understood by unfamiliar adults, although a small number of speech sound immaturities may remain (age appropriate).



present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Personal, Social & Emotional Development: Building Relationships

Age Phase Observation Checkpoints - Development Matters	Descriptors of 'typical' development / Developmental milestones (Early Support materials)	Small Steps
<p style="text-align: center;">0-3 months</p> <p style="text-align: center;">Development Matters: 0-3 Years</p> <p style="text-align: center;">Birth to 5 Matters: Range 1</p>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> • Responds to calming input, for example, patting, rocking, wrapping and cuddling • Cries to express needs, for example, when hungry, or in discomfort • Trying to attract attention e.g. crying and settling when picked up • Cooing and gurgling when happy and comfortable <p>Attachments & friendships:</p> <ul style="list-style-type: none"> • Alerting/showing awareness when talked to • Relaxing when held • Looks intently at faces nearby • Holds eye contact briefly (5 seconds or more) • Maintains eye contact during interactions with a familiar person • Gazes for a long time at your face, especially when feeding • Smiles or quietens to familiar voice/ face • Smiles or makes sounds in response to eye-contact • Uses sounds – for example, gurgling and cooing to communicate when relaxed • Enjoying cuddles from parent e.g. snuggling in • Adjusting body to other person's movements • Makes sounds and movements to initiate interaction with another person • Shows no anxiety in mother's/carer's absence • Smiles or quietens to familiar voice/ face <p>Cooperation/Sharing & turn taking:</p>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> • Reacts to auditory stimuli e.g. startles to loud or sudden noise • Reacts to visual stimuli e.g. pupils react to light, blinks when object approaches face (defensive blink) • Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth • Responds to a range of auditory/visual/tactual stimuli e.g. stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. • Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow, movement of lips, changing in sucking patterns, change in breathing patterns, cooing sounds, smile etc. • Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries • Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs <p>Attachments & friendships:</p> <ul style="list-style-type: none"> • Makes own sounds when familiar carers are near • Tolerates close proximity of familiar carer • Tolerates being cuddled by familiar carer • Tolerates being spoken to by familiar carer

	<ul style="list-style-type: none"> • Responds to touch 'games' (e.g. stroking tummy/feet, tickling, kissing, blowing on tummy etc.) by stilling, smiling, gazing or waving arms and legs etc. • Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements 	<ul style="list-style-type: none"> • Makes fleeting eye-contact
<p>3-6 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> • Likes cuddles and being held – for example, calms, snuggles in smiles, gazes at carer's face or strokes carer's skin • Showing delight e.g. laughing and chuckling • Shows distress at being left alone • Is wary of new people and events • Beginning to indicate wants action to stop e.g. turning body away • Beginning to indicate wants action repeating e.g. bouncing or rocking to start game again <p>Attachments & friendships:</p> <ul style="list-style-type: none"> • Preferring to be handled by particular people • Smiles at image of self in mirror; shows a developing understanding and awareness of themselves • Responds differently to certain voice patterns (intonation) particularly if accompanied by facial expression e.g. warnings, anger, friendly tones and expressions and songs • Cooing and gurgling when happy and comfortable • Uses attention-getting gestures and eye contact/facial expression to make contact with people and to keep their attention 	<p>Own & other's needs:</p> <ul style="list-style-type: none"> • Deliberately maintains or brakes eye-contact within a child-adult interaction <p>Attachments & friendships:</p> <ul style="list-style-type: none"> • Looks towards where parent /carer is looking when prompted with gesture and/or voice • May seem oblivious to efforts of carer to engage them in interaction when deeply focused on exploring toy/object <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> • Joins in with rocking and rolling games holding adult's hands e.g. 'Row, Row, Row the boat' etc. • Imitates clapping
<p>6-9 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> • Communicates friendliness or annoyance through vocalisation • Uses voice or gesture to attract attention <p>Attachments & friendships:</p> <ul style="list-style-type: none"> • 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 • Shows attachment to special people – for example by being distressed when they are separated, staying close and showing affection 	<p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> • Shows consistent anticipation (e.g. stills, smiles, moves body etc.) of play/interactions such as lap games, tickle games etc.

<p>Around 7 months, does the baby respond to their name and respond to the emotions in your voice?</p>	<ul style="list-style-type: none"> Imitates actions s/he sees performed by others that are already in his/her repertoire (e.g. if she/he knows how to bang hands on the table, he/she will copy another person doing this) Laughs with favourite people Laughs during games Shows awareness of other children (e.g. watching and smiling or moving closer to them) Growing awareness of separateness from other objects around them <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Shows excitement in turn taking games such as peek-a-boo – for example, clasps hands together as their turn gets closer Takes turns in interactions with others; quietens when other person talks Shows delight at active play (e.g. rough and tumble, tickling) 	
<p>9-12 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p> <p>Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?</p>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> 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 Points to draw other people's attention to things of interest Seeking attention for self e.g. physical approach towards parent, 'calling' – shouts, listens and shouts again, tugging clothes 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 Explores new toys and environments but looks back to you regularly to 'check in' <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Builds relationships with special people – for example, by showing affection or holding your attention by vocalising Preferring to be with familiar people Hugging and kissing familiar people/showing affection Clings to special person and hides face when feeling scared or overwhelmed Showing wariness of strangers e.g. reacts negatively to being lifted by a stranger or to stranger's voice Shows interest in other children e.g. stilling and listening, vocalising or approaching 	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Begins to recognise key words/signs related to care giving routines and anticipates the care giving routine when hears the word/sees the sign e.g. hears 'nappy' and knows it is time for nappy change, sees sign for food and knows it is time for snack etc. Shows consistent anticipation (e.g. stills, smiles, moves body etc.) of play/interactions such as lap games, tickle games etc. <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Offers food to familiar people Accepting hugs and kisses from familiar people Becoming more aware of the presence of strangers Waves bye-bye in imitation of adult <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Beginning to hold a toy up to show an adult Imitates adults' actions to play with toys in a variety of ways e.g. shaking, banging Cooperate in social games e.g. pulling cloth off face, holding out hand for 'round and round the garden', opening/closing hands for 'twinkle, twinkle little star'

	<ul style="list-style-type: none"> Beginning to wave 'bye-bye' when another person says 'bye-bye' <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Starting off a social game e.g. pulling cloth off face, holding out hand for 'round and round the garden', opening/closing hands for 'twinkle, twinkle little star' Can play by focusing his/her attention on the same toy as another child at the same time 	
<p>12-15 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 2</p>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Beginning to indicate when hungry or thirsty e.g. finds cup, goes to fridge or highchair Recognises favourite toys, games and activities – for example, sees character in favourite book and brings same toy for you to play with Points to desired objects out of reach to request them <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Shows interest in activities of others Initiates interaction with other children Waves 'bye-bye' spontaneously Laughs at discrepancies (e.g. putting shoe on head) Responding positively to praise and positive attention <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Gives toy to adult when asked Becoming aware that actions can affect others e.g. pulling hair or pushing upsets another person Sometimes offers a toy spontaneously Uses other person to help achieve a goal, for example (e.g. get an object out of reach or activate a wind-up toy) 	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Moves self away when a group of children gets 'too big' Begins to indicate needs and wants to familiar carer e.g. using eye gaze/vocalisations/gestures/pointing <p>Attachments & friendship:</p> <ul style="list-style-type: none"> Shows awareness of the approach of another child e.g. stilling, glancing, turning body etc. Responds positively when another child approaches e.g. looks up, holds brief eye-contact, smiles etc. <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Tolerates an adult being nearby and copying their play/sounds etc. Notices adults playing alongside and may, on occasion, have regard for some of their actions/sounds etc. Tolerates an adult having a 'turn' with the adult's own toy e.g. pushing own train on same track as child Tolerates an adult taking a brief turn with their toy before handing it back e.g. adult pushing child's train on same track Allows an adult to change an aspect of play Copies an adult's change of play
<p>15-18 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 matters:</p>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Hands a toy to an adult for assistance, when unable to get it to work and sees an adult as someone who can help <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Continuing to show strong attachment to parent and familiar care giver e.g. reacts to separation or clinging when tired or fearful 	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> Offers a toy to an adult Plays alone (solitary play) Tolerates other children alongside May allow less-familiar adults initiate familiar social games Allows an adult to join in with their play for short periods

<p>Range 2</p> <p>Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?</p>	<ul style="list-style-type: none"> Developing a secure relationship with another caregiver e.g. familiar nursery key worker, childminder Showing anxiety if left alone with strangers Plays happily alone but near familiar adult Uses parent as secure base from which to explore independently in new environments (e.g. ventures away from parent to play and interact with others, but returns for a cuddle if become anxious) Watches the emotional reactions of parent /carer and uses them as a guide in new situations (e.g. watches parents face before approaching strange dog, or climbing steps on slide and stops if parents looks anxious) <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Participating actively in familiar social games e.g. may initiate or start repeat of game and perform some actions or phrases Plays 'ready steady go' or '1, 2, 3, go' games, listening and waiting or sometimes imitating alongside speaker Will pause and wait for turn in play with others support 	<ul style="list-style-type: none"> Occasionally, copies familiar actions modelled by an adult playing alongside and intentionally attempting to get child's attention May allow less-familiar adults to join in with play Beginning to comply with some adult requests some of the time. <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Beginning to take part in a short simple game – rolling a ball back and forth, pushing a car – when supported by an adult. May take turns but not really understanding the idea of sharing, whether that's toys or adult attention.
<p>18-21 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Searching out adult when distressed Responds to others' pleasure and distress; shows empathy Alternates between clinging and resistance to familiar adult Clings for affection when tired or afraid Understands that carer is cross when says 'no' in a cross voice Finding it difficult to share parents' attention e.g. when parent is holding and talking to another child <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Says 'hello' or 'hi' in greeting when prompted Says 'please' or 'ta'/'thank you' when prompted Calling family members by name e.g. brothers and sisters or grandparents <p>Cooperating/Sharing & turn taking:</p> <ul style="list-style-type: none"> Waits for 'go' signal in 'ready steady go' games Follows directions during play (e.g. 'feed teddy') Will pause and wait for turn in play with others support Spends time in groups of other children engaging in own play, but watching the other children (onlooker/spectator play) Starts to share and 'give and take' 	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> With prompting, sometimes uses social greetings/niceties – hi, bye, ta Knows other familiar adults and begins to use names <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> In play with an adult, actively moves attention between an adult and an object (coordinated joint attention) Likes to share books with an adult

<p style="text-align: center;">21-24 months</p> <p style="text-align: center;">Development Matters: 0-3 Years</p> <p style="text-align: center;">Birth-5 Matters: Range 3</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; background-color: #008080; color: white; margin: 10px auto; width: 80%;"> <p>Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat,</p> </div>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Choosing/requesting favourite foods <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Continuing to need reassurance and staged separation to settle in new environment Responds positively to a variety of familiar adults Conscious of adult approval/disapproval for his/her actions (e.g. looks guilty if 'caught in the act') Demonstrates concern for others when they are upset (e.g. offers favourite toy, pats arm or back, offers cuddle etc.) <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Actively draws others in to social interaction Plays alongside other children and occasionally allows them into play (e.g. hands toy to them) (parallel play) 	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> Sustains interactions with familiar adult e.g., through facial expression/gesture/vocalisations Sustains interactions with children e.g., through facial expression/gesture/vocalisations Begins to show something that they have made/done to a familiar adult Recognises key adults in photos <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> With support from an adult to model behaviour/actions or words/signs/gestures, begins to draw others in to social interaction When prompted by an adult (e.g. physically) will offer an item to an adult in play When prompted by an adult (e.g. physically) will offer an item to another child in play Begins to cooperate in play with others
<p style="text-align: center;">24-30 months</p> <p style="text-align: center;">Development Matters: 0-3 Years</p> <p style="text-align: center;">Birth-5 Matters: Range 4</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; background-color: #008080; color: white; margin: 10px auto; width: 80%;"> <p>Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?</p> </div>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Becoming more able to express their wishes and intentions through language e.g. 'nowant bath', 'nogo bed') Becoming more amenable to adult participation and direction Uses others as sources of information by asking questions <p>Attachments & friendships:</p> <ul style="list-style-type: none"> 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 Shy with strangers, especially adults - may hide against a more familiar adult when introduced Is curious about others and will modify behaviour to fit in with what others are doing (e.g. removing shoes and socks before going on slide after seeing others doing this) May say 'hi'/'hello', 'bye', 'please' or 'thank you'/'ta' unprompted Understanding has to say 'please' before being given an object Identifies self with children of same age and sex <p>Cooperating/Sharing & turn taking:</p> <ul style="list-style-type: none"> Engaging in more extended joint play with parents involving turn taking and objects 	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> Approaches an adult to initiate interaction/play Approaches another child to initiate interaction/play Begins to favour certain children Notices the behaviour of others <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Chooses to play in preferred areas/with preferred toys/resources independently Will explore all areas of provision and engage with resources when supported by an adult Beginning to develop short sequences in role play e.g. feeding doll and putting doll to bed Acts out familiar scenarios using objects symbolically e.g. puts mud on a plate and presents it as food (symbolic play) Begins to adopt roles in play Allows other children to join in with their play for short periods when supported by an adult Joins play with one other

	<ul style="list-style-type: none"> Engaging in simple interactive play e.g. rough and tumble, running and chasing, singing) with familiar child e.g. sibling Includes other children in their play sequences and may talk to them as does so (e.g. gives child a cup to drink from) Creates imaginary objects, characters and scenes in play (e.g. talks to an imaginary shopper as if s/he is the shop assistant) Waiting when told 'just a minute' Becoming more compliant with adult requests and amenable to family rules (fewer tantrums) Understands simple explanations and reasons given by others Understands 'if...then' logic (e.g. If I stand on a chair, then I can reach the toy, If I eat my sandwich, then I can have some chocolate pudding etc.) 	
<p>30-36 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p> <p>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p> <p>Can the child settle to some</p>	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> Likes to sit, have a cuddle and share events of the day with a familiar adult Seeks out others to share experiences May form special friendship with one child Beginning to understand their actions affect others e.g. may cuddle or comfort child (with adult prompting) if they know they have upset them Is conscious of and curious about sex differences Knows whether someone is a boy or girl – but might still be getting them (he/she) confused <p>Cooperating/Sharing & taking turns</p> <ul style="list-style-type: none"> Participates and helps with familiar routines with help from adults – for example, dusting, setting table or putting toys away Gets satisfaction from doing things with other people Strong sense of ownership of toys, but will share at times Understands s/he has to share (e.g. toys) but might not always be willing to do so Plays well with 2-3 children in a group Generally, more cooperative and amenable to rules and routines, has fewer tantrums Understands consequences of own actions (e.g. if I throw the toys, Mum takes them away) Engages in imaginative play and role play based on own experiences – for example, 'driving a car' (imaginative play) 	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> Talks about 'friends' and being/not being friends Begins to form a friendship with another child Begins to notice similarities and differences between themselves and others Watches unfamiliar adults in familiar settings, makes eye-contact with them from a distance. <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Attempts to join others in their play if it is of interest Successfully joins others in play which is of interest to them Modifies play, with adult support, to fit in with what others are doing Shares play experiences with a more competent friend for short periods Adopts roles with another e.g. parent and child Joins in with small group games with adult support With support from an adult can engage in adult led activities for up to 3 minutes

	<ul style="list-style-type: none"> Enjoys playing with small world models such as a farm, garage, or a train track 	
<p>36-42 months</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Can sometimes be stubborn or negative and react badly to frustration Talks about own life and favourite things <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Regularly uses adults as source of knowledge, comfort and shared activities <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Enjoys responsibility of carrying out small tasks such as carrying a bag back from the shops Builds stories around toys – for example, farm animals climbing on an armchair 'cliff' and having to be rescued Joins in make believe play with other children 	<p>Attachments & friendships:</p> <ul style="list-style-type: none"> Approaches unfamiliar adults in familiar settings and initiates interaction with them e.g. by looking at them, showing/offering something etc. Initiates conversation with unfamiliar people through use of questions e.g. 'who are you?' Maintains conversation with unfamiliar people through use of questions e.g. 'I've got a dog at home, have you got a dog? My dog is called.....' May gravitate towards younger children if they are better matched in relation to one or more areas of development e.g. communication, attention, play skills Joins in more effectively during outside play – simple interactive games with reduced language demands e.g. chase Uses language to sustain a friendship with another child
<p>42 months +</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p>	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Can express wishes and needs clearly and understands when these are not immediately met Can describe self in positive terms and talk about own strengths and weaknesses Has an awareness and pride in self as having own identity and abilities and welcomes praise Understands that people have different needs, views cultures, beliefs which need to be treated with respect Understands that they can expect others to treat their needs, views, cultures and beliefs with respect <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Is confident and skilled in seeking comfort, reassurance and help from special people <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> Is more outgoing towards strangers and more confident in new social situations – for example, in playgroup although may be anxious at first 	<p>Own & other's needs:</p> <ul style="list-style-type: none"> Beginning to understand that people have different needs and views <p>Attachments & friendships:</p> <ul style="list-style-type: none"> Chooses own friends Differentiates between friends and others Beginning to know and understand what makes a friend <p>Cooperating/Sharing & taking turns:</p> <ul style="list-style-type: none"> With support from an adult will participate in a group task (e.g. contribute to a group model/painting etc.) Can complete a simple turn taking game as part of a group of 4-6 children when supported by an adult Plays cooperatively with a group of other children Plays in a medium sized group (4-6 children) Can complete a simple turn taking game as part of a group of 6+ children when supported by an adult Plays in a larger group (6+ children) Plays a range of turn taking and sharing games independently with peers

<p>Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example?</p> <p>Can the child generally negotiate solutions to conflicts in their play?</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> • Enjoys and joins in with shared play appropriately – for example, turn-taking and sharing (cooperative play) • Understands and follows agreed values when in group situations with adults and children • Often actively seeks sharing and fairness • Beginning to use language for pretending and organising play – for example 'you be the mummy and I'll be the baby' 	<ul style="list-style-type: none"> • Can play cooperatively without adult intervention most of the time • May have disagreements and 'fall out' with play mates • Uses different strategies such as seeking out an adult or using language to resolve conflicts • Notices the behaviour of others and points this out to adults e.g. 's/he's not tidying up' • Understands need to use words to 'argue' with others
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Personal, Social & Emotional Development: Self-regulation

Age Phase Observation Checkpoints - Development Matters	Descriptors of 'typical' development / Developmental milestones (Early Support materials)	Small Steps
<p>0-3 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Relaxing when held • Responds to calming input, for example, patting, rocking, wrapping and cuddling • Smiles or quietyens to familiar voice/ face • Sucks on hands, clothes, or pacifier to calm self • Maybe soothed by particular music or songs • Stops crying when picked up • Cries to express needs, for example, when hungry, or in discomfort • Responds to calming input, for example, patting, rocking, wrapping and cuddling • Cries at angry voices • Cries at angry faces • Shows no anxiety at mother's/carer's absence • Laughs to express pleasure <p>Achieving goals:</p> <ul style="list-style-type: none"> • Makes sounds and movements to initiate interaction with another person • Trying to attract attention e.g. crying and settling when picked up <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Smiles or makes sounds in response to eye-contact • Adjusting body to other person's movements 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Reacts to auditory stimuli e.g. startles to loud or sudden noise • Reacts to visual stimuli e.g. pupils react to light, blinks when object approaches face (defensive blink) • Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth • Watches faces intently • Maintains eye contact for brief periods • Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries • Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs <p>Achieving goals:</p> <ul style="list-style-type: none"> • Indicates e.g. through reaching up to adult that wants to be picked up • Uses facial expression or gesture to prompt an adult to continue with activity <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Maintains eye contact for more sustained periods • Shows anticipation of actions as part of a consistent care giving routines (e.g. stills, vocalises, moves limbs, smiles etc. as adult begins to undertake an action such as lifting limbs when changing nappy or dressing)

<p>3-6 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Likes cuddles and being held – for example, calms, snuggles in smiles, gazes at carer's face or strokes carer's skin • Responds differently to certain voice patterns (intonation) particularly if accompanied by facial expression e.g. warnings, anger, friendly tones and expressions and songs • Cooing and gurgling when happy and comfortable • Showing delight e.g. laughing and chuckling • Protesting if restrained e.g. makes body stiff and vocalises when protesting • Showing greater range of feelings e.g. delight, distress, excitement • Shows more feelings like fear or disgust • Shows anger and frustration more • Gets upset if toy is taken away • Shows distress at being left alone • Is wary of new people and events <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Aware of events in his/her environment (e.g. searches with eyes when hears familiar person come into the room) • Looks puzzled or changes behaviour when hears something new, different or unexpected 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Tolerates being held by a range of people • Shows a positive response to being handled by a familiar person • Enjoys being lifted/swung for play <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Responds to self & others in mirror • Shows interest in new objects
<p>6-9 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p> <p>Around 7 months, does the baby respond to their name and respond to the emotions in your voice?</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Communicates friendliness or annoyance through vocalisation • Shows more differentiated feelings and emotions, for example, joy, fear, anger or surprise <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Stops what they are doing when hears 'No' 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Enjoys simple interactive games e.g. peek-a-boo <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Beginning to react when hears 'no' e.g. stilling briefly

<p>9-12 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p> <p>Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Expressing frustration and protesting if wishes are thwarted e.g. restrained from banging table Making clear protests e.g. making body stiff and vocalising Showing distress at removal of something enjoyable e.g. a particular toy <p>Achieving goals:</p> <ul style="list-style-type: none"> Seeking attention for self e.g. physical approach towards parent, 'calling' – shouts, listens and shouts again, tugging clothes <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> 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 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Understands that if carer leaves for a short while she/he will return again Has preferred toys <p>Achieving goals:</p> <ul style="list-style-type: none"> Indicates a choice by eye gaze/gesture/vocalisation when offered two familiar toys/ activities <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Begins to recognise key words/signs related to care giving routines and anticipates the care giving routine when hears the word/sees the sign e.g. hears 'nappy' and knows it is time for nappy change, sees sign for food and knows it is time for snack etc.
<p>12-15 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 2</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Beginning to show defiance e.g. moves away when asked to 'come here' Becoming more resistant to being guided or helped Increasing tantrums if frustrated or actions are thwarted Takes favourite comfort toy or other object with them when has a nap Uses comfort toy or object to calm self when in an unfamiliar environment Defending own possession or toy and getting upset if someone tries to remove it Becoming aware that actions can affect others e.g. pulling hair or pushing upsets another person <p>Achieving goals:</p> <ul style="list-style-type: none"> Clapping hands to express delight about what they have done Seeking to be the centre of attention e.g. repeating a sound or action to make adult's laugh <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Looks at an object and then back to adult to direct adult attention to it Gives toy to adult when asked 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Stops what doing when hears 'No', looks towards adult and then resumes action <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Allows adult to take toy they have when the adult reaches for it Repeats an activity for an adult on request

	<ul style="list-style-type: none"> • Responding positively to praise and positive attention • Becoming aware that actions can affect others e.g. pulling hair or pushing upsets another person 	
<p>15-18 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 matters: Range 2</p> <p>Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Watches the emotional reactions of parent /carer and uses them as a guide in new situations (e.g. watches parents face before approaching strange dog, or climbing steps on slide and stops if parents looks anxious) • Uses parent as secure base from which to explore independently in new environments (e.g. ventures away from parent to play and interact with others, but returns for a cuddle if become anxious) • Plays happily alone but near familiar adult • Responds to small number of boundaries with encouragement and support • Shows signs of jealousy • Shows defiance <p>Achieving goals:</p> <ul style="list-style-type: none"> • Shows pride and pleasure in new accomplishments • Expressing intentions in word or gestures – e.g. wanting to go in to the garden or choosing which game they would like to play <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Copies things he/she sees and hears others doing around him/her (e.g. phrases, parts of games and actions) • Joins in simple routines spontaneously • Understands and follows simple instructions in context such as 'Give me the ball' or 'Kiss daddy night-night' • Plays 'ready steady go' or '1, 2, 3, go' games, listening and waiting or sometimes imitating alongside speaker 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Beginning to recognise the expressions of others as indicators of emotions <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Beginning to comply with some adult requests some of the time • Responds to simple boundary instructions (e.g. stop, wait, no) when supported with physical, gestural or visual prompts • Beginning to understand 'wait' when supported by an adult through physical, gestural or visual prompts • Beginning to take part in a short simple game – rolling a ball back and forth, pushing a car – when supported by an adult
<p>18-21 months</p> <p>Development Matters: 0-3 Years</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Continues to be resistant to being guided or helped • Searching out adult when distressed • Shows embarrassment • Responds to others' pleasure and distress; shows empathy. • Alternates between clinging and resistance to familiar adult 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Expresses a range of emotions as appropriate to a situation • May need support from an adult to calm when upset/frustrated • May need time alone to calm when upset/frustrated

<p>Birth-5 Matters: Range 3</p>	<ul style="list-style-type: none"> Clings for affection when tired or afraid May intentionally hurt another person if angry (e.g. may hit another child if they take a toy away) Understands that carer is cross when says 'no' in a cross voice Finding it difficult to share parents attention e.g. when parent is holding and talking to another child Continues to be possessive about own toys and defends these Continuing to show frustration and anger which can become temper tantrums – especially when thwarted or not able to communicate what they want <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Recognises self in mirror or photo (e.g. 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) Waits for 'go' signal in 'ready steady go' games Follows directions during play (e.g. 'feed teddy') 	<ul style="list-style-type: none"> Sees familiar items and recognises them as theirs, even if they actually are not <p>Achieving goals:</p> <ul style="list-style-type: none"> Completes simple, short, preferred activities/tasks With support from an adult may be encouraged to participate in other (non-preferred) activities and tasks <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Begins to accept simple boundary instructions such as stop, wait
<p>21-24 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Understands causes of some feelings (e.g. feel sad because a toy is broken) Demonstrates concern for others when they are upset (e.g. offers favourite toy, pats arm or back, offers cuddle etc.) Conscious of adult approval/disapproval for his/her actions (e.g. looks guilty if 'caught in the act') <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Plays alongside other children and occasionally allows them into play (e.g. hands toy to them) 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Uses gestures/pictures/words/signs/symbols to express own feelings Points at simple, clear pictures of expressions; identifying sad/happy when asked After taking it from them, gives a toy back to a peer when directed by an adult <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Plays in parallel – plays happily alongside other children but not with them
<p>24-30 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters:</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Prefers familiar routines to stay the same. May object to major changes in routine Beginning to talk about the behaviour and intentions of others Is curious about others and will modify behaviour to fit in with what others are doing (e.g. removing shoes and socks before going on slide after seeing others doing this) 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Accepts small changes to familiar routines with support from an adult Accepts small changes to familiar routines e.g. has snack but not at the table without support Accepts multiple changes to familiar routines with support from an adult <p>Achieving goals:</p>

<p>Range 4</p>	<ul style="list-style-type: none"> Beginning to use 'metal state' words to communicate about feelings e.g. 'happy', 'sad', 'cross', 'hurt' <p>Achieving goals:</p> <ul style="list-style-type: none"> Becoming more able to express their wishes and intentions through language e.g. 'nowant bath', 'nogo bed' Waiting when told 'just a minute' <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Becoming more amenable to adult participation and direction Engaging in more extended joint play with parents involving turn taking and objects Becoming more compliant with adult requests and amenable to family rules (fewer tantrums) Understands simple explanations and reasons given by others Understands 'if...then' logic (e.g. If I stand on a chair, then I can reach the toy, If I eat my sandwich, then I can have some chocolate pudding etc.) 	<ul style="list-style-type: none"> With support from an adult, can defer achieving a goal for a short time e.g. can wait for a few seconds With support from an adult, can defer achieving a goal for a short time e.g. ..first, then... (when the first task is short) <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Can complete a simple short turn taking activity with an adult 1-2 turns each Responds to prompts such as 'one more' to extend the play Can play simple turn taking games with an adult for 2-3 turns each Can play more complex turn taking games with an adult for two or three turns each Can play a simple turn taking game with an adult for several turns each Attends to adult led activity for 2 minutes Attends to adult led activity for 2-5 minutes with prompts to refocus and support to stay on task
<p>30-36 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p> <p>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p> <p>Can the child settle to some activities for a while?</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> Strong sense of ownership of toys, but will share at times Able to share and take turns to some extent, but also selfish at times Understands s/he has to share (e.g. toys) but might not always be willing to do so Beginning to understand their actions affect others e.g. may cuddle or comfort child (with adult prompting) if they know they have upset them Gives reasons for own actions <p>Achieving goals:</p> <ul style="list-style-type: none"> Knows cannot always have what they want they want it <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Knows when to and begins to wait while others are talking, i.e. can control the urge to butt in Being able to sit at table and concentrate on independent task for few minutes Being able to sit at a small table and engage in adult led activity for 5-10 minutes 	<p>Feelings and behaviour:</p> <ul style="list-style-type: none"> Behaviour is generally more amenable Can share and take turns with others when supported by an adult e.g. to hand over a toy, to wait, to ask for their turn etc. Passes extra pieces of equipment to peers to enable them to complete a task may give up their equipment if encouraged by an adult <p>Achieving goals:</p> <ul style="list-style-type: none"> Can defer achieving a goal/getting what they want for a short time e.g. ..first, then... when there are minutes between Accepts being told 'no' and not being able to have what they want <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> Seeks out preferred peers for play Joins in with small group games with adult support

<p>36-42 months</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Can sometimes be stubborn or negative and react badly to frustration <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Notices what adults do, copying what is observed and then doing it when the adult is not there • Shows awareness of danger – for example is careful on playground equipment 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Accepts changes to familiar routines when detailed on a visual timetable • May gravitate towards younger children if they are better matched in relation to one or more areas of development e.g. communication, attention, play skills <p>Achieving goals:</p> <ul style="list-style-type: none"> • Can defer achieving a goal/getting what they want for increasing periods of time e.g. later in the day <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Engages with the environment and provision and can easily become absorbed in a wide range of activities/areas of play
<p>42 months +</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p> <p>Can the child generally negotiate solutions to conflicts in their play?</p> <p>ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when</p>	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Can describe self in positive terms and talk about own strengths and weaknesses • Often actively seeks sharing and fairness • Is confident and skilled in seeking comfort, reassurance and help from special people • Is more outgoing towards strangers and more confident in new social situations – for example, in playgroup although may be anxious at first <p>Achieving goals:</p> <ul style="list-style-type: none"> • Can express wishes and needs clearly and understands when these are not immediately met • Makes short-term future plans <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Concentrates and listens for more than 10 minutes in adult-led activities that they enjoy • Understands and follows agreed values when in group situations with adults and children 	<p>Feelings & behaviour:</p> <ul style="list-style-type: none"> • Likes to be with other children • Can be protective of younger children • Accepts an adult refusing a request for an item or toy • Apologises when prompted e.g. says sorry to a peer or adult <p>Achieving goals:</p> <ul style="list-style-type: none"> • Can wait for increasing periods of time • Can wait for increasing numbers of turns each in a small group or increasing numbers of children to have a single turn • Can defer achieving a goal/getting what they want for increasing periods of time e.g. the next day • Short term plans include two elements e.g. first, then • Short term plans include three elements e.g. first, then, next • Short term plans include future days e.g. tomorrow <p>Paying attention/Following direction:</p> <ul style="list-style-type: none"> • Concentrates for increasing periods on non-preferred adult led activities



<p>engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>		
------------------------------------------------------------------------------------------------------------	--	--

Personal, Social & Emotional Development: Managing Self

Age Phase Observation Checkpoints - Development Matters	Descriptors of 'typical' development / Developmental milestones (Early Support materials)	Small Steps
<p style="text-align: center;">0-3 months</p> <p style="text-align: center;">Development Matters: 0-3 Years</p> <p style="text-align: center;">Birth to 5 Matters: Range 1</p>	<p>Engagement:</p> <ul style="list-style-type: none"> • Alerting/showing awareness when talked to • Shows interest in new experiences – for example, when you show a new toy • Responding to different sensations/textures on body e.g. stills or become more active in response to different sensations • Becoming aware of hands e.g. noticing that bells on wrist bracelet jingle when hands move or watching hands • Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands • Becoming aware of and fingering objects in their daily experience e.g. parents' body, mother's bangles, milk bottle, soft rattle • Shows interest in new experiences for example, when you show a new toy • Moves hanging rattle or soft toy accidentally while moving arms or legs • Repeats actions that have an effect – for example, kicking or batting a mobile to create movement, shaking a rattle so it makes a sound 	<p>Engagement:</p> <ul style="list-style-type: none"> • Reacts to auditory stimuli e.g. startles to loud or sudden noise • Reacts to visual stimuli e.g. pupils react to light, blinks when object approaches face (defensive blink) • Reacts to tactile stimuli e.g. turns head when cheek is touched near mouth • Responds to a range of auditory/visual/tactual stimuli e.g. stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. • Responds positively to touch/voice of familiar person e.g. stilling, eyes widen, limbs move or slow, movement of lips, changing in sucking patterns, change in breathing patterns, cooing sounds, smile etc. • Reaches out and 'finds' toys which are activated by accident e.g. makes a bell ring by accidentally hitting it as moves arms/legs • Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries • Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g. eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs • Uses facial expression or gesture to prompt an adult to continue with activity

<p>3-6 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Aware of events in his/her environment (e.g. searches with eyes when hears familiar person come into the room) Looks puzzled or changes behaviour when hears something new, different or unexpected Listening to own voice e.g. 'ba' and repeats Persistently and deliberately reaches out for toys Bring toys to mouth for exploration Using body to produce a sound e.g. banging on table with hands or banging feet on floor <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> Gets upset if toy is taken away Shows anger if physically restrained (e.g. cries when held still) 	<p>Engagement:</p> <ul style="list-style-type: none"> Deliberately maintains or breaks eye-contact within a child-adult interaction Shows interest in new objects May seem oblivious to efforts of carer to engage them in interaction when deeply focused on exploring toy/object
<p>6-9 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Demonstrates motivation and curiosity when exploring a new and interesting object Imitates actions s/he sees performed by others that are already in his/her repertoire (e.g. if she/he knows how to bang hands on the table, he/she will copy another person doing this) <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> Stops what they are doing when hears 'No' 	<p>Engagement:</p> <ul style="list-style-type: none"> Prefers familiar objects Shows interest in new objects when presented enthusiastically by an adult Has regard for new objects <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> Responds to familiar sounds/vocalisations used by adult to indicate 'no'/'stop' e.g. 'ah-ah-ah', 'nah-nah-nah' Beginning to react when hears 'no' e.g. stilling briefly
<p>9-12 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Actively explores objects using different senses – for example, links together different ways of handling objects; shaking, hitting, looking, feeling, tasking, mouthing, pulling, turning and poking Explores new objects in an orderly way to investigate cause and effect – for example, can pull a string to get the connected toy Can play by focusing his/her attention on the same toy as another child at the same time 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 <p>Expectations/Rules & boundaries:</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Tolerates assistance (hand under hand, hand over hand, holding a toy etc.) from another person to explore toys and resources in different ways Actively explores objects when prompted by an adult modelling different ways of handling them Imitates adults' actions to play with toys in a variety of ways e.g. shaking, banging Plays with and understands simple cause and effect toys Enjoys container play Has preferred toys

<p>Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?</p>	<ul style="list-style-type: none"> Expressing frustration and protesting if wishes are thwarted e.g. restrained from banging table 	
<p>12-15 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 2</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Clapping hands to express delight about what they have done Finding objects that are hidden e.g. under a cloth Searching and finding something that has rolled out of reach Persisting with an action or remembering what to do again after a wait e.g. turning a roller and waiting until tune is finished before rolling again or opening the lid of a music box to start the music Play demonstrates understanding of use of objects – may put telephone to ear, turn pages of a book, stir a spoon in a cup, attempt to place pieces in a puzzle <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> Gives toy to adult when asked Beginning to show defiance e.g. moves away when asked to 'come here' Becoming more resistant to being guided or helped Becoming increasingly independent and self-directed Increasing tantrums if frustrated or actions are thwarted Defending own possession or toy and getting upset if someone tries to remove it Becoming aware that actions can affect others e.g. pulling hair or pushing upsets another person 	<p>Engagement:</p> <ul style="list-style-type: none"> Imitates the actions of adults in play to use objects functionally e.g. putting phone to ear (functional play) Gives baby or teddy a 'love' <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> Stops what doing when hears 'No', looks towards adult and then resumes action
<p>15-18 months</p> <p>Development Matters: 0-3 Years</p>	<p>Engagement:</p> <ul style="list-style-type: none"> No longer using mouthing to explore objects Is persistent in completing tasks and activities with more than one part (e.g. puzzle, posting etc.) Hands a toy to an adult for assistance, when unable to get it to work and sees an adult as someone who can help 	<p>Engagement:</p> <ul style="list-style-type: none"> Persists with trying to make something work until becomes frustrated Aware when things do not work as they should Rejects offers of help from an adult e.g. says 'no', moves away etc.

<p>Birth-5 matters: Range 2</p> <p>Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?</p>	<ul style="list-style-type: none"> • Watches the emotional reactions of parent /carer and uses them as a guide in new situations (e.g. watches parents face before approaching strange dog, or climbing steps on slide and stops if parents looks anxious) • Plays happily alone but near familiar adult • Shows pride and pleasure in new accomplishments <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> • Joins in simple routines spontaneously • Responds to small number of boundaries with encouragement and support • Remembers where objects belong (e.g. puts toys away in the right place and knows where to find them later) 	<ul style="list-style-type: none"> • Recognises when needs assistance/help • Beginning to seek out another person (stands beside, looks at etc.) when something doesn't work (e.g. toy) • After modelling by an adult will say/sign 'help' (or an appropriate approximation) <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> • Beginning to comply with some adult requests some of the time • Responds to simple boundary instructions (e.g. stop, wait, no) when supported with physical, gestural or visual prompts
<p>18-21 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<p>Engagement:</p> <ul style="list-style-type: none"> • Shows interest in toys with buttons, flaps and simple mechanisms • Imitates everyday actions in pretend play (e.g. brushing doll's hair, making beds, tasting food, cleaning dolls house, getting in the car, shopping) • 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 <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> • Follows directions during play (e.g. 'feed teddy') • Continues to be strongly self-directed • Continues to be resistant to being guided or helped • Continues to be possessive about own toys and defends these 	<p>Engagement:</p> <ul style="list-style-type: none"> • Completes simple, short, preferred activities/tasks • With support from an adult may be encouraged to participate in other (non-preferred) activities and tasks <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> • Sees familiar items and recognises them as theirs, even if they actually are not • Begins to accept simple boundary instructions such as stop, wait • Beginning to understand 'wait' when supported by an adult through physical, gestural or visual prompts
<p>21-24 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<p>Engagement:</p> <ul style="list-style-type: none"> • Shy with strangers, especially adults - may hide against a more familiar adult when introduced • Responds positively to a variety of familiar adults • Continuing to need reassurance and staged separation to settle in new environment • Becoming more able to express their wishes and intentions through language e.g. 'notwant bath', 'nogo bed') 	<p>Engagement:</p> <ul style="list-style-type: none"> • Sustains interactions with familiar adult e.g., through facial expression, gesture and words/signs for increasing periods • Tolerates strangers in a familiar environment when familiar adults are close by • Begins to show something that they have made/done to a familiar adult • Imitates short sequences in role play <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> • Beginning to respond to 'wait' • Beginning to use 'mine'

	<ul style="list-style-type: none"> Makes pretend sequences (e.g. pouring pretend tea, then stirring and drinking; washing then drying a doll; getting in the car and going to work) <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> Becoming more compliant with adult requests and amenable to family rules (fewer tantrums) Choosing/requesting favourite foods Waiting for a little longer when told 'just a minute' 	<ul style="list-style-type: none"> Waiting for very brief periods when supported by an adult
<p>24-30 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Prefers familiar routines to stay the same. May object to major changes in routine Becoming more amenable to adult participation and direction Likes to perform for others 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 Talks aloud to self when playing alone Self-corrects during an activity without adult prompting (e.g. tries to fit a puzzle piece in the wrong space, then changes to the right space) Making choices that involve challenge, when adults ensure their safety <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> Waiting when told 'just a minute' Becoming more compliant with adult requests and amenable to family rules (fewer tantrums) Understands simple explanations and reasons given by others Understands 'if...then' logic (e.g. If I stand on a chair, then I can reach the toy, If I eat my sandwich, then I can have some chocolate pudding etc.) 	<p>Engagement:</p> <ul style="list-style-type: none"> Accepts small changes to familiar routines with support from an adult Accepts small changes to familiar routines e.g. has snack but not at the table without support Accepts multiple changes to familiar routines with support from an adult Makes a choice from a range of different activities Approaches another child to initiate interaction/play <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> With a visual prompt e.g. traffic lights, sand timer can wait for short periods
<p>30-36 months</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Gets satisfaction from doing things with other people Engages in imaginative play and role play based on own experiences – for example, 'driving a car' 	<p>Engagement:</p> <ul style="list-style-type: none"> Sustains interactions with children e.g., through facial expression, gesture and words/signs for increasing periods

<p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p> <p>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p> <p>Can the child settle to some activities for a while?</p>	<ul style="list-style-type: none"> Includes other children in their play sequences and may talk to them as does so (e.g. gives child a cup to drink from) Joins in make believe play with other children Being able to sit at a small table and engage in adult led activity for 5-10 minutes <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> Gives reasons for own actions Knows cannot always have what they want they want it Generally more cooperative and amenable to rules and routines, has fewer tantrums Understands s/he has to share (e.g. toys) but might not always be willing to do so Understands consequences of own actions (e.g. if I throw the toys, Mum takes them away) Beginning to understand their actions affect others e.g. may cuddle or comfort child (with adult prompting) if they know they have upset them Understands simple explanations and reasons given by others 	<ul style="list-style-type: none"> Shares new/less familiar play experiences with a more competent friend for short periods Approaches new challenges confident in own ability Persist with an activity even when it is difficult <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> Follows rules by imitating actions of others – being careful in the sand/water/ paint, waiting for others to go down a slide etc. Behaviour is generally more amenable Can share and take turns with others when supported by an adult e.g. to hand over a toy, to wait, to ask for their turn etc
<p>36-42 months</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Notices what adults do, copying what is observed and then doing it when the adult is not there <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> Shows awareness of danger – for example is careful on playground equipment 	<p>Engagement:</p> <ul style="list-style-type: none"> Accepts changes to familiar routines when detailed on a visual timetable Demonstrates a high level of involvement in an activity Concentrates for a sustained period of time on a self-chosen task Engages with the environment and provision and can easily become absorbed in a wide range of activities/areas of play <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none"> Responds to adult prompt to 'be careful'
<p>42 months +</p> <p>Development Matters: 3-4 Years</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Talks about personal intentions, describing what they are trying to do Shows flexibility in trying different ways of tackling problems Enjoys talking about past experiences, the present and future plans 	<p>Engagement:</p> <ul style="list-style-type: none"> In conversation, shares information with adults spontaneously e.g. initiates a conversation about a topic of their interest, changes conversation topic to one of interest to them etc. Accepts adults offering/suggesting/modelling new ways to solve problems



<p>Birth-5 Matters: Range 5</p> <p>ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none">• Often actively seeks sharing and fairness• Understands and follows agreed values when in group situations with adults and children• Is confident and skilled in seeking comfort, reassurance and help from special people• Explains own knowledge and understanding, and asks appropriate questions of others	<ul style="list-style-type: none">• Experiments and tries different approaches to familiar tasks with adult encouragement/prompting <p>Expectations/Rules & boundaries:</p> <ul style="list-style-type: none">• Notices the behaviour of others and points this out to adults e.g. 's/he's not tidying up'• Accepts an adult refusing a request for an item or toy
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Physical Development: Gross Motor Skills

Age Phase Observation Checkpoints - Development Matters	Descriptors of 'typical' development / Developmental milestones (Early Support materials)	Small Steps
<p>0-3 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Touch/Movement:</p> <ul style="list-style-type: none"> Active arms and legs but with arms more active than legs Moves arms and legs and chuckles when played with Kicks legs vigorously, one leg then the other Arm and leg movements become smoother and more continuous, no longer so sudden and jerky <p>Lying:</p> <ul style="list-style-type: none"> Turns head to side when placed on tummy Can lift head when lying on tummy and move it from side to side When lying on tummy, lifts head up in the middle and uses forearms to support Holds head in the middle (not to one side or the other) when lying on back Moves head to look around when lying on back or supported in sitting When lying on back or propped up, moves eyes to follow face or object moving slowly from side to side, close to face <p>Sitting:</p> <ul style="list-style-type: none"> Lagging head when pulled to sit till body vertical, head 'holds' momentarily before falling forwards Able to control head when supported in an upright position: head does not flop forward or backwards Holds head and upper body up by themselves when supported in sitting <p>Standing:</p> <ul style="list-style-type: none"> Presses down feet or straightens body when held standing on hard surface 	<p>Touch/Movement:</p> <ul style="list-style-type: none"> Reacts to tactile stimuli e.g., turns head when cheek is touched near mouth <p>Sitting:</p> <ul style="list-style-type: none"> Holds head briefly when sitting supported at shoulders <p>Other:</p> <ul style="list-style-type: none"> Reacts to auditory stimuli e.g., startles to loud or sudden noise Reacts to visual stimuli e.g., pupils react to light, blinks when object approaches face (defensive blink) Responds to a range of auditory/visual/tactual stimuli e.g., stilling, eyes widen, limbs move or slow, grimace, movement of lips, change in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g., eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g., eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs

<p>3-6 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Touch/Movement:</p> <ul style="list-style-type: none"> • Kicks strongly <p>Lying:</p> <ul style="list-style-type: none"> • When lying on tummy can lift head and chest and support self with straight arms and flat hands • Raises head to look at feet when lying on back • When lying on back, lifts legs into vertical position and grasps feet <p>Sitting:</p> <ul style="list-style-type: none"> • No head lag from four months when pulled to sit and holds head steady for several seconds • Sits with back firm when supported • Sits propped up • Tries to sit up from lying on back when hands are held <p>Rolling:</p> <ul style="list-style-type: none"> • Rolls from side to back • Rolls over from front to back • Rolls over from back to front <p>Crawling:</p> <ul style="list-style-type: none"> • Makes crawling movements with arms and legs when lying on tummy • Puts arms up to be lifted <p>Standing:</p> <ul style="list-style-type: none"> • Takes weight through legs and bounces up and down when held in a standing position 	<p>Touch/Movement:</p> <ul style="list-style-type: none"> • Tolerates being held and moved • Tolerates having positioned changed by adult • Becoming a more active participant in position changes <p>Lying:</p> <ul style="list-style-type: none"> • Touches knees with hands when lying on back <p>Sitting:</p> <ul style="list-style-type: none"> • Sits briefly when propped • Looks around, turns head left and right, when propping self on floor • Enjoys sitting on adult's knee and uses core muscles to support self • Looks around, turning head left and right, when held in sitting • Uses hands to protect self from falling sideways when rocked/tilted off balance
<p>6-9 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Sitting:</p> <ul style="list-style-type: none"> • Sits alone without support and with a straight back • Can lean forward when sitting <p>Crawling/moving:</p> <ul style="list-style-type: none"> • Can move from a sitting position to hands and knees (crawl position) • Crawls, bottom shuffles or rolls continuously to move around <p>Standing</p> <ul style="list-style-type: none"> • Pulls self up to standing but cannot lower self down again (falls backwards with a bump) • Supports whole weight on legs if holding on to support 	<p>Lying:</p> <ul style="list-style-type: none"> • Takes feet to mouth when lying on back <p>Sitting:</p> <ul style="list-style-type: none"> • Sits briefly when unsupported • Sits unsupported for several minutes • Beginning to reach to front, side, back and above when sitting • Using hands, protects self from falling forwards when seated • Using hand, protects self from falling backwards when seated • Joins in with rocking and rolling games holding adult's hands e.g. 'Row, Row, Row the boat' etc. • Turns body sideways while stretching to pick toys from floor <p>Crawling/moving:</p>

		<ul style="list-style-type: none"> • Can maintain four-point crawling position when placed by an adult • Rocks back and forth in a four-point kneeling position • Pushes up on to hands and knees • Crawls backwards • 'Bearwalks' to move around
<p>9-12 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p> <p>At around 12 months, can the baby pull to stand from a sitting position and sit down?</p>	<p>Sitting:</p> <ul style="list-style-type: none"> • Can rise to sitting position from lying down <p>Crawling/moving:</p> <ul style="list-style-type: none"> • Crawls on hands and knees or shuffles on bottom <p>Kneeling/standing:</p> <ul style="list-style-type: none"> • Kneels up against furniture • Pulls self up to standing against furniture and can lower self back down again • Stands by themselves for a few seconds <p>Walking:</p> <ul style="list-style-type: none"> • Walks around furniture lifting one foot and stepping sideways (cruising) • Bends to pick up a toy from the floor when standing up holding onto furniture • Walks with one or both hands held by an adult 	<p>Sitting:</p> <ul style="list-style-type: none"> • Uses hands to support self when leans to side in sitting • Using hands, protects self from falling backwards when seated • Reaches to front, side, back and above when sitting • Sits on a low chair without support when positioned by an adult <p>Crawling/moving:</p> <ul style="list-style-type: none"> • Crawls or bottom shuffles with increasing speed • Rolls on to side from lying and props on flat arm/hand • Pushes through hand/arm to get from propped in side lying to sitting <p>Kneeling/standing:</p> <ul style="list-style-type: none"> • Pulls from sitting to standing when holding an adult's hands • Can adopt high kneeling position and bring one leg up so foot is flat on the floor – as though about to push through and rise to standing • From sitting on an adult's knee on the floor can be supported in to standing by adult rising to high kneeling • Stands briefly leaning trunk against furniture for support • Stands briefly holding on to furniture for support • Briefly stands without holding when supported at the hips by an adult • Uses arms (held high) to maintain balance when standing <p>Walking:</p> <ul style="list-style-type: none"> • Can take a few steps when supported at the hips by adult • Can take a few steps when supported by holding adult's fingers in front of body • Cruises around furniture taking a few steps

<p>12-15 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 2</p>	<p>Standing:</p> <ul style="list-style-type: none"> • Can stand up alone, without holding on to anything • Sits down from standing with a bump <p>Walking:</p> <ul style="list-style-type: none"> • Takes first few steps: feet wide apart, uneven steps, arms raised for balance • Carries large toy or several toys while walking • Pulls toy on string along behind while walking <p>Climbing/Stairs:</p> <ul style="list-style-type: none"> • Crawls upstairs • Comes downstairs backwards on knees (crawling) 	<p>Standing:</p> <ul style="list-style-type: none"> • Rises to standing unaided • Maintains balance without support • Squats briefly as though attempting pick up a toy from floor • Sits down from standing without a bump <p>Walking:</p> <ul style="list-style-type: none"> • Attempts to change direction when cruising around furniture • Steps between furniture (1-3 steps) • Begins to prefer walking to crawling • Pushes a sturdy trolley type toy while walking. • Walks unsteadily may still have quite a few falls • Unaware of obstacles on the floor, often steps on/falls over obstacle • Stops walking by bumping to the floor or using furniture <p>Climbing/Stairs:</p> <ul style="list-style-type: none"> • Crawls backwards to get downstairs • Can step up/down a curb with hand-held <p>Other:</p> <ul style="list-style-type: none"> • Rolls a ball to an adult, without direction or force
<p>15-18 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 matters: Range 2</p>	<p>Sitting:</p> <ul style="list-style-type: none"> • Gets onto child's chair themselves backwards or sideways • Has a wide variety of different ways to sit to play <p>Kneeling/Standing:</p> <ul style="list-style-type: none"> • Kneels upright on flat surface without support <p>Walking/Running:</p> <ul style="list-style-type: none"> • Walks with shorter steps and legs closer together, no longer needs to hold arms up for balance • Runs taking care, some difficulty with avoiding obstacles <p>Climbing/Stairs</p> <ul style="list-style-type: none"> • Starts to climb • Walks upstairs holding hand of adult • Steps backwards downstairs, holding on to each step • Bumps down a few steps on bottom 	<p>Sitting:</p> <ul style="list-style-type: none"> • Can sit in a range of positions – legs to the side (side sitting), legs in front (long sitting) • Slides self backwards/forwards on a chair and adjusts position for comfort • Climbs on to adult chair and can turn self around to sit <p>Kneeling/Standing:</p> <ul style="list-style-type: none"> • Plays in a squatting position for brief periods • Beginning to stand with feet closer together and reach out for objects <p>Waling/Running:</p> <ul style="list-style-type: none"> • 'Bottom shufflers' begin walking, if not already • Walking begins to be the main way to get about • Walks with increasing speed • Becoming more confident and competent changing direction when walking • Can adjust size of steps to negotiate obstacles • Better at negotiating bigger obstacles when walking but can still be unaware of smaller obstacles on the ground

		<p>Climbing/Stairs</p> <ul style="list-style-type: none"> • With hands held, attempts to step up on to stairs – two feet to one step • Climbs on to low step
<p>18-21 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<p>Standing:</p> <ul style="list-style-type: none"> • Squats down to pick up toy from floor <p>Walking/Running:</p> <ul style="list-style-type: none"> • Runs without bumping into obstacles • Beginning to walk cautiously on uneven ground • Taking a step or two backwards • Using walking as preferred method of mobility • Walking independently with feet closer together and with good balance • Can visually scan the environment more quickly so trips over obstacles less often <p>Climbing/Stairs:</p> <ul style="list-style-type: none"> • Climbs onto and down from furniture without help • Walks up and down stairs holding on, putting two feet on each step (with supervision) <p>Other:</p> <ul style="list-style-type: none"> • Throws small ball overhand • 'Walks into' large ball when trying to kick it • Sits on small tricycle, moving it with feet pushing on floor 	<p>Walking/Running:</p> <ul style="list-style-type: none"> • Explores different surfaces, with support and encouragement, when playing outside • Quickly changes direction and speed when walking <p>Other:</p> <ul style="list-style-type: none"> • Beginning to kick a ball with one foot • Enjoys sit and ride outdoor toys and moves them with their feet • 'Scoots' backward on a trike.
<p>21-24 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<p>Standing:</p> <ul style="list-style-type: none"> • Squats with steadiness to rest or play with object on the ground – rise to feet without using hands <p>Walking/Running:</p> <ul style="list-style-type: none"> • Runs safely on whole foot stopping and starting with ease and avoiding obstacles <p>Other:</p> <ul style="list-style-type: none"> • Stands on one foot while kicking ball with other foot. 	<p>Walking/Running:</p> <ul style="list-style-type: none"> • Walks with reciprocal arm movements • Walks more confidently over different surfaces and uneven ground. • Beginning to walk backwards • Beginning to run • Can step up/down a curb independently <p>Jumping:</p> <ul style="list-style-type: none"> • Raises legs and feet to 'jump' but feet do not leave the ground <p>Other:</p> <ul style="list-style-type: none"> • Pushes and pulls large toys to navigate around objects and obstacles.

<p>Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?</p>		<ul style="list-style-type: none"> • Throws ball in to a container • Limited sense of danger
<p>24-30 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p>	<p>Standing:</p> <ul style="list-style-type: none"> • Can stand on tiptoe when holding on to something <p>Walking/Running:</p> <ul style="list-style-type: none"> • Pushes and pulls large toys, has difficulty steering around obstacles <p>Climbing:</p> <ul style="list-style-type: none"> • Climbs confidently – beginning to use climbing equipment <p>Jumping:</p> <ul style="list-style-type: none"> • Jumps with two feet together from floor • Can kick and catch a large ball 	<p>Standing:</p> <ul style="list-style-type: none"> • Stands on one foot with hand-held <p>Walking/Running:</p> <ul style="list-style-type: none"> • Joins in with simple running games e.g., chase/ hide and seek etc. • Navigates a simple obstacle course using whole body, with support from an adult as required • Beginning to 'stop' to avoid collision with a peer when running <p>Jumping:</p> <ul style="list-style-type: none"> • Jumps from the floor, but leaves one foot on the ground • Jumps on the spot with hands held (both feet off the ground) <p>Other:</p> <ul style="list-style-type: none"> • Balances on a low beam, holding an adult's hand • Balances on a low beam independently • Negotiates small outdoor equipment, e.g., a small slide with support from an adult • Can kick a ball when hand is held for balance • Throws a ball overarm
<p>30-36 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p>	<p>Standing:</p> <ul style="list-style-type: none"> • Can stand momentarily on one foot when shown <p>Walking/Running:</p> <ul style="list-style-type: none"> • Negotiates obstacles when running and pushing toys • Walks backwards, forwards and sideways • Walks forward on a straight line • Can walk on tiptoe <p>Climbing/Stairs:</p> <ul style="list-style-type: none"> • Walks upstairs using alternating feet, one foot per steps • Walks downstairs two feet to each step while carrying a toy <p>Jumping:</p> <ul style="list-style-type: none"> • Jumps down a single step 	<p>Standing:</p> <ul style="list-style-type: none"> • Stands on one foot for few seconds when supported with an adult's finger <p>Climbing/Stairs:</p> <ul style="list-style-type: none"> • Walks up and down stairs but holds on for confidence <p>Jumping:</p> <ul style="list-style-type: none"> • Jump down a step with hands held • Jumps down a single step, one foot then the other <p>Other:</p> <ul style="list-style-type: none"> • Kicks a ball with some direction and force • Catches a large ball

<p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</p>	<ul style="list-style-type: none"> Rides tricycle using pedals Kicks ball forcibly 	
<p>36-42 months</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p> <p>Look out for children who find it difficult to sit comfortably on chairs.</p>	<p>Jumping:</p> <ul style="list-style-type: none"> Can jump forward about 60cm (2 feet) 	<p>Standing:</p> <ul style="list-style-type: none"> Can stand on one foot when supported e.g., holding on to sturdy object, hands held etc. <p>Walking/Running:</p> <ul style="list-style-type: none"> Runs sometimes tripping or bumping into things <p>Climbing/Stairs:</p> <ul style="list-style-type: none"> Mount steps, stairs or climbing equipment with support Climbs 3-4 steps without holding on <p>Jumping:</p> <ul style="list-style-type: none"> Beginning to jump forward <p>Other:</p> <ul style="list-style-type: none"> Can place feet on pedals of a trike and push May pedal backwards to begin with Pedals a trike forwards Begins to use a scooter Throws a large ball Kicks a ball with direction and force, covering up to 2 meters
<p>42 months +</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p> <p>ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space</p>	<p>Walking/Running:</p> <ul style="list-style-type: none"> Negotiate space successfully when playing racing and changing games with other children adjusting speed and changing direction to avoid obstacles <p>Climbing/Stairs:</p> <ul style="list-style-type: none"> Walks upstairs alternating feet, one foot per step <p>Other:</p> <ul style="list-style-type: none"> Shows increased accuracy in throwing catching and kicking a ball Travel around, under, over and through balancing and climbing equipment with confidence Shows increasing accuracy in throwing, catching and kicking a ball 	<p>Walking/Running:</p> <ul style="list-style-type: none"> Joins in with racing/chase games with peers when encouraged/supported by an adult Enjoys playing racing/chase games with peers Spontaneously joins in with racing/chase games with peers Beginning to move to music with rhythm <p>Climbing/Stairs:</p> <ul style="list-style-type: none"> Walks up and down stairs confidently one foot to one step Can run up and down stairs <p>Jumping/Hopping:</p> <ul style="list-style-type: none"> Jumps down two steps Jumps up and down on the spot Beginning to hop with hand-held



<p>and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>		<ul style="list-style-type: none">• Hops on preferred foot without support• Hops or jumps over an obstacle <p>Other:</p> <ul style="list-style-type: none">• Shows increasing control over slow moving objects• Rides trike well – steers around corners, turns around• Uses a scooter well• Bends at waist, rather than squats, to retrieve objects from the floor• Can bounce a ball on the floor• Can bounce a ball on the floor and catch it• Beginning to develop similar ball skills with smaller balls e.g. tennis ball• Sometimes kicks a moving a ball
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Physical Development: Fine Motor Skills

Age Phase Observation Checkpoints - Development Matters	Descriptors of 'typical' development / Developmental milestones (Early Support materials)	Small Steps
<p>0-3 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> • Turns head or eyes towards diffuse light or interesting objects • Closes eyes to bright light • Can move eyes to look at different parts of objects and pictures • Stares at fingers • Watches movement of hands in front of face • Follows movement of toy 15-25cm from face • Looks briefly from one object to another (shifting visual attention) <p>Grasping/Reaching:</p> <ul style="list-style-type: none"> • Keeps hands closed with thumbs tucked in against palm • Holds rattle for a couple of seconds when placed in palm of hand • Hands are open most of the time when not holding objects • Starts to reach out to toys or objects (this is not yet accurate) <p>Exploring:</p> <ul style="list-style-type: none"> • Brings hand to mouth when lying on side or tummy • Mouthing to explore objects 	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> • Reacts to visual stimuli e.g., pupils react to light, blinks when object approaches face (defensive blink) • Watches faces intently • Looks at black and white (or high contrast objects). • Attention caught and held by bright toy e.g., mirror toy held in line of vision and moved backwards and forwards within 8-12 inches from face. • Tracks objects horizontally – left to right and right to left • Tracks objects vertically – up and down, down and up <p>Grasping/Reaching:</p> <ul style="list-style-type: none"> • Responds to stroking of hand by opening hand and fingers • Unclenches fist • Finds toys or objects accidentally (when moving arms and legs) at first and then begins to search intentionally (moves arms and legs on purpose) • Begins to play with own fingers <p>Other:</p> <ul style="list-style-type: none"> • Reacts to auditory stimuli e.g., startles to loud or sudden noise • Reacts to tactile stimuli e.g., turns head when cheek is touched near mouth • Responds to a range of auditory/visual/tactual stimuli e.g., stilling, eyes widen, limbs move or slow, grimace, movement of lips, changing in sucking patterns, change in breathing patterns, whimpering sounds, cry etc. • Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g., eyes widen,

		<p>limbs move, breathing changes, quietyens, grimaces, whimpers, cries</p> <ul style="list-style-type: none"> Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g., eyes widen, limbs move, breathing changes, quietyens, smiles, sighs, laughs Tolerates different textures on hands and/or feet
<p>3-6 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> Fixes gaze on interesting toys/objects at 15-25cm and watches them for some time <p>Grasping/Reaching</p> <ul style="list-style-type: none"> When lying on back, lifts legs into vertical position and grasps feet Reaches and plays with toes when lying on back or sitting up with support Uses two hands to scoop up toys Reaches out to objects and faces with both hands to grasp them Uses whole hand to hold objects (palmar grasp) Passes toys from hand to hand Holds two toys, one in each hand <p>Exploring</p> <ul style="list-style-type: none"> Plays with objects by banging, shaking, turning them around in their hands Feels and plays with toys and everyday objects of different textures, for example, smooth, rough, soft, furry and sticky 	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> Demonstrates improving depth perception Mature colour perception <p>Grasping/Reaching:</p> <ul style="list-style-type: none"> Plays with own fingers Clasps and unclasp hands in midline Beginning to pass object from hand to hand Passes objects from hand to hand Wants to touch anything within reaching distance Beginning to drop objects deliberately Reaches for and picks up small objects <p>Exploring:</p> <ul style="list-style-type: none"> Beginning to take hands to mouth Beginning to take any/all objects to mouth Explores all objects in same way Beginning to indicate annoyance (e.g. screeching) when can't reach something Reaches out to touch self in mirror
<p>6-9 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> Watches and follows people/objects/happenings in the environment up to 3m away Picks up partially hidden toy Looks for fallen object Knows person or object is still there when they are out of sight. May search for it/them (object and person permanence) <p>Grasping/Reaching:</p> <ul style="list-style-type: none"> Stretches out with one hand to grasp toy if offered Can release toy from grasp by dropping or pressing against a firm surface but cannot yet place down deliberately <p>Exploring:</p>	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> Watches toy come to rest after it falls from hand within visual field Searches briefly for toy that falls from hand outside of visual field (emerging object permanence) <p>Grasping/Reaching:</p> <ul style="list-style-type: none"> Imitates clapping Isolates index finger when assisted by an adult Beginning to isolate index finger to poke Uses thumb while grasping / holding objects Picks up objects using one hand

	<ul style="list-style-type: none"> Sits and manipulates toys with hands Looks at and pokes small objects such as crumbs with index finger 	<ul style="list-style-type: none"> Turns body sideways while stretching to pick toys from floor <p>Exploring:</p> <ul style="list-style-type: none"> Takes feet to mouth when lying Bangs objects on a surface to make noise
<p>9-12 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p> <p>At around 12 months, can the baby pick up something small with their first finger and thumb (such as a piece of string)?</p>	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> Knows where moving object is likely to go <p>Grasping/Reaching:</p> <ul style="list-style-type: none"> Uses index finger to point at objects Picks up small objects easily with pincer grasp Picks up larger objects such as a teddy or a ball Holds an object in each hand and brings them together in the middle (e.g. holds two blocks and bangs them together) Drops toys or objects deliberately <p>Exploring:</p> <ul style="list-style-type: none"> Puts toys or objects into a container Takes toys or objects out of a container Removes pieces from inset puzzle and large pegs from pegboard Helps turn pages in a book 	<p>Grasping/Reaching:</p> <ul style="list-style-type: none"> Has an immature pincer grasp Intentionally releases objects Claps hands independently Has a mature pincer grasp Reaches and grasps a moving object Beginning to show a hand preference, but uses either hand for most things <p>Exploring:</p> <ul style="list-style-type: none"> Takes objects to mouth less often Plays with and understands simple cause and effect toys Tolerates different dry materials/textures using hands Tolerates the sensory experience of damp sand, paste or paint Squeezes/squashes/pulls/tears dough etc. Beginning to stack two items e.g. building blocks Attempting to pull blocks apart Threads curtain rings on to piece of dowel <p>Mark making:</p> <ul style="list-style-type: none"> Holds a pencil May mark make briefly when given a pencil and encouraged
<p>12-15 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 2</p>	<p>Grasping/Reaching:</p> <ul style="list-style-type: none"> Points to desired objects out of reach <p>Exploring:</p> <ul style="list-style-type: none"> Turns over container to tip out contents Drops blocks through large round hole in a posting box Attempts to build with block – putting one block on top of another, or next to another 	<p>Grasping/Reaching:</p> <ul style="list-style-type: none"> Uses pincer grasp successfully to pick up small items Holds two items in one hand <p>Exploring:</p> <ul style="list-style-type: none"> Uses hands to explore what objects do and how they work Begins to use a range of different hand movements to activate a toy, sliding, switching and turning Builds a tower, stacking three or more items (e.g. building blocks) Pulls apart two items secured together with Velcro.

		<ul style="list-style-type: none"> • Pulls apart two 'Popoids' or 'Duplo' bricks <p>Mark making:</p> <ul style="list-style-type: none"> • Mark makes when given a pencil • Imitates to-and-fro scribble
<p>15-18 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 matters: Range 2</p>	<p>Vision/visual skills:</p> <ul style="list-style-type: none"> • Watches small moving toy/object at 3m+ <p>Exploring:</p> <ul style="list-style-type: none"> • No longer using mouthing to explore objects • Posts round shape into posting box or shape sorter • Can build a tower or row with two to three blocks • Places large round pegs in pegboard • Fits round shapes into puzzle • Uses both hands together and in the middle (not to one side or the other) one to hold and the other manipulates <p>Mark making:</p> <ul style="list-style-type: none"> • Scribbles spontaneously and makes dots on paper 	<p>Exploring:</p> <ul style="list-style-type: none"> • Beginning to use both hands together – one to lead, one to support e.g. holding something steady while doing something with/to it • Turns several pages of a books <p>Mark making:</p> <ul style="list-style-type: none"> • Enjoys making marks on paper
<p>18-21 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> • Discriminates between circle and square on a puzzle (i.e. looks at shape of piece and shapes on board and fits them together correctly) <p>Exploring:</p> <ul style="list-style-type: none"> • Operates mechanical toys (e.g. turns the knob on a wind-up toy, pulls back on a friction toy) • Threads large beads onto firm cord, stick or pipe cleaner. • Builds a tower of up to six blocks <p>Mark making:</p> <ul style="list-style-type: none"> • Holds pencil near point with tripod grip (between thumb and two fingers) • Imitates drawing vertical line • Imitates circular scribble 	<p>Exploring:</p> <ul style="list-style-type: none"> • Still swaps hands • Turns a handle to open a door • Adds another block to a tower when offered or encouraged by an adult <p>Mark making:</p> <ul style="list-style-type: none"> • Beginning to imitate circular scribble • Beginning to imitate an adult drawing a line
<p>21-24 months</p> <p>Development Matters:</p>	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> • Scans pages and looks at books studying each picture for details • Picks up tiny objects accurately/quickly using pincer grasp <p>Exploring:</p>	<p>Exploring:</p> <ul style="list-style-type: none"> • Beginning to show a preference for one hand over another • Matches different textures by touch • Can activate switches – turning them on and off • Uses large tweezers to pick up and post soft objects such as cotton wool balls

<p>0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<ul style="list-style-type: none"> • Threads large beads on to floppier cord (e.g. washing line cord, heavy shoelace) • Builds a tower of up to seven cubes • Fits smaller shapes and objects in to holes during posting activities • Places objects down neatly and precisely • Makes snips in paper with child scissors • Turns pages of a book singly <p>Mark making:</p> <ul style="list-style-type: none"> • Scribble writes including 'V' shape and vertical lines 	<ul style="list-style-type: none"> • Uses modified tools/equipment e.g., spring loaded/two handed scissors to snip thick paper • Turns single pages of a book when an adult slightly lifts an edge to assist
<p>24-30 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p>	<p>Exploring:</p> <ul style="list-style-type: none"> • Uses one hand more than the other (i.e. shows a preference for right or left) • Using two hands together to assemble toys e.g. preschool construction toy or toy train driver in his cab • Opening snack tub with simple tight-fitting lid e.g. crisp tub or sweet tube • Puts tiny objects in to small container • Turns rotating handles • Screws and unscrews jar lids, nuts and bolts • Builds a tower of seven or more cubes • Fits round, square and triangle shapes into a puzzle and posting box • Folds paper in half <p>Mark making:</p> <ul style="list-style-type: none"> • Imitates writing: lines and circle and T and V • Imitates drawing a simple face (circle for head, with eyes, nose and mouth) 	<p>Exploring:</p> <ul style="list-style-type: none"> • Can remove wrapping paper from a parcel <p>Mark making/Using tools:</p> <ul style="list-style-type: none"> • Holds a pencil or other mark making tool high up shaft • Holds a pencil or other mark making tool lower down the shaft • Can copy lines (vertical and horizontal) and circular scribble • Uses modified tools/equipment e.g., spring loaded/two handed scissors to cut thick paper
<p>30-36 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters:</p>	<p>Exploring:</p> <ul style="list-style-type: none"> • Fits increasingly small shapes and objects into holes during posting activities • Threads large beads onto shoelace • Can put tiny objects into a small container • Builds a tower of ten or more cubes • Imitates making a train of cubes <p>Mark making/Using tools:</p>	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> • Finds small details in pictures <p>Exploring:</p> <ul style="list-style-type: none"> • Rolls, squeezes and pulls playdough • Can get floppier cord through holes on large beads but needs help to pull it through at the other end <p>Mark making:</p> <ul style="list-style-type: none"> • Can spontaneously produce circular scribble

<p style="text-align: center;">Range 4</p> <p>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</p>	<ul style="list-style-type: none"> • Holds pencil near point between first two fingers and thumb and uses it with good control • Draws person with head and one or two other features/parts • Writes an 'x' form and a horizontal line • Imitates drawing a circle • Cuts paper with scissors 	
<p style="text-align: center;">36-42 months</p> <p style="text-align: center;">Development Matters: 3-4 Years</p> <p style="text-align: center;">Birth-5 Matters: Range 5</p>	<p>Mark making:</p> <ul style="list-style-type: none"> • Draws spontaneous and unrecognisable forms • Draws person with head and one or two other features or parts 	<p>Vision/Visual skills:</p> <ul style="list-style-type: none"> • Uses visual discrimination to know where to place square, triangle and circle pieces in an inset puzzle <p>Exploring:</p> <ul style="list-style-type: none"> • Threads small beads on to a string/lace • Places small pegs in to a peg board • Completes simple jigsaw <p>Mark making:</p> <ul style="list-style-type: none"> • Covers the whole paper when painting. • Begins to paint 'pictures' and name them. • Adds features to a pre-drawn circle to make a face • Begins to copy simple recognisable shapes e.g., circle
<p style="text-align: center;">42 months +</p> <p style="text-align: center;">Development Matters: 3-4 Years</p> <p style="text-align: center;">Birth-5 Matters: Range 5</p>	<p>Exploring:</p> <ul style="list-style-type: none"> • Builds complex things with a wide variety of objects, selecting appropriate resources and adapting their work where necessary <p>Mark making/Using tools:</p> <ul style="list-style-type: none"> • Selects the tools and techniques they need to shape, assemble and join materials they are using • Handles tools, objects, building and malleable materials safely and with increasing control 	<p>Exploring:</p> <ul style="list-style-type: none"> • Can touch thumb to each finger • Copies a pattern of building done by an adult – matching number of blocks, position and colour • Copies a bead sequence when threading – matching shape, order and colour • Completes a nine piece jigsaw <p>Mark making/Using tools:</p> <ul style="list-style-type: none"> • Draws a square in imitation of an adult's • Copies a circle and cross • Colours in the lines • Colouring increasingly neatly within the lines

<p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>		<ul style="list-style-type: none"> • Copying an increasing range of letters • Producing letters of significance e.g. initial letter of their name • Copying own first name • Attempts to write own first name • Producing an increasing range of letters • Beginning to form some letters correctly • Reversal of some letters/numbers not unusual • Pictures of people have heads and legs • Pictures of people include head, legs and trunk • Beginning to include arms and fingers when drawing pictures of people • Draws a face and adds features • Pictures of people include; head (with eyes and mouth), body, arms and legs • Can draw a basic house • Uses scissors effectively to cut • Can cut a square • Beginning to cut a circle
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Physical Development: *Self-help & Independence (*EYFS -PSED: Managing Self)

Age Phase Observation Checkpoints - Development Matters	Descriptors of 'typical' development / Developmental milestones (Early Support materials)	Small Steps
<p style="text-align: center;">0-3 months</p> <p style="text-align: center;">Development Matters: 0-3 Years</p> <p style="text-align: center;">Birth to 5 Matters: Range 1</p>	<p>Sleeping:</p> <ul style="list-style-type: none"> • Has a predictable sleeping pattern • Sleeps for periods of 2 hours or more • Accepting bedtime routines <p>Feeding:</p> <ul style="list-style-type: none"> • Relaxing when held • Copies facial expressions and mouth shapes e.g., sticking out tongue, opening mouth, widening eyes etc. • Enjoying cuddles from caregiver e.g. snuggling in • Opens mouth for breast or bottle when corner of mouth is touched (reflex rooting response) • Sucking is strong and rhythmic with coordinated swallow • Closes mouth around bottle teat to achieve seal <p>Dressing:</p> <ul style="list-style-type: none"> • Accepting being dressed <p>Washing/Toileting:</p> <ul style="list-style-type: none"> • Accepting being bathed • Enjoying being in the bath • Accepting having nappy changed 	<p>Sleeping:</p> <ul style="list-style-type: none"> • Becoming aware of day/night – longer night sleeps but still waking • Shows consistent behaviours that indicate tiredness (e.g., cries/restless) • Accepts being 'put down' for a sleep • 'Goes off' to sleep without being held or rocked <p>Dressing:</p> <ul style="list-style-type: none"> • Tolerates being dressed <p>Washing/Toileting:</p> <ul style="list-style-type: none"> • Tolerates nappy changing • Tolerates washing <p>Other:</p> <ul style="list-style-type: none"> • Reacts to auditory stimuli e.g., startles to loud or sudden noise • Reacts to visual stimuli e.g., pupils react to light, blinks when object approaches face (defensive blink) • Makes eye contact with the carer during feeding • Begins to make sounds such as cooing etc., in response to carer • Shows behaviour that can be interpreted as dislike of specific auditory, visual or tactual stimuli e.g., eyes widen, limbs move, breathing changes, quietens, grimaces, whimpers, cries • Shows behaviour that can be interpreted as liking specific auditory, visual or tactual stimuli e.g., eyes widen, limbs move, breathing changes, quietens, smiles, sighs, laughs

		Begins to be aware of care routines
<p>3-6 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Sleeping:</p> <ul style="list-style-type: none"> • Has regular sleeps during the day • Beginning to recognise the bedtime routine • Settles to sleep with calming input such as warm bath, cuddle, being wrapped in a blanket etc. when tired • Sleeps more at night than during the day • Able to settle self back to sleep if wakes during the night <p>Feeding:</p> <ul style="list-style-type: none"> • Feeds at regular intervals throughout the day • Placing hand on breast or bottle when feeding • Holding own bottle with assistance to regulate flow • Opening mouth in anticipation of spoon (6 months) • Holding additional spoon during feeding (6 months) <p>Dressing:</p> <ul style="list-style-type: none"> • Enjoying being dressed • Anticipating dressing routines <p>Washing/Toileting</p> <ul style="list-style-type: none"> • Tolerates stimulation to gums when adult rubs gums with fingers or trainer toothbrush • Splashing with pleasure and enjoying being gently splashed in the bath • Accepting face/hair washing • Enjoying being in a dry and clean nappy 	<p>Sleeping:</p> <ul style="list-style-type: none"> • Needs minimal comfort/reassurance to settle back to sleep if wakes in the night • More aware of night and day and the difference between them <p>Feeding:</p> <ul style="list-style-type: none"> • Shows eager anticipation of bottle as part of a consistent feeding routine (vocalising, arm/head movements) • Pats breast or bottle when feeding • Weaning begins (6 months) • Accepts solid foods • Pushes soft/pureed foods back and forth with tongue <p>Washing/Toileting</p> <ul style="list-style-type: none"> • Tolerates being splashed (gently) in the bath • Attempts to splash in the bath <p>Other:</p> <ul style="list-style-type: none"> • Begins to recognise key sounds related to care giving routines and anticipates the care giving routine when hears the sounds e.g., hears spoon in bowl and knows it is time for food etc. • Begins to recognise key objects related to care giving routines and anticipates the care giving routine when sees the object e.g., sees nappy and knows it is time for nappy change, sees bowl and knows it is time for food etc. • Shows anticipation of actions as part of consistent care giving routines (e.g., stills, vocalises, moves limbs, smiles etc. as adult begins to undertake an action such as lifting limbs when changing nappy or dressing)
<p>6-9 months</p> <p>Development Matters: 0-3 Years</p>	<p>Sleeping:</p> <ul style="list-style-type: none"> • Anticipates bedtime due to routine (e.g., bath, pyjamas, drink, story then expects to be put to bed) • Sleeping consistently for several hours during the night <p>Feeding:</p> <ul style="list-style-type: none"> • Recognising sounds/smells associated with feeding e.g., sound of bowl, smell of food cooking • Begins to finger feed 	<p>Sleeping:</p> <ul style="list-style-type: none"> • Sleeping pattern generally consistent from one night/day to the next / one week to the next <p>Feeding:</p> <ul style="list-style-type: none"> • Begins to anticipate feeding time through sensory stimulation sound, touch, smell and sight • Tolerates a range of different flavours of pureed food. • Tolerates increasingly lumpy foods in the mouth

<p>Birth to 5 Matters: Range 1</p>	<ul style="list-style-type: none"> • Closes mouth on finger foods to suck/break them • Attempting to bite piece off biscuit/banana or similar • Opens mouth in response to spoon • Accepts range of tastes • Accepts range of consistency (runny, thick, paste) • Accepts range of texture (smooth purée, chopped food, small soft lumps) • Locates and squashes or spits out lumps • Tries to grasp spoon when being fed • Beginning to attempt to use spoon – putting hand on parent's hand during feeding • Holds own bottle/sipper cup 	<ul style="list-style-type: none"> • Rejects approaching spoon (keeps mouth closed, turns head away) • Reaches out to bowl at mealtimes • Explores food, putting hands in bowl • Tolerates different textures of finger foods on/in hands. • Explores finger food with hands on tabletop • Explores finger foods in hands and by passing between hands • Tolerates a range of finger foods • Builds up from one to two 'solid food' meals per day • Builds up from two to three 'solid food' meals per day <p>Other:</p> <ul style="list-style-type: none"> • Recognises and turns to key sounds related to care giving routines and anticipates the care giving routine when hears the sounds e.g., hears spoon in bowl and knows it is time for food etc.
<p>9-12 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth to 5 Matters: Range 1</p>	<p>Sleeping:</p> <ul style="list-style-type: none"> • Sleeping overnight consistently • Napping during the day reducing to one occasion • Accepting of regular bedtime <p>Feeding:</p> <ul style="list-style-type: none"> • Bites pieces of soft biscuit or banana etc. • Attempting to pick up and eat pieces of food • Bites finger foods • Chews lumpy food • Attempting to use spoon – can guide towards mouth, but food often falls off • Accepting drink from spouted beaker • Drinks from a feeder cup with help <p>Dressing:</p> <ul style="list-style-type: none"> • Holding hands and/or legs out to help with dressing • Pushing arms, legs or feet in to clothing when requested – 'push it in' • Beginning to recognise body parts talk during dressing routine e.g. where's your foot, lifts foot <p>Washing/toileting</p> <ul style="list-style-type: none"> • Begins to actively participate in bathing (e.g., offers or lifts body part ready for washing) • Cooperating actively when nappy being changed 	<p>Sleeping:</p> <ul style="list-style-type: none"> • Expressing clear likes and dislikes at bedtime <p>Feeding:</p> <ul style="list-style-type: none"> • Accepts a range of finger foods • Enjoys a range of finger foods • Takes hand to mouth to feed-self food from bowl • Explores own spoon and begins to hold empty spoon • Holds spoon and dips in to food, may or may not take to mouth • Consistently eats three meals per day • Reducing milk consumption in line with increasing food consumption • Begins to eat up to two snacks a day, between meals • Expressing clear likes/dislikes in relation to food <p>Dressing:</p> <ul style="list-style-type: none"> • When physically prompted at the elbow/heel holds arm out for sleeve or shoe • When prompted verbally, holds arm/foot out for sleeve or shoe • Accepts adults' naming body parts during dressing routines <p>Washing/Toileting:</p> <ul style="list-style-type: none"> • Accepts adults wiping hands with cloth/wipe • Tolerates hands in water

	<ul style="list-style-type: none"> Beginning to recognise words to do with toileting e.g., 'wee' 'poo' 	<ul style="list-style-type: none"> Tolerates coactive hand washing with an adult Awareness of potty/toilet as part of washing/toileting routines Shows interest in potty/toilet as part of washing/toileting routines <p>Other:</p> <ul style="list-style-type: none"> Begins to recognise key words/signs related to care giving routines and anticipates the care giving routine when hears the word/sees the sign e.g., hears 'nappy' and knows it is time for nappy change, sees sign for food and knows it is time for snack etc.
<p>12-15 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 2</p>	<p>Sleeping</p> <ul style="list-style-type: none"> Anticipating and enjoying bedtime routines <p>Feeding:</p> <ul style="list-style-type: none"> Beginning to indicate when hungry or thirsty e.g., finds cup, goes to fridge or highchair Able to participate in mealtime routines, sits in highchair at table, joins in interactions Combines biting and chewing to eat bread, banana, crisps, biscuits etc. Accepts food from a fork Takes a spoon from plate to mouth with some spilling Drinks from feeder cup without aid Using one hand to hold and drink from spouted cup with handle Only having one nap during the day <p>Dressing:</p> <ul style="list-style-type: none"> Removes socks Removes unfastened shoes Removes loose hat Pulling vest off head during dressing <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Beginning to recognise when nappy is wet/dirty Actively participating in bathing e.g., uses sponge on legs Cooperates with drying hands Cooperates with teeth brushing <p>Other:</p> <ul style="list-style-type: none"> Cooperation in everyday routines e.g. dressing 	<p>Feeding:</p> <ul style="list-style-type: none"> Accepts a range of different textures Eats full range of family foods May begin to reject some previously preferred foods May begin to reject new foods Accepts spoon passed by carer <p>Dressing:</p> <ul style="list-style-type: none"> Pulls at socks to try and take off Removes sock when adult has taken sock under heel Places hands on hat/pulls at hat on head to try and remove. Knows a number of body parts and can point to them on self <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Accepts adults wiping hands with cloth/wipe Tolerates coactive hand washing with an adult Helps with washing own hands ready for snack/ lunch etc. with prompting from an adult

<p>15-18 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 matters: Range 2</p>	<p>Sleeping:</p> <ul style="list-style-type: none"> Beginning to take an active role in bedtime routine e.g., finding story book, bedtime toy or bedclothes <p>Feeding:</p> <ul style="list-style-type: none"> Picking up small pieces of food to finger feed Scoops food into spoon independently Holding open topped two handled cup to drink with some spillage Beginning to use a straw to drink <p>Dressing:</p> <ul style="list-style-type: none"> Aware of where clothes are kept, for example, outdoor coat and shoes by the door <p>Washing/Toileting</p> <ul style="list-style-type: none"> Indicates wet or soiled nappy/pants Beginning to brush own hair <p>Other:</p> <ul style="list-style-type: none"> Wants to do things independently (e.g., feeding using utensils, undressing self) 	<p>Feeding:</p> <ul style="list-style-type: none"> Beginning to tell the differences between edible and non-edible (food stuffs/non-food stuffs) No longer has bottle, although may still have breast feed Tolerates new foods served alongside preferred or familiar ones Rejects some previously enjoyed foods and/or new foods (neophobic phase) Enjoys being involved in food preparation activities <p>Dressing:</p> <ul style="list-style-type: none"> Tolerates wearing different textures of clothing Accepts wearing a range of different clothes Has preferred clothes <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Shows awareness that nappy is wet/soiled by wriggling, pulling at nappy etc. When placed by an adult, sits on potty as part of toileting routine Holds brush and attempts to join in when adult brushes hair
<p>18-21 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<p>Sleeping:</p> <ul style="list-style-type: none"> Seeking bedtime toy or book Continuing to sleep consistently through the night – up to 10 to 12 hours <p>Feeding:</p> <ul style="list-style-type: none"> Choosing /requesting favourite foods Eats individual pieces of food from tub or box with lid (e.g., raisins, smarties etc.) Inserts spoon in mouth without turning it upside down Competent with spoon or other feeding process – less mess Attempting to stab food with a fork Drinks from a straw <p>Dressing:</p> <ul style="list-style-type: none"> Plays ‘dressing up’ games Opening some fasteners e.g., zips, Velcro, press-studs (snap fastener) Unzips front zipper on coat or jacket Helps take coat off Pulling trousers down with assistance 	<p>Feeding:</p> <ul style="list-style-type: none"> Knows the difference between edible and non-edible (food stuffs/non-food stuffs) Shows excitement (e.g., vocalising, waving hands etc.) at favourite foods Requests a favoured food using object of reference/picture/gesture/sign/symbol/word Drinks from a cup Locates straw with mouth Begins to suck on straw Is able to wait as short period of time until food is ready if engaged by an adult Waits for brief period until food is ready <p>Dressing:</p> <ul style="list-style-type: none"> Begins to understand the order in which to get dressed <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Grasps and attempts to help pull up/down own trousers at nappy changing time

	<p>Washing/Toileting:</p> <ul style="list-style-type: none"> Shows awareness of what toilet/potty is used for Using potty or toilet occasionally Cooperates with washing hands, rubs hands and body with soap and puts under water to rinse Beginning to turn cold tap on hand basin on and off 	<ul style="list-style-type: none"> Shows awareness of urinating/bowel movement by stilling, hiding Washes hands after messy play Attempts simple care actions on a doll/adult e.g., brushes hair, washes face, attempt to put easy items of clothing on
<p>21-24 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 3</p>	<p>Feeding:</p> <ul style="list-style-type: none"> Asks, or searches for food when hungry Beginning to join in setting the table for family meals Carrying bowl, cup, plate or cutlery with help Using spoon to transfer food from one container to another Uses fork or other eating utensils where appropriate Replaces cup on table without difficulty <p>Dressing:</p> <ul style="list-style-type: none"> Takes off loose coat or shirt when undone Puts on shoes independently but may not get the right feet or do them up <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Uses taps on hand basin Helps to dry self after bathing/hand washing Indicates need for toilet by behaviour (such as dancing movements or holding self) <p>Other:</p> <ul style="list-style-type: none"> Enjoys responsibility of carrying out small tasks (e.g., carrying a bag for Mum) 	<p>Feeding:</p> <ul style="list-style-type: none"> Indicates wants food by looking, reaching, pointing and/or vocalising Chooses own snack from options visually/physically available by reaching Indicates choice of snack from options visually/physically available by imitating sign/word used by adult Uses phrases with words, signs or symbols to tell adults they are hungry or thirsty Uses phrases with words, signs or symbols to tell adults they are tired Eat competently using spoon – very little mess <p>Dressing:</p> <ul style="list-style-type: none"> Indicates through actions that they are too hot/cold – e.g., attempts to take clothing off/put clothing on, wipes brow, seeks drink etc. Indicates to adults, through words, signs or symbols that they are hot/cold <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Washes hands with minimal assistance <p>Other:</p> <ul style="list-style-type: none"> Recognises and follows steps within care giving routines e.g., gets plate and cup then sits down at table for snack, chooses own snack, pours drink then puts cup and plate in bowl after finishing snack Beginning to help tidy up when supported and encouraged
<p>24-30 months</p> <p>Development Matters:</p>	<p>Feeding:</p> <ul style="list-style-type: none"> Able to blow (e.g., candles, cooling food, bubble pipe) Eats with a fork and a spoon 	<p>Feeding:</p> <ul style="list-style-type: none"> Talks (using words, signs or symbols) about which foods they like/don't like Holds fork and spoon, occasionally using both to feed self

<p>0-3 Years</p> <p>Birth-5 Matters: Range 4</p>	<ul style="list-style-type: none"> • Eat more carefully, aware of social expectations at mealtimes • Attempting to use knife for cutting (e.g., dough or cake) • Will start to use knife and fork or other eating utensils where appropriate • Carrying bowl/plate with sandwich for a few steps without dropping <p>Dressing:</p> <ul style="list-style-type: none"> • Opening different kinds of fasteners e.g., large buttons, snap belts, Velcro • Hanging up coat • Pulling on socks • Removes 'pull down' garments • Pulls up own trousers <p>Washing/Toileting:</p> <ul style="list-style-type: none"> • Washing and drying hands with minimal assistance • Aware of need to empty bladder or bowel • Asks for toilet using voice, gesture or actions, for example, leads adult to toilet and asks verbally or makes a sign • Using potty/toilet regularly with support • Pulls down own pants when using the toilet • Becoming dry/clean during the day <p>Other:</p> <ul style="list-style-type: none"> • Actively helps adult in everyday tasks, e.g., dusting and cleaning 	<p>Dressing:</p> <ul style="list-style-type: none"> • Gives item of clothing to adult on request • Independently moves to coat when asked to 'put coat on' • Attempts to put coat on independently • Attempts to 'pull down' and 'pull up' garments independently • Puts on and takes off some simple clothing items • Points to seven body parts <p>Washing/Toileting:</p> <ul style="list-style-type: none"> • Attempts to dry own hands after washing • Communicates through gesture or vocalisation to adult that nappy is wet/soiled • Accepts sitting on potty/toilet as part of consistent nappy changing routine
<p>30-36 months</p> <p>Development Matters: 0-3 Years</p> <p>Birth-5 Matters: Range 4</p>	<p>Feeding:</p> <ul style="list-style-type: none"> • Helps to set the table for family meals • Pouring liquid from jug to container with some spillage • Beginning to use knife for spreading <p>Dressing:</p> <ul style="list-style-type: none"> • Buttons up clothes • Pulling pants/trousers up and down <p>Washing/Toileting:</p> <ul style="list-style-type: none"> • Washes and dries own hands • Dries face with help • Blows nose when tissue is held up • Knows difference between bladder and bowel functions and communicates this 	<p>Feeding:</p> <ul style="list-style-type: none"> • Drinks from beaker without spilling <p>Dressing:</p> <ul style="list-style-type: none"> • Attempts to unzip when adult has started • Undresses independently

	<ul style="list-style-type: none"> Flushing toilet with support Waits to be wiped after using potty/nappy Wiping self with support Reliably clean and dry during the day <p>Other:</p> <ul style="list-style-type: none"> Asks for help and support when needed 	
<p>36-42 months</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p>	<p>Feeding:</p> <ul style="list-style-type: none"> Children who have not previously achieved mastery of feeding self using cutlery may have by now <p>Dressing:</p> <ul style="list-style-type: none"> Children who have not previously achieved mastery of dressing/undressing may have by now <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Children who have not previously achieved mastery of washing/toileting may have by now 	<p>Feeding:</p> <ul style="list-style-type: none"> With hand over hand support from an adult will use a knife to spread <p>Dressing:</p> <ul style="list-style-type: none"> Recognises own clothes e.g., can find own jumper or coat when hung up with others Finds items of clothing in the dressing-up box Finds own shoes from a collection of shoes Unzips clothing when zip is started <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Takes tissue to own nose when prompted – wipes rather than blows Recognises need to go to toilet and communicates this to adults Uses toilet rather than potty Accepts being wiped after using toilet/potty Beginning to wipe self after potty/toilet but still needs help <p>Other:</p> <ul style="list-style-type: none"> Developing awareness of some dangers e.g. hot cooker, road dangers
<p>42 months +</p> <p>Development Matters: 3-4 Years</p> <p>Birth-5 Matters: Range 5</p>	<p>Feeding:</p> <ul style="list-style-type: none"> Eats competently with knife and fork <p>Dressing:</p> <ul style="list-style-type: none"> Dresses and undresses independently Takes pride in appearance – for example, prefers certain clothes <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Takes responsibility for self-care in washing, teeth cleaning and toileting <p>Other:</p>	<p>Feeding:</p> <ul style="list-style-type: none"> Enjoys food-based activities such as baking Helps adults to prepare food for snack time Uses knife and fork to feed self with help from an adult for cutting Uses knife for spreading <p>Dressing:</p> <ul style="list-style-type: none"> May need help with difficult fastenings when dressing/undressing Can do and undo a range of fastenings – zip, buttons, Velcro Attempts to tie laces with limited success

<p>Most, but not all, children are reliably dry during the day by the age of 4</p> <p>ELG: Managing Self Children at the expected level of development will: - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<ul style="list-style-type: none"> Recognises the importance of keeping healthy, and those things which contribute to this 	<ul style="list-style-type: none"> Ties laces with prompting Ties laces independently Sometimes gets clothes on the right way round <p>Washing/Toileting:</p> <ul style="list-style-type: none"> Gets tissue and blows own nose with some success Helps with washing own hair When offered tissue, may attempt to wipe self after using potty/toilet to urinate Wipes self after urinating without prompting. Males may urinate standing up May be dry or beginning to be dry during the night Cautiously attempts new challenges with physical support from an adult Cautiously attempts new challenges with verbal encouragement from an adult <p>Other:</p> <ul style="list-style-type: none"> When prompted by an adult holds and carries tools and equipment appropriately to be safe
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



ATTS Detailed EYFS-related Developmental Assessment Monitoring/Tracking

Name:	DOB:	Setting:	Date of Assessment:	Chronological Age:
-------	------	----------	---------------------	--------------------

Developmental Age Phase		0-3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	18-21 months	21-24 months	24-30 months	30-36 months	36-42 months	42+ months	
Prime Areas of Learning & Development	Personal, Social & Emotional Development	Self-regulation												
		Managing Self												
		Building Relationships												
	Physical Development	Gross Motor												
		Fine Motor												
		Self-help & Independence												
	Communication & Language	Listening & attention												
Understanding														
Speaking														

*When indicating an age phase, remember it is a 'best fit' assessment and it is expected that only one age phase per area is identified as the child's current level of development.



ATTS Detailed EYFS-related Developmental Assessment Monitoring/Tracking

Name:	DOB:	Setting:	Date of Assessment:	Chronological Age:
-------	------	----------	---------------------	--------------------

Developmental Age Phase		0-15 months	15-18 months	18-21 months	21-24 months	24-30 months	30-36 months	36-42 months	42+ months	
Prime Areas of Learning & Development	Personal, Social & Emotional Development	Self-regulation								
		Managing Self								
		Building Relationships								
	Physical Development	Gross Motor								
		Fine Motor								
		Self-help & Independence								
	Communication & Language	Listening & attention								
		Understanding								
		Speaking								

*When indicating an age phase, remember it is a 'best fit' assessment and it is expected that only one age phase per area is identified as the child's current level of development.

0-15 months development breakdown:

Developmental Age Phase		0-3 mths	3-6 mths	6-9 mths	9-12 mths	12-15 mths	
		Prime Areas of Learning & Development	PSED	Self-regulation			
Managing Self							
Building Relationships							
PD	Gross Motor						
	Fine Motor						
	Self-help & Independence						
C&L	Listening & attention						
	Understanding						
	Speaking						

For older toddlers and children (24/30 months plus) whose development is at the earliest stages, you may prefer to record their development as 0-15 months. The above 0-15 months development break down table is an additional way of recording this development in finer detail, should it be useful e.g. where one area is significantly above or below others.

For younger children (21-24 months and below), using the age phase tracker with all age phases identified individually would be most useful/appropriate in terms of identifying levels of development.



Top Tips for Enabling Environments & Positive Relationships (2022)



Inclusive Practice: Creating an enabling environment

In the EYFS Framework, the enabling environment is one of the four guiding principles which should shape practice in early years settings;

*"children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers"*

Early Years settings must ensure that, so far as is reasonable, access to the premises, the settings' environment, resources and learning opportunities are suitable for all children, including those with special educational needs and disabilities. *Access Action Plans* can be used to meet the requirements of the Equality Act (2010) by ensuring that settings are taking proactive steps to meet the needs of all children.

Although the environment of every early years setting is different, there are many practical ideas that can be used to enhance both the physical environment and the resources provided for children to play with and explore. Local communities can be a good source of free resources, advice and information, for example libraries, local groups and charities. Don't forget that there are also many useful websites which can be accessed for ideas and resources.

Practical ideas:

- Look widely at the 'busy-ness' of your environment. Think about decluttering and reducing the amount of resources and sensory stimuli that can affect sensory overload.
- Listen to the 'noisy-ness' of your environment. Think about having quiet/er areas and reducing the number of competing sounds sources etc. music on the computer, musical instruments and background music.
- Have *interactive displays* at child level (not adult level).
- Label trays with photos of resources or use clear trays so children can see what's inside.
- Use a range of visual supports (*objects of reference, visual timetables, choice boards, Now and Next boards, photos on lanyards etc.*).
- Adapt the environment and resources to support independence in learning.
- Use a *Total Communication Approach* (gestures, pictures, signs, words).
- Use *Social Stories*.
- Think about all the senses and how children can be engaged in learning in multisensory ways.



- Remember that the outdoors can provide unique opportunities to support children's learning.
- Remember that some activities may over-stimulate – be aware of individual children's needs.
- Use resources to ensure that they are appropriate to the child's stage of development and specific SEND needs.
- Rotate your resources – but not too often.
- Use a range of resources including natural materials, reclaimed materials and ICT.

Inclusive Practice: Positive Relationships

In the EYFS Framework, Positive Relationships is one of the four guiding principles which should shape practice in early years settings.

'Children learn to be strong and independent through **positive relationships**.'

Positive and respectful relationships between adults and young children enhance a child's sense of wellbeing and emotional resilience. The role of the key person is essential in developing secure attachments, a relationship of trust and ensures that all children are respected and valued as individuals.

The key person must work in partnership with parents so that they can plan experiences and opportunities which will support the child's wellbeing, learning and individual needs.

Practical ideas:

- Speak to parents/carers to find out more about what children enjoy playing with at home.
- Share skills, ideas and resources with colleagues.
- Support each other to reflect on practice in the setting.
- Adapt to how a child learns rather than expecting them to adapt to how we teach.
- Use resources which reflect children's interests.
- Duplicate resources so that practitioners can model for the child.
- Consider children's *schemas* of play when adapting resources.



- Remember to *differentiate* your resources, activities, teaching and expectations to meet the needs of individual children.
- Pre-teach so children know *what* to do with the resources.
- Use strategies to support *auditory processing* e.g. thinking time, repeat, reframe, gestures alongside speech.

Inclusive Practice: Group time for everyone

Group times, both big and small, are an integral part of children's experience in an early years setting. It's an opportunity for children to learn together and learn from one another. Children should be enthusiastic about group times and be actively involved. Group times need to be carefully planned to ensure they meet the needs of all the children.

Remember children have different interests and develop at different rates therefore their levels of concentration, ability to engage with a task, follow adult direction, ability to sit and work within a group context etc. will vary even between children of a similar age. Practitioners' expectations of children's ability to engage and participate need to reflect children's stage of development and not just their age. Some children do not easily engage in group activities, so practitioners will need to sensitively and carefully support the different ways in which children can join in that are appropriate for them.

Practical ideas:

- Practitioners need to be enthusiastic and excited about group time – you set the tone.
- Remove distractions – remove resources from the group area if they are not being used for the group activity.
- Consider where and how children are seated in group sessions depending on their individual needs e.g. close to an adult, on a chair at the table etc.
- Deploy staff effectively. Some children may need interactions from an additional adult to support them in engaging.
- Provide carpet squares or spots so children know *where* to sit - and may even stay there for longer!
- Some children will need opportunities to explore and become familiar with resources with a skilled adult before they are introduced into a group situation.
- Give children the opportunity to process information given to the group. Some children may need to sit back and watch to start with, before joining in.



- Fidget toys can be useful to support some children to remain focused for longer.
- Enhance stories and songs with visual props such as objects, puppets and musical instruments.
- Use choosing boards with objects or pictures to represent songs and allow children to make choices using those instead of/as well as making their choices known through words/signs.
- Use rhythmic and repetitive texts, songs and rhymes.
- Go slowly! Don't race through songs.

Top Tips for Working with a Child who has Physical Difficulties (PD) or Medical Needs

Children who have physical needs can have difficulties with their fine, gross or loco motor skills and many children will have a combination of these. Children may have very specific physical difficulties or have delayed physical development as one of a number of needs. Children with physical difficulties may be supported by Physiotherapists and/or Occupational Therapists. Children with medical needs may or may not have any additional needs and may have the involvement of specialist nurses or Community Paediatric Nurses.

- Have a range of resources to target specific skills e.g. tongs, tweezers, squeeze scissors, dual handled scissors
- Provided *graded resources* so that children can gradually improve and refine their skills e.g. Mega Blocks, Duplo, Lego, Nano Blocks
- Make use of the outdoor area to develop gross motor skills

- Changing and adapting the environment can improve access to all areas of continuous provision
- Audit / review the environment based on what you know about the child and their individual needs so you can adapt the environment e.g. create wide pathways for children using walkers or move furniture for children learning to take independent steps

- Ensure you have stable furniture that cannot be easily knocked over
- Remove trip hazards such as rugs, toys
- Ensure activity areas are well lit



- Develop a *Personal Emergency Evacuation Plans* (PEEP), to ensure evacuation of the child from the setting in the event of an emergency

- Update your setting risk assessment to ensure it identifies and addresses the needs of all children
- Some children will require moving and handling or medical care plans
- Practitioners may require training related to *Moving and Handling (M&H)*, children may require *M&H Risk Assessment and/or Care Plan* and Medicine Administration
- Seek advice from relevant health care professionals for children with medical needs e.g. epilepsy nurse
- Moving and handling risk assessments, care plans and training should be undertaken by a suitably trained and qualified professional
- Remember your Health and Safety responsibilities as providers, employers and employees

Top Tips for Working with a Child who has Physical Difficulties or Medical Needs

- Remember all conditions vary and not everybody will be affected in the same way or to the same degree
- Get to know the child, their needs and the impact of these — gain an understanding of what the diagnosis / prognosis is and how it effects the child and their family

- Provide physical support as appropriate to individual children to help them to complete activities. e.g. *hand under hand, hand over hand, guided wrists*
- Present resources in the most accessible way e.g. sand in a tuff spot on the floor rather than a sand pit



- Focus and build on what the child can do
- Remember to support children to maximise their independence. Like all children, children with PD and medical needs require opportunities to do things for themselves
- Think about how you can support children to make choices e.g. about where to play
- Encourage positive social relationships where children can develop supportive rather than dependent relationships. Remember the adult's role is to facilitate inclusion, the peers role is to play

- Adapt practice to ensure children are included and able to access activities alongside their peers
- Give children with PD more time to explore, move between and complete activities
- Provide support and adapt provision as the child needs, not everything needs to be the same for everyone

- Practitioners need to be particularly alert to 'red flags' for children with medical needs so that they can respond appropriately as per medical care plan
- Remember that children with medical needs may miss sessions due to appointments or stays in hospital— plan opportunities for children to catch up on any missed learning

- Present activities to children to encourage them to develop their skills e.g. offer resources to the left / right to encourage children to reach or cross the midline
- Build opportunities for children to use specialist equipment in to your daily routine. Match use of equipment to areas of provision e.g. stander when painting at the easel
- Store equipment safely and ensure it is not tampered with
- Know who to contact if you have any problems or concerns about equipment

Top Tips for Working with a Child who has a Hearing Impairment (HI)

The terms hearing loss, hearing impairment and deaf/deafness can be used interchangeably. Levels of hearing loss can vary considerably, from mild to profound, and can affect different frequencies (pitch) of sound in different ways. Some children's hearing may fluctuate, which can pose particular difficulties that practitioners need to be aware of. As well as hearing loss, children with hearing impairment may have difficulties with balance and speech — some children will also have other needs. A Teacher of the Deaf (*ToD*) will be able to explain children's individual hearing loss and the implications of it for their learning, development, and access to Early Years provision.

Be aware that hearing aids do not restore normal hearing. Some children may not want to wear their hearing aids. Consult *ToD*.

- When sharing stories, make use of story sacks, use sensory stories that include things to touch and feel, smell, sound books etc., use stories with repeated refrains and rhyme and rhythm

- Create a good listening / acoustically friendly environment - follow advice from *ToD*
- Think about how you might need to adapt your practices e.g. fire drill

- Clear, consistent routines help children to know what is happening and what is expected
- Think about and plan for how children with *HI* can use their vision to help them compensate for their hearing loss



- Reduce background noise and visual distraction as much as possible
- Plan small group activities in a quiet environment especially when focussing on Listening and Attention skills

- Use listening activities as suggested in 'Phonic Guidance for *HI* Children' available from the NDCS
- In consultation with the *ToD*, use the 'Deaf Monitoring Protocol' language cards
- Monitor children's language development

- Regular checks and cleaning of hearing aids/cochlear implants
- The optimum range for hearing technologies is 1-3 meters—make sure you are this close to the child when speaking to them

- Sign up to the National Deaf Children's Society (NDCS)
- Liaise with *ToD* and Speech and Language Therapist when involved


Top Tips for Working with a Child who has Hearing Impairment (HI)

- Cue the child in before talking
- Face the child
- Get down to the child's level
- Speak at a normal rate
- Use facial expression and gesture
- Sit the child at or near the front
- Don't talk with your hand over your mouth
- Don't sit / stand with sources of light (e.g. windows) behind you

- Use signs, pictures, or *objects of reference* as appropriate
- Consider incorporating key-word signing with all children

- Use open questions to check children's understanding
- Explore key / new vocabulary with the child before introducing it in to adult led / teaching activities
- Repeat and rephrase speech if necessary
- Use child directed speech/simplify language if required

- Give children breaks—listening and accessing speech, especially in background noise, can be very tiring
- Consider how hearing loss may impact on a child's behaviour and what that might mean e.g. tired, aids not working



Positive Relationships (Role of the adult)

- Children with hearing impairment benefit from the same activities as children without HI
- Think about how hearing loss might affect how a child can access activities in the setting and differentiate, adapt or modify them —Take advice from the ToD

- Mediate language between HI child and other children during play
- Consider how hearing loss may impact on a child's social skills and social interactions
- Teach the social skills children with HI may not acquire as easily as their peers

- Remember, children need lots of communication partners—if a child uses sign they need other children to be able to sign too, otherwise they can only communicate and be understood by adults
- Use sign to each other, so that children who sign see it happening around them and have opportunities to learn language like their peers (by over-hearing / over-seeing language that is being used around them)

Top Tips for Working with a Child who has A Visual Impairment (VI)

Visual Impairment is a reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a child's ability to function at certain or all tasks. Levels of vision loss can vary considerably as can children's ability to use the vision that they have — some children can have very little vision but can use it very well. Very few children with a visual impairment will have no vision at all.

Visual impairment impacts on all areas of learning and development, not everyone that has a visual impairment will have other educational or special needs. A Teacher of the Visually Impaired (QTVI) will be able to explain children's individual vision loss and the implications of it for their learning, development and access to Early Years provision.

- Keep a consistent lay out to the environment, give the child time to map out the environment and learn the routes to areas of provision
- Remember to keep pathways clear and encourage and support children to pick things up off the floor and be aware of others when they are playing
- Tack or tape down rugs and mats
- Use hazard tape/high contrast paint to highlight steps and changes in surfaces



- Modify, enhance and adapt the environment to provide the best visual access for the child
- Be aware of lighting levels and use blinds and overhead lights to manage lighting levels and glare
- Reduce '*visual clutter*' in the environment e.g. keep displays simple and not too 'busy', use plain tablecloths
- Think about contrast when organising and presenting resources in the environment and in specific activities so that things stand out from each other e.g. use dark pens on light paper, have red glue sticks in a white glue pot etc.

- Provide tactile resources and add textures to plastic toys, use natural resources and materials
- Use light reflecting, light emitting resources and resources with movement and sound
- Plan messy play with textures and scent

- A Personal Emergency Evacuation Plan (PEEP) should be developed for the child to ensure that they are able to be safely evacuated from the setting in the event of an emergency

Top Tips for Working with a Child who has A Visual Impairment (VI)

- Use a child's name to gain their attention before giving instructions
- Sit the child to the front at group times
- Check the child can see what you are showing them, always ask **what** they can see rather than **if** they can see something

- Remember that children with VI often miss facial expressions or body language which can impact on their personal, social and emotional development
- Children with VI may not easily be able to find their friends in a busy or fast moving environment e.g. outside

- Children with VI have reduced opportunities for *incidental learning* so it is vital to include as much multi-sensory learning as possible
- Children with VI may not have the same *conceptual understanding* as their peers e.g. colour, size, shape

- Support children to develop their tolerance of different textures
- Provide opportunities for children to explore hands on with 'concrete' objects to support their understanding
- Provide commentary to support children with VI to know and understand what is happening in the environment and to access visual elements of activities
- If adults or other children enter the room/area, introduce them by name and comment when they leave



- Give children breaks—using vision can be tiring. Children with VI use their hearing, as well as touch, to compensate for their vision loss and this can be tiring too. A good listening environment is important
- Provide children extra time to take on visual information and complete adult-led activities

- Think about how vision impairment might affect how a child can access activities in the setting and differentiate, adapt or modify them —Take advice from the QTVI

Consider the following;

- Is the child's level of sight stable or variable and under what conditions
- Is the child's field of vision restricted
- What size/style of print is comfortable for the child
- Does the child have particular preferences for the learning environment such as lighting or choice of seat

Top Tips for Working with a Child who has an Autistic Spectrum Disorder (ASD)

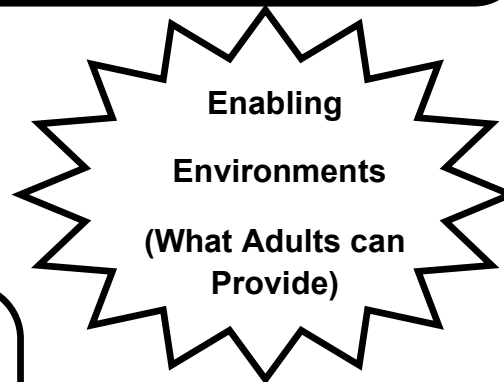
Autism is a lifelong, developmental disability. It can impact on the child's social communication, social interaction and flexibility of thought and behaviour. Many children with ASD also have difficulty processing everyday *sensory information*. It is important to remember that a child with ASD has a different view and understanding of the world than other children. Your role is finding ways to get in!

The Autistic spectrum is wide and the way in which each individual child with ASD presents can vary greatly. Some children may have a formal diagnosis at a young age, for other children it may not be as clear and a diagnosis may take a while, it is important to recognise the child's needs and to respond to these rather than focussing on a formal diagnosis.

- Most children with ASD respond well to structure and routine. They will benefit from pre-warning and visual timers to help them move on
- Use a visual time table or now / next board, this can be in the form of pictures, photographs, symbols or objects of reference depending on which the child responds to. Your Specialist teacher and S< will be able to advise you on this

- Many children with ASD benefit from the use of visual aids to support their understanding e.g.. now / next or for reassurance. Visual aids might be objects, photos or picture symbols

- Children will benefit from opportunities to work one to one with a practitioner in a quiet, distraction free area on a specific skill or target so that they can maintain focus
- Provide opportunities for the child to work with a peer in a simple turn taking game supported by an adult



- Use personalised 'social stories' or photo books to support children to cope with change / new experiences

- Activities should be based around the child's current interests to encourage them to join in and engage

- Whilst children may not fully understand the rules, boundaries and expectations of the setting's routines it is important that they are supported in complying for their own safety and that of others. This might include visual prompts (*traffic light system*) and there must be clear and consistent language and strategies implemented by all staff
- A behaviour plan may be useful in ensuring a consistent response



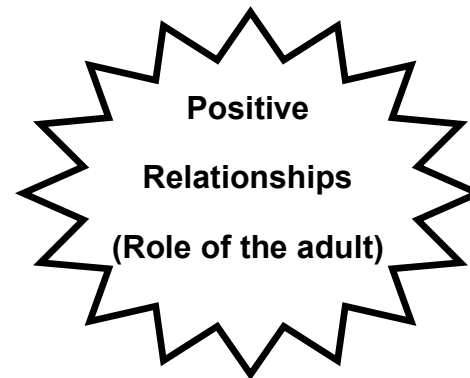
Top Tips for Working with a Child who has an Autistic Spectrum Disorder



- Think about the language you use with children. 'Stop!' or 'Finish!' may be better than 'No!'
- Some children may respond well to visual aids (e.g. *traffic light system*)

- Be aware that many children with ASD display obsessional behaviour. Embrace these intense / highly focussed interests and do not be afraid to use these as a vehicle to developing a child's learning

- Remember that behaviour is a form of communication. As you get to know the child you may learn how to pre-empt behaviours
- Value what the child does by following their lead and copying their actions. Don't give up! Perseverance will pay off. If it is not working today try again tomorrow



- Knowing a child well and developing a relationship is fundamental to identifying next steps. It is important to observe the child in different environments and situations
- Remember parents know their children best and will be able to share information about behaviours, likes and dislikes
- Liaise with any other professionals involved with the child e.g. *SALT*, Health Visitor, this may be through the EHA process

- Remember you are your best resource in making a connection and developing interaction through people games e.g. tickles, peek-a-boo etc. Use short bursts of highly motivating activities to encourage the child to join you in an adult initiated activity. Try bubbles, ready, steady, go games, toys with lights, textures of sounds, as these may motivate the child to join in
- Use *Intensive interaction* to support early communication development
- Copy the child's play, playing alongside them engaged in the same activities, begin to 'interfere' in the child's play, for example if the child is building a tower of bricks, begin to add some bricks to their tower

- Children with ASD are often over or under sensitive to sensory stimuli. It will be helpful to record any obvious sensory responses in your observations. Sensory activities can be used to motivate and engage the child in learning but can also calm or stimulate
- Some children may benefit from a quiet "safe" place they can go to if they are over-stimulated and in need of time out

Top Tips for Working with a Child who has Speech, Language and Communication Needs (SLCN)

Almost everything children do involves speech, language and/or communication. Everyday tasks, learning, sorting out problems, having a conversation, making friends, and having fun all rely on the ability to communicate. 'Speech' means the speech sounds children use to build up words. 'Language' refers to both expressive language (talking / signing / using pictures / using objects etc.) and receptive language (understanding). 'Communication' is the way language and non-verbal skills are used to interact with others. Most children follow a typical pattern of speech, language, and communication development. Where progress in this area is developing more slowly children may be described as having speech, language and/or communication delay. Some children with SLCN may have more specific difficulties e.g. a speech sound disorder or a language disorder which will be identified by a Speech & Language Therapist (S<).

- Provide a '*communication rich environment*'
- Display *sign graphics* around the room to help practitioners to remember the signs for vocabulary related to areas of provision
- Clearly label containers with words and pictures
- Ensure displays are accessible to children; at their height.
- Create quiet, distraction free spaces to focus on speech, language and communication development

- Provide opportunities for children to need to communicate e.g. having things out of reach



- Create resources such as '*Talking Boxes*' to build on and extend children's vocabulary
- Photographs / items from the child's home can be good conversation starters
- Provide stories, songs and rhymes with pictures / sounds / textures, repetitive language and actions.
- Provide a range of enhancements e.g. puppets, material, boxes etc.
- Provide simple technology to support and promote children's speech, language and communication development e.g. microphones, tablet apps.

- Whole group visual time tables can be used to support children to understand the pattern of their day, to know what is expected of them and to increase their independence
- Make *choice boards* part of the daily routines, so children can indicate their choices and share them with others e.g. at song time



Top Tips for Working with a Child who has Speech, Language and Communication Needs (SLCN)



- Be alert to a child's non-verbal communication and respond to it
- To get a child's attention use a gentle touch, come in to their line of vision and use their name
- Get down to the child's level
- Follow the child's lead. Provide a running commentary on the child's play
- Listen more than you talk
- Avoid overwhelming the child by asking too many questions. Use occasional *open-ended questions* to support the development of language
- Use *forced alternatives* when children struggle to make choices
- Take turns in conversation - 'back and forth interactions' are extremely important
- Give children 'thinking time' - wait for the child to think about what they want to say and to put their thoughts into words
- Share stories, songs, rhymes with the child before the whole group session so the child becomes familiar with the language / can learn new words

- Encourage a child to communicate—do not anticipate and meet their needs before the child has made an attempt to communicate.



- Focus on developing listening and attention skills
- Draw the child's attention to sounds in the environment
- Plan and play sound discrimination games
- Repeat the child's language back to them, modelling correct pronunciation rather than asking them to repeat words or pointing out their errors

- Focus on non-verbal skills such as joint attention
- Spend time modelling language and talking to the child. Leave pauses to encourage the child to respond
- Simplify language—sometimes just one word, repeated, is enough to begin with.
- Model back the child's words, adding additional words to extend their vocabulary e.g. if the child says "train", repeat "blue train"
- Use emphasis when adding in words or introducing new words
- Use gesture / objects / picture / sign to communicate with all children and each other not just the child with *SLCN*

- Be an interesting speaker—be enthusiastic, use animated facial expressions and body language, a varied tone and pitch of voice



Top Tips for Working with a Child who has Learning and Development Delay



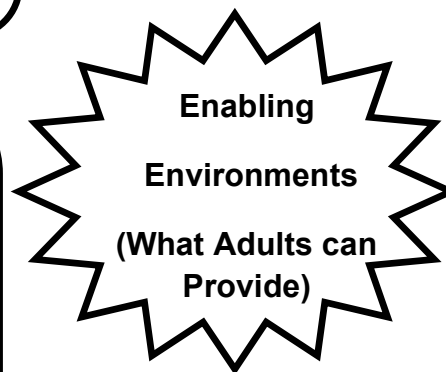
Babies and children learn important skills as they develop, such as making eye contact, becoming attached to certain people, babbling (making basic speech sounds), saying their first words, handling toys, rolling over and taking their first steps. These skills are known as 'developmental milestones' and usually happen at fairly predictable ages.

A child with developmental delay is slower in reaching one or more of these milestones.

- If the child is working developmentally at a lower age phase than their chronological age it may be necessary to bring resources from other rooms in nursery to ensure the child has access to developmentally appropriate resources

- Reduce clutter and noise to avoid over-stimulation
- It may be useful to have a specific area you can go with the child where it is quiet, there are few resources and displays that can easily be covered to limit distractions

- Celebrate small steps of success and progress
- Make specific adjustments for each child—what works well for one child may not work for another
- Maintain a consistent environment to provide lots of opportunities for '*over learning*' for children to practice skills
- Use enhancements in continuous provision to provide lots of opportunities for learning to be *generalised*



- Visual timetables, physical, visual, verbal or sound cues may help to support the child's understanding of what is happening and what is going to happen next / later on
- Early warnings of changes, transitions and routines are helpful to reduce anxiety, promote independence and support the child


- Track the child's progress using the EYFS, remember they are developmental stages not age phases
- You may need access to previous developmental stages / assessment materials for children working in a phase lower than their chronological age

Top Tips for Working with a Child who has Learning and Development Delay

- Get down to the child's level, minimise distractions and get their attention before interacting
- Use objects, pictures, gestures, signs to support communication
- Reduce and simplify language when giving instructions / information
- Teach new vocabulary in structured ways using objects, picture and actions to model what words mean
- Remember to also extend language in interactions so that children hear a range of words in their daily lives

- All staff should have knowledge of the child, their needs and how to best support them, it is not just the responsibility of the SENCO or the child's keyworker

- Allow the child to make choices and indicate a preference
- Hold up two objects and encourage the child to make a choice—this may be a gesture such as eye gaze, reaching or pointing initially
- Choice boards may be beneficial for some children



Positive Relationships (Role of the adult)

- Teach and model expected behaviour, you will need to be specific so the child understands what is expected of them
- Teach and model play and social skills, they are not inherent for all children. Social stories can be useful for children that are delayed in their PSED

- Development needs to be broken down into very small steps
- A child may require lots of repetition and 'over-learning' before they are able to carry out new skills independently. Not all children are able to generalise their skills to other areas, so skills they know may need to be re-taught when the child is in a new situation
- Allow the child extra time to process and respond to what you are asking of them

- Activities may need to be short and highly motivating to capture the child's interest and engagement
- Use multisensory resources — things that make sounds, are visually stimulating and have tactile properties.
- Extend focus using timers, now / next boards or work stations
- Use strategies like 'one more then finished' to encourage children to continue at an activity a little longer
- Use *closed ended activities* so that it is clear when something is finished



Top Tips for Working with a Child who has Social, Emotional and Mental Health Needs (SEMH)



The SEN Code of Practice talks about children who have social, emotional, and mental health needs. This aligns with aspects of the PSED area of the EYFS.

The emotional wellbeing of children is just as important as their physical health. Good mental health gives children the resilience to cope with whatever the world throws at them and to become well rounded adults. To help to keep children mentally well they need to feel loved, trusted, understood, valued and safe. They need to be hopeful and optimistic, to have opportunities to enjoy themselves and succeed, to recognise what they are good at and to have a sense of belonging in their family and the setting. Children need strength and resilience to cope when things go wrong and to have the ability to solve problems.

- All practitioners need to be consistent in the messages they give to children about their behaviour and what is and isn't acceptable within the setting
- Have agreed language and strategies when responding to unwanted behaviour outlined in the setting's behaviour policy
- Some children may need a personal behaviour plan, which is written with the child's parents / carers

- Place high value on and do not underestimate how crucial the keyworker relationship can be. A positive keyworker relationship is very important to give the child a secure base in the setting — be flexible, see how relationships develop and do not be afraid to change key workers
- Effective attachment is crucial to children's development.

Enabling Environments (What Adults can Provide)

- Behaviour = communication!
- Use systematic observation to work out what the reasons for the behaviour are
- Use information gathered from observations to avoid or provide support in difficult situations
- ABC / STAR charts etc. can help record your observations

- Stories/roleplay/puppets to help children consider others feelings, ways to help others feel better and dealing with conflict options
- Consider stories/books that focus on a range of emotions

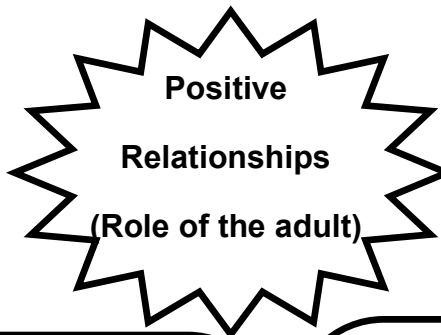
- Provide a calm, quiet, restful area where children can go if they need to
- Children need the time and freedom to play in and outdoors
- To help soothe anxious children allow them to bring in comforters from home and to share photos of their family life etc.
- Keep routines consistent and predictable and support through visual aids

Top Tips for Working with a Child who has Social, Emotional and Mental Health Needs

- Use 'first... then....' language when giving instructions that are not of the child's choosing
- Say what you want not want you don't want: e.g. say "walk" instead of "don't run"
- Turn negatives into positives i.e. say 'when you have...then you can... Rather than 'if you don't... then you can't...
- Be aware of your body language and tone of voice—you need to remain positive and encouraging

- Clear boundaries should be consistently applied by all staff, in all situations
- It may be useful to put in place a 'behaviour plan' so that everyone knows how/what to do and what strategies are being used

- Give the child very clear choices and support them to make a good choice
- Give children thinking time to make a choice
- Give the child a chance to co-operate and comply with instructions
- Praise good choices—be specific rather than a generic "good boy/girl" or "well done"
- Don't offer a choice if there isn't one- say "come and.../ I need you to...." Rather than "can you..." or "would you like to..."
- Think about planned ignoring



- Model play and social situations so the child knows what is expected of them and so they learn desired behaviours
- Use social stories to teach and model social rules.
- Plan activities that enable collaboration

• Remember we all have good days and bad days!

- Be realistic in your expectations.
- Remember that a child that has a delay in other areas may also have delayed PSED
- Match your expectation for PSED with the child's developmental age/stage in other areas
- Reflect on your practice / routines and consider whether the expectations are appropriate

- Notice a child following setting routines and expectations of behaviour, ensure you praise this behaviour. This is particularly important for children who struggle to regulate and manage their own emotions / behaviour or who need more adult attention
- Distract / De-escalate: If a child is having a tantrum use distraction techniques. De-escalate the situation by remaining calm, reassure the child and be present for emotional support as and when the child requires it
- Remember some children struggle to cope with an Early Years environment

Lancashire Specialist Teaching Service

Early Years SEND Toolkit – Assessment, Tracking & Target Setting (2022)

Glossary

1. **Action Access Plan** – this is a detailed outline of the tasks required to accomplish a goal. The aim of having an Action Access Plan is to improve the SEND provision in your setting. It usually includes the headings of; aims/action/timescale/cost/evaluation.
2. **Auditory Processing** – this is the process of taking in the information you hear. It is the ability to 'hold, sequence, process or understand' the information you have listened to. Children who have difficulties with their auditory processing will likely be listening, but not taking in and/or holding and/or making sense of the information they are hearing.
3. **Backward Chaining** - this is the breaking down of steps of a task and teaching them in reverse order. The purpose of this strategy is to give the child an experience of success and completion on every attempt. Instead of the child starting at the beginning and finding the task/activity too challenging and then the adult has to complete it, the adult does all but the last step and lets the child complete the work. Then the adult does less and less while the child does more and more, always ending with the child performing the final step. For example, the adult could put the pieces of the jigsaw in the inlay and let the child put in the final piece, then gradually put in less pieces with the child doing more once they are able to do so.
4. **Care Plan** (medical) -
5. **Choice Board** - a visual aid which allows a child to select between objects, pictures or symbols representing two or more options.
6. **Close Ended Activities** – this is an activity such as a jigsaw where there is a very clear objective of what to do and a clear finishing point. This is opposed to an open-ended activity where a child might be given some bricks and they can use their imagination to build whatever they want, or to explore however they choose and there is no natural 'finishing' point.
7. **Closed Ended Questions** - a closed-ended question refers to any question which can be answered with a simple "yes" or "no" or alternatively with a specific piece of information. Open-ended questions are sometimes phrased as a statement which requires a response.
8. **Communication Rich Environment** - a setting in which the environment is conducive to communication, the child is surrounded by talk and has plenty of opportunities to communicate with others.
9. **Conceptual Understanding** – concepts are thoughts or ideas to be understood, as opposed to facts. They are the means by which we are able to categorise/classify objects, events and ideas. There are a number of groups of concepts such as spatial concepts (the concepts related to the position of something e.g. in, on, under), temporal concepts (the concepts related to time e.g. before, after), concepts related to texture, colour, shape, size, sound etc.
10. **Contrast** – refers to the level of difference in colour between an object/person and the background against which it is positioned. **High contrast** might be a yellow object against a black background. **Low contrast** could be a white glue spreader, in a cream

tray filled with shaving foam. Contrast can often be important in supporting the needs of children who experience visual difficulties.

11. **Differentiation** – the methods by which an activity, task, routine event etc. is differentiated / adjusted so that a child is able to access it for learning. Activities, tasks, routines can be differentiated by the support offered, the resources provided to complete it, the outcome expected at the end of it. For example, a cutting and sticking activity could be differentiated for a child with reduced hand strength by an adult providing hand over hand support to a child to use standard scissors, providing spring loaded scissors for a child to use on their own, providing pre-cut shapes so the child doesn't need to use scissors etc.
12. **Early Years Foundation Stage Profile (EYFS)** – the assessment completed at the end of the EYFS.
13. **Forced Alternatives** - offering a choice of response which avoids a yes or no answer and instead encourages the use of one of two words e.g. 'would you like juice or milk?' It is a useful strategy to introduce vocabulary, encourage vocabulary use and support language development.
14. **Generalisation** of learning – learning is **generalised** when children are able to use their previous learning in new learning situations which are similar e.g. child who has learnt to use a single ball poster can play with/complete a three ball posting game or a child has learnt how to play with a posting game, so when presented with a roller ball track where balls are pushed through a hole to start them off, the child uses their learning about the posting game to put the ball in to and push it through the hole at the start of the roller ball track.
15. **Gestural prompts** – an action/gesture used to prompt or support a child to undertake tasks, elements of routines or join in with play e.g. adult moves their closed hand over a box and opens it to remind the child to put the object they're holding in their hand in the box to tidy up, adult moves their hand up and down to prompt the child to move the brush when painting.
16. **Graded Resources** – resources which are graded according to the level of difficulty. Construction resources could be graded easiest to hardest from: Mega blocks to Duplo to Lego. Puzzles/jigsaws could be graded easiest to hardest from: form boards to inset puzzles to 2 pieces jigsaws to 4-piece jigsaws to jigsaws with many pieces. Mark making tools could be graded easiest to hardest from: moulded crayons to chunky crayons to standard crayons etc.
17. **Graduated Response** – the steps schools and settings take to support children and young people with SEND. The Code of Practice describes how identifying and meeting additional needs should follow an ' assess-plan-do-review' cycle so that individual children have the best possible provision and achieve positive outcomes.
18. **Guiding hands** – a specific form of physical prompting when an adult touches a child at the elbow/forearm and uses their hands to guide the child's arm to the target object.
19. **Hand over hand** – a specific form of physical prompting when an adult or more competent peers takes the child's hand and completes an action with it, so as to encourage the child to participate in or achieve success in undertaking the action themselves e.g. picking up a toy and putting it in the box to help with tidying up, picking up a paint brush and making marks on paper etc.
20. **Hand under hand** – a specific strategy to support children to explore. The adult places their hand under the child's hands and explores then moves their hands to explore the object/undertake the task themselves. The child explores the object/experiences the

activity coactively with the adult. By having their hands on top rather than underneath the adults, children can remove their hands if they don't like or want to stop exploring. Similarly, if they're feeling confident children can move their fingertips, fingers or whole hands from on top of the adults on to the object directly and begin to explore it themselves.

21. **Hearing Impairment (HI)** - the terms hearing loss, hearing impairment and deaf/deafness can be used interchangeably. Levels of hearing loss can vary considerably, from mild to profound, and can affect different frequencies (pitch) of sound in different ways. Some children's hearing may fluctuate, which can pose particular difficulties that practitioners need to be aware of. A Teacher of the Deaf (*ToD*) will be able to explain children's individual hearing loss and the implications of it for their learning, development and access to Early Years provision.
22. **Incidental Learning** - it is unintentional or unplanned learning that results from other activities, interactions, experiences and tasks etc. Incidental learning can also come from children over-hearing and over-seeing things that are going on around them but do not directly involve them - learning through these opportunities is often not as easy for children with hearing, vision or multisensory impairments.
23. **Intensive Interaction** – Intensive Interaction is an approach to support the development of the earliest elements of communication, and can be used with people who have severe, profound or complex learning difficulties and people who have Autism who are at an early stage of developing their communication skills. Intensive interaction works on early communication/interaction skills – how to enjoy being with others: how to relate, interact, know, understand and practice communication routines. Intensive interaction teaches and develops interaction and communication by doing and taking part in highly motivating activities, based on the child's interests and strengths, to develop their communication and interaction. <https://www.intensiveinteraction.org/> For further information see your Specialist Teacher for advice and strategies you can use.
24. **Interactive Display** - a well-planned display which aims to engage children, stimulate their curiosity and spark their enthusiasm to learn more. Interactive displays encourage children to pick things up, look, touch, listen and talk about what they see.
25. **Looked After-** a **child** is **looked after** by a local authority if a court has granted a care order to place a **child** in care, or a council's **children's** services department has cared for the **child** for more than 24 hours
26. **Moving and Handling** – applies to any activity that involves the use of bodily force in lifting, lowering, pushing, pulling, carrying, supporting or otherwise moving a 'load' (in manual handling terms a child would be a 'load'). More information about moving and handling/manual handling can be found on the HSE (Health & Safety Executive) website.
27. **Moving and Handling Care Plan** – a detailed plan of how to support young children with physical needs for example, in their mobility, in transferring in and out of pieces of equipment etc. which also has regard for the manual handling needs of the adults providing the support.
28. **Moving and Handling Risk Assessment** – an assessment of the hazards and risks associated with supporting the physical needs of a specific child. The outcome of the assessment may indicate that a moving and handling care plan and specific training for practitioners is required.
29. **Multi-sensory approaches to teaching and learning** – providing activities, learning opportunities that use a combination of visual, auditory and touch techniques to support learning.

- 30. Multisensory impairment (MSI)** – the terms multisensory impairment, dual sensory impairment and deafblind/ness are used interchangeable to refer to a combined impairment of the distance senses of hearing and vision. Multisensory impairment reduces the quality and quantity of sensory information able to be perceived. A child with a multisensory impairment is not able to use one sense to compensate for the loss of another as would be the case for a single sensory impaired child; the two sensory losses compound and intensify the impact of each other; the impact is multiplicative rather than additive.
- 31. Now/Next Board** - the board has the words 'Now' on the left-hand side and 'Next' on the right-hand side with a space underneath to add a symbol or photograph. It could be described as a simplified version of a visual timetable and helps a child to move on from one activity to another - can also be known as a First/Then board
- 32. Objects of Reference (OoR)** – an object linked with or used to represent a familiar routine or activity, for example, a spoon to represent 'dinner time'. Objects of Reference can be used to support children to understand what is happening now/next (by being offered to them by the adult supporting them) or for children to express their wants/needs (by being available for the child to access them and give them to an adult to request something). For these reasons objects of reference need to be meaningful to the person whose communication (receptive or expressive) they are intended to support
- 33. Open Ended Activities** - activities where there are no rules to follow, no expectations, no specific problems to solve, and no pressure to produce a finished product.
- 34. Open Ended Questions** -questions which can't be answered by a simple "yes" or "no," and which require more than a simple one-word answer e.g. "I wonder why....."
- 35. Occupational Therapist (OT)** - supports children to develop the skills required to carry out and participate in a range of everyday activities such as self-care, getting dressed and eating
- 36. Over-learning** – an opportunity for a child to practice a new skill or develop their understanding beyond the point at which it is mastered. This may mean practicing a particular skill or applying particular learning many times and in a number of different ways
- 37. Personal Emergency Evacuation Plan (PEEP)** - a PEEP is a bespoke 'evacuation plan' for individuals who may not be able to reach an ultimate place of safety unaided or within a satisfactory period of time in the event of any emergency. PEEPs may be required for children with physical needs, delayed development, hearing, vision or multisensory impairments, ASD; any child who may have difficulties in the event of an emergency evacuation for whatever reason. A temporary PEEP may be required for short term injuries (i.e. broken leg) or temporary medical conditions. Templates and advice on completing PEEPs can be found online.
- 38. Physical Prompts** – different ways in which child can be physically prompted or supported to undertake tasks, elements of routines or join in with play e.g. **hand-over-hand support** from an adult.
- 39. Physiotherapist (physio/PT)** - a **Physiotherapist** is a health professional who specialises in physical and motor development. They may show you exercises for children and discuss ways of developing good movement patterns. They can also offer advice on the best way to carry, hold and position children.
- 40. Planned Ignoring** - planned ignoring is paying no attention (not giving eye-contact, not commenting etc.) to a child who is demonstrating unwanted behaviour. It is a strategy that can be used in an effort to reduce the unwanted behaviour, ignoring the behaviour

reinforces to the child that engaging in the unwanted behaviour it is not the way to get attention or whatever else it is that they want.

41. **Portage** – Portage is an educational home-visiting service for children aged 0-3 with SEND.
42. **Reasonable Adjustment** – the reasonable adjustment duty comes under the Equality Act, 2010 and requires settings to make ‘reasonable adjustments’ to ensure that a child is not at a disadvantage because of a disability. This may include adjusting policies and practices (provision, criterion or practices), adjusting the physical environment (changing a physical feature) and/or providing additional aids, equipment and support (provision of auxiliary aids and services).
43. **Speech and Language Therapist (S< / SALT)** – is a trained professional who specialises in Speech and Language difficulties and disorders. They can offer advice, strategies and targets to support a child's speech and language development.
44. **Schema** - schemas are described as patterns of repeated behaviour which children display through their play and exploration. Some of the most common types of observed schemas include – Trajectory / Transporting / Rotation / Connecting / Enclosing / Positioning / Enveloping / Orientation.
45. **Sensory Information** – information that the brain collects from our external senses of vision, hearing, touch, smell & taste and the internal senses of interoception (information from our internal organs giving signals such as hunger, thirst, temperature etc.), proprioception (information from the muscles and joints about our bodies and the position and movement of body parts in space) and the vestibular sense (information from the inner ear about balance and the movement of our bodies in space)
46. **Sensory Information – hyper-/hypo-sensitivity** refers to how sensitive a child (or any person) is to a sensation. Hyper is over-sensitive to a sensation and may appear to over respond/react to a sensation e.g. cover their ears at certain pitches or volumes of sound. The child may find some sensations, that others may not even notice, unpleasant or distressing and seek to avoid them or avoid activities/tasks which generate those sensations. Hypo-sensitive describes a child who is under sensitive to a sensation and so may appear not to respond to something you would expect them to e.g. crying if they bump in to something hard or sharp, or they may seek out a certain sensations or do things to get sensory feedback e.g. putting things in their mouth, running in to things.
47. **Speech Language and Communication Needs (SLCN)** – the specific speech, language or communication needs of a child. This may be a receptive or an expressive language need.
48. **Social Stories** – an approach devised by Carol Gray to support children and young people's understanding of particular situations, activities or events that present particular difficulties for them through the use of short descriptions of those situations/events/activities written to a specific set of criteria.
<https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>
49. **Talking Boxes** - a collection of objects presented in a box to promote communication e.g. spade, sun hat, and sun cream that children look at with an adult and talk about.
50. **Teacher of the Deaf (ToD or QToD)** - a teacher who is additionally qualified in meeting educational needs of children and young people with a hearing impairment.
51. **Teacher of the MultiSensory Impaired (QTMSI)** - a teacher who is additionally qualified in meeting the educational needs of children and young people who have a multisensory impairment

52. **Teacher of the Visually Impaired (ToVI or QTVI)** - a teacher who is additionally qualified in meeting the educational needs of children and young people who have a visual impairment.
53. **Total Communication approach**— an approach that aims to make use of a number of modes of communication simultaneously such as signed, oral, auditory, written and visual aids, depending on the particular needs and abilities of the child.
54. **Traffic Light system** – a visual strategy using red, amber and green cards to indicate specific meanings e.g. stop (red), wait (amber), continue (green). Traffic lights can be used to support transitions, behaviour and communication.
55. **Verbal prompts** – a word or phrase used to prompt or support a child to undertake tasks, elements of routines or join in with play e.g. adult says 'in' to remind the child to put the object they're holding in their hand in the box to tidy up, adult says 'up and down' to prompt the child to move the brush when painting.
56. **Visual clutter** – comes in all forms, whether it is too many pictures on the walls, or too many objects on a shelf, it all begs for attention in our **visual** space. Removing **visual clutter** means children have to process less information and can concentrate on what's important.
57. **Visual impairment (VI)** - Visual Impairment is a reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a child's ability to function at certain or all tasks. Levels of vision loss can vary considerably as can children's ability to use the vision that they have — some children can have very little vision but can use it very well. Very few children with a visual impairment will have no vision at all.
58. **Visual Timetable** - visual timetables enable children to understand what they are doing when over a period of time such as the nursery/school day. They give structure to the day and can reduce anxiety levels. Objects, pictures or symbols are used to represent the tasks, activities or day-to-day routines. They are sequenced vertically (top to bottom) and act as a list of events, tasks or activities children need to complete in the identified order in the identified timescale e.g. morning, afternoon, all day. A now/next board is often a first step in introducing visual timetables to a child.

Age Phase Overview (appendix)

The age phases within the Early Support Materials overlap. This is a guide to the approximate ages for each step/stage with the Early Support materials linked to the age phases outlined in Development Matters and Birth to Five Matters.

EYFS	Birth to Five	Early Years Journal	Down's Journal	Monitoring Protocol	VI Journal *
Birth to 3 Years	Range 1 0-6	Step 1 (0-3 mths)	Step 1 (0-3 mths)	B1 (0-2 mths)	Stage 1a (0-4 mths)
		Step 2 (2-5 mths)	Step 2 (2-5 mths)	B2 (2-4 mths)	Stage 1b (4-7 mths)
		Step 3 (4-7 mths)	Step 3 (4-7 mths)	B3 (4-6 mths)	
	Range 1 6-12	Step 4 (6-10 mths)	Step 4 (6-10 mths)	B4 (6-9 mths)	Stage 2 (7-12 mths)
		Step 5 (9-13 mths)	Step 5 (9-13 mths)	B5 (9-12 mths)	
	Range 2 12-18	Step 6 (12-16 mths)	Step 6 (12-16 mths)	B6 (12-15 mths)	Stage 3 (12-17 mths)
		Step 7 (15-19 mths)	Step 7 (15-19 mths)	B7 (15-18 mths)	
	Range 3 18-24	Step 8 (18-22 mths)	Step 8 (18-22 mths)	B8 (18-21 mths)	Stage 4 (17-22 mths)
		Step 9 (21-25 mths)	Step 9 (21-25 mths)	B9 (21-24 mths)	
	Range 4 24-36	Step 10 (24-31 mths)	Step 10 (24-31 mths)	B10 (24-30 mths)	Stage 5 (22-30 mths)
		Step 11 (30-36 mths)	Step 11 (30-36 mths)	B11 (30-36 mths)	
3 & 4 Years	Range 5 36-48	Step 12 (35-41 mths)			
	Range 5/6 36-48-60	Step 13 (40-51 mths)			
YrR	Range 6 48-71	Step 14 (50-60 mths)			

*Age phases given are as noted for fully sighted children - age phases are adjusted from ages listed above for children with limited vision.