# Barnsley Education Inclusion Services

# Developmental Progress Tool



The **Barnsley Portage Service Developmental Progress Tool** has been developed by Barnsley Portage Service alongside parents/carers and Early Years settings who have trialled the tool. The tool is evidence based, informed by existing child development assessment tools and the Early Years Foundation Stage (EYFS) Statutory Framework (DfE). The robust links with the EYFS early learning goals and the observation checkpoints within the non-statutory curriculum guidance for the EYFS Development Matters (DfE) ensures that it is relevant for Early Years settings and schools to use for children who are accessing the EYFS but may not be making progress in line with expected development.

The purpose of the Barnsley Portage Developmental Progress tool is to help families, educational settings and services work together to:

* support a shared understanding of developmental stage
* identify relative strengths and priorities for development
* plan next steps
* monitor and celebrate small-stepped progress over time.

**Assessing Progress**

The Barnsley Portage Developmental Progress tool has been developed to support assessment processes described in the EYFS Statutory Framework and the Development Matters non-statutory guidance

*‘Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs and to plan activities and support. Ongoing assessment (formative assessment) is an integral part of the learning and development process’*

**Statutory framework for the EYFS 2024**

*‘Assessment is about noticing what children can do and what they know. Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do’*

*‘Accurate assessment can highlight whether a child has a special educational need and needs extra help’*

**Development Matters Non- statutory guidance for the EYFS 2020**

The tool will support a shared understanding of a child’s development and progress through cycles of action that incorporates;

* **Observation**: Noticing, listening and describing
* **Assessment**: Deciding what observations are telling us
* **Planning:** What we want children to learn next and how we support that progress through provision (experiences, opportunities, interactions, resources, learning environment)

**Links to the Early Years Foundation Stage**

The tool has been developed so that it aligns with the learning and development requirements specified in the EYFS statutory framework. The tool comprises four developmental areas in total. To enable practitioners and parents/carers to plan for and monitor progress in line with the EYFS the developmental areas align with the seven areas of learning and development specified in the EYFS.

The four developmental areas are:

* Communication and Language
* Physical development
* Personal Social and Emotional development
* Cognition and Learning

Three of the developmental areas align with each of the three Prime areas of learning in the EYFS and the fourth ‘Cognition and Learning’ aligns with the specific areas of learning in the EYFS which includes literacy, mathematics, understanding the world and expressive arts and design. The characteristics of effective teaching and learning as skills that underpin and develop through all areas of learning and development, are addressed through the play, the environment, the relationships and interactions that enable the steps.

The 14 steps in each area make explicit the developmental steps towards the Early Learning Goals and embedded within the 14 steps are the observation checkpoints from Development Matters used to monitor progress.

The small steps make explicit what a child can do and what they need to learn next to make progress towards the Early Learning Goals. The steps align with the developmental stages outlined in Birth to 5 Matters to provide clarity on the developmental progress a child is making.

**Using the Developmental Progress Tool**

The tool supports ongoing assessment and breaks down milestones identified in ‘Development Matters’ and ‘Birth to 5 matters’ into smaller steps. It is used to establish next steps and to demonstrate progress for those children not developing in line with age related expectations. Children learn and develop at different rates, in different ways and progress can vary across different areas of learning and development. In making a decision as to where to start, professional judgement should be used to make a ‘best-fit’ indicator of the child’s current attainment as opposed to having to start at the child’s chronological age. In order to evidence and celebrate progress the tool should be updated in a timely manner (half termly or more frequent as required). Skills developed through achieving a step often impact on learning and development in other areas and development should be considered holistically.

The small steps are broken down further by assessing whether the skill is emerging, developing, or achieved and the descriptions below should be used to inform the assessment.

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| Example of how to record the assessments using dates to evidence progress |

Range 1: 0 to 12 months (Birth to 5 Matters)

Step 1: 0 to 3 months

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| --- | --- | --- | --- |
| **Listening and attention** | Emerging | Developing | Achieved |
| startles to loud noises, eyes widen, limbs move or slow, facial twitch, cry, change in sucking patterns during feeding, change in breathing pattern | 03/23 | 05/23 | 07/23 |
| Turns eyes and/or head towards you when you speak  | 05/23 | 07/23 |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Smiles/quietens to familiar voice/face. |  |  | 03/23 |

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| Emerging | Skill seen once or twice within a familiar routine or context and is typically adult led. Skill completed with a high level of adult support including verbal prompting, hand over/under hand and exaggerated gestures. |
| Developing | Skill seen more often and requires less prompting from the adult, child will sometimes initiate. |
| Achieved | Skill seen consistently and is generalised in a variety of contexts and routines with little or no adult support or prompting. |

# References

The tool has been informed by national guidance and existing developmental assessment tools outlined below:

* Birth to 5 Matters non-statutory guidance for EYFS (Early Years Coalition, 2021)
* Development Matters non-statutory guidance for EYFS (DfE, 2023)
* Early Years Developmental journal (DfE 2013)
* Early Support Developmental Journal (DCSF, 2008)
* Early Support Developmental Journal for Children who have Down Syndrome (DCSF, 2008)
* Early Years Foundation Stage Statutory Framework (DfE, 2024)
* Grenier, Julian (2020) ‘Working with the revised Early years Foundation Stage Principles into Practice’

**Barnsley Portage Service Developmental Progress Tool**

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| Child’s name:  |   | Date of Birth:  |  | Assessment completed by: |  |
| Date of most recent update |  | Current chronological age (months): | (delete and update to keep current) | Range working within: | (best fit, delete and update to keep current) |

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| Communication and Language |

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| **Ranges** | **Range 1** **0 to 12 months** | **Range 2** **12 to 18 months** | **Range 3** **18 to 24 months** |

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| Communication and Language Steps | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Date step assessed as achieved |  |  |  |  |  |  |  |  |

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| **Ranges** | **Range 4** **24 to 36 months** | **Range 5****36 to 48 months** | **Range 6** **48 to months** |

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| Communication and Language Steps | 9 | 10 | 11 | 12 | 13 | 14 |
| Date step assessed as achieved |  |  |  |  |  |  |

 ***Note:*** *To be assessed as working within a range, not every step in that range must be achieved. Steps within and across ranges do not need to be achieved in chronological order. Children acquire skills at different stages of their development and some children may not acquire specific skills within a range.*

*The grid should be used to capture a ‘best fit’ overview of the child’s developmental stage.*

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| Communication and Language |

Range 1 - 0 to 12 months (Birth to 5 Matters)

Step 1 - 0 to 3 months

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| --- | --- | --- | --- |
| **Listening and attention** | **Emerging** | **Developing** | **Achieved** |
| Startles to loud noises, eyes widen, limbs move or still, facial twitch, cry, change in sucking patterns during feeding, change in breathing pattern |  |  |  |
| Turns eyes and/or head towards you when you speak  |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Smiles/quietens to familiar voice/face |  |  |  |

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| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Cries to express needs. For example, when hungry, or in discomfort. |  |  |  |
| Uses sounds. For example, gurgling and cooing to communicate when relaxed.  |  |  |  |
| Stops crying when picked up |  |  |  |

Step 2 - 2 to 5 months

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| **Listening and Attention** | **Emerging** | **Developing** | **Achieved** |
| Reacts by smiling, looking and moving when you interact  |  |  |  |
| Shows excitement at sound of approaching voices or footsteps |  |  |  |
| Turns head to parent/carer’s voice or other familiar sounds |  |  |  |
| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Makes own sounds when talked to, especially to parent/carer and when a smiling face is used |  |  |  |
| Recognises/most responsive to main carer’s voice. For example, is more vocal/active or offers more eye contact. |  |  |  |

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| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Uses different sounds/cries to show hunger, tiredness, pain |  |  |  |
| Produces and copies non-speech sounds. For example, coos, raspberries, effort grunts, shrieks, squeals. |  |  |  |
| Smiles at another person |  |  |  |
| Smiles more often to familiar rather than unfamiliar people |  |  |  |

Step 3 - 4 to 7 months

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| **Listening and attention** | **Emerging** | **Developing** | **Achieved** |
| Looks intently at person talking. |  |  |  |
| Enjoys listening to nursery rhymes |  |  |  |
| Looks puzzled or changes behaviour when hearing something new, different, or unexpected |  |  |  |
| Shows interest in moving pictures and sound, such as on a television |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Vocalises more when adults use child-directed speech |  |  |  |
| Smiles and becomes animated in response to a familiar person, sometimes making sounds |  |  |  |
| Responds differently to different tones of your voice. For example, sing-song, soothing, questioning, playful. |  |  |  |
| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Babbles by repeating a series of the same sounds (reduplicated babbling). For example, ‘’ba-ba-ba’’, ‘‘ma-ma-ma.’’ |  |  |  |
| Makes sounds for pleasure. For example, vocalises with a tuneful voice to self when lying in cot or at play. |  |  |  |
| Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used |  |  |  |
| Laughs, chuckles and squeals aloud in play, screams with annoyance |  |  |  |
| Begins to develop and use the vowel sounds of the language used at [home. e.g](http://home.e.g). ‘’ooo aaa’' |  |  |  |

Step 4: 6 to 10 months

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| **Listening and Attention** | **Emerging** | **Developing** | **Achieved** |
| Anticipates actions, tickles, etc. from sounds and tunes of songs and rhymes. For example, giggles at end of ‘round the garden’ when waiting for a tickle. |  |  |  |
| Turns immediately to familiar voices or familiar sounds across a room |  |  |  |
| Takes turns in interactions with others. For example, quietens when the other person talks, and may vocalise or make a movement when they pause. |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Understands words they hear a lot and that are said with gestures. For example, “all gone” and “bye bye” |  |  |  |
| Recognises and responds to own name. For example, turns or looks up in response to name. |  |  |  |

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| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Vocal babble is increasingly speech-like, containing consonant and vowel sounds: for example, ‘’baba’’, ‘’gaga’’. |  |  |  |
| Waves bye-bye through copying. For example, copies others when they wave to them. |  |  |  |
| Uses simple sounds or gestures to mean a particular thing. For example, “da” for ‘daddy’ in context  |  |  |  |
| Uses voice or gesture to attract attention |  |  |  |

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| **Observation Check Point – Development Matters**Around 6 months, does the baby respond to familiar voices, turn to their own name and ‘take turns’ in conversations with babbling? |

Step 5: 9 to 13 months

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| **Listening and Attention** | Emerging | Developing | Achieved |
| Looks at the person speaking |  |  |  |
| Locates the direction sound comes from. For example, looks appropriately in the direction of sound. |  |  |  |
| Understands the meaning associated with some environmental sounds. For example, hears phone ring and looks at it. |  |  |  |
| Moves whole body to sounds they enjoy. For example, music or a regular beat or being sung to. |  |  |  |
| For a child using visual communication aids: when presented with an Object-of-Reference to refer to a specific routine or play activity, they notice the parent/key person showing them the object and make actions that suggest they are ready to move with parent/key person to a different learning area. For example, takes the adult’s hand, prepares to walk, etc. (Note: this does not necessarily mean that the child understands the direct reference made by a particular object-of-reference.)  |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Recognises some familiar names. For example, Mummy, Daddy, names of siblings. |  |  |  |
| Shows understanding of familiar objects by actions. For example, pretends to drink from an empty cup. |  |  |  |
| Initiates give and take games by offering objects. (ta games) |  |  |  |
| Regularly stops activity when told ‘no’ |  |  |  |
| Waves ‘bye-bye’ when asked |  |  |  |
| When presented with an object to refer to a specific routine or play activity, they notice the parent/key person showing them the object and make actions that suggest they are ready to move with their parent/key person to a different learning area. For example, takes the adult’s hand, prepares to walk, etc. (Note: this does not necessarily mean that the child understands the direct reference made by a particular Object-of-reference.) |  |  |  |

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| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Copies the speech of others, especially the vowels and ‘ups and downs’ (intonation) |  |  |  |
| Points to objects and people, using first finger  |  |  |  |
| Copies what adults do, taking ‘turns’ in conversations (through babbling) and activities. Tries to copy adult speech and lip movements |  |  |  |

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| **Observation Check Point – Development Matter**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?Is the baby beginning to use single words like ‘muma’, ‘dada’, ‘tete’ (teddy)? |

Range 2: 12 to 18 months (Birth to 5 Matters)

Step 6: 12 to 16 months

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| **Listening and Attention** | Emerging | Developing | Achieved |
| Demonstrates joint attention. For example, attends to an object when parent/carer draws their attention to it by looking and pointing |  |  |  |
| Concentrates intently on an object or activity of own choosing for short periods |  |  |  |
| Attends to pictures for a short time, labelling and making a comment, with adult guidance or independently |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Respond to at least 10 objects of reference. For example, runs to the door when an adult shows them their drink and says “drink”. |  |  |  |
| Shows understanding of at least 15 words/signs used in reference to the immediate context. For example, looks, points to, or finds an object when asked, such as in response to ‘Where’s your shoes?’ |  |  |  |
| Responds to familiar words/signs in play. For example, looks to find ball in response to ‘’Where’s the ball?’’ |  |  |  |
| Can choose between two presented objects: “Do you want the ball or the car?’’ |  |  |  |
| Shows understanding of at least 10 Objects-of-Reference used to refer to specific routine or play activities. For example, child moves/looks towards bathroom when presented with a nappy for ‘nappy change’ or towards the table when presented with a drinking cup for ‘snack time’, etc. |  |  |  |

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| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Voice has the ‘ups and downs’ (intonation) of the language spoken at home even though individual words may not be clear |  |  |  |
| Uses approximately five single signs/words without prompting. |  |  |  |
| Points to or reaches towards desired objects to request them. May vocalise or make eye contact when doing this. |  |  |  |
| Imitates signs/spoken words and sounds |  |  |  |
| Speaks/signs to name favourite items or make a request  |  |  |  |
| Waves ‘bye-bye’ spontaneously |  |  |  |
| Uses sounds instead of words in play and routines i.e. may say ‘brmm’ when playing with a car or ‘mmm’ whilst eating |  |  |  |

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| **Observation Check Point – Development Matters**Around 12 months, can the baby choose between 2 objects: “Do you want the ball or the car?” |

Step 7: 15 to 19 months

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| **Listening and Attention** | **Emerging** | **Developing** | **Achieved** |
| Understands and follows simple instructions in context. For example, “Give me the ball” or “Kiss Daddy nightnight” |  |  |  |
| Enjoys nursery rhymes and demonstrates listening by trying to join in with actions and vocalisations. They may say some of the words in familiar songs and rhymes. |  |  |  |
| Plays ‘Ready Steady Go’ or ‘1-2-3 go’ games; listening and waiting or sometimes imitating alongside speaker and shows anticipation in relation to key phrases. |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| When asked, can show simple body parts on self by pointing at them on self or others. For example, hair, eyes, ears and nose. |  |  |  |
| Demonstrates increasing understanding of vocabulary at a one-word level: understands 1-2 new words/signs each week |  |  |  |
| Follows simple instructions, particularly if accompanied by gestures and/or signs. For example, pointing to things or people.  |  |  |  |
| For a child using visual communication aids: Anticipates what will happen next when shown an Object-of-Reference. |  |  |  |

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| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Copies expressions they hear a lot. For example, “Oh dear” or “All fall down” |  |  |  |
| Uses different single words/signs to comment on what’s happening. For example, says/signs “Bird” if they see one in the garden. |  |  |  |
| Beginning to develop expressive language at a one-word level. For example, uses at least 10 words/signs. |  |  |  |
| For a child using visual communication aids: Child consistently uses at least 10 Objects-of-Reference to express a need or want. For example, presents a cup/bottle to indicate need of a drink or a ball to indicate a want to play a ball-game. |  |  |  |

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| **Observation Check Point – Development Matters**Around 15 months, can the baby say around 10 words (they may not all be clear)?Around 18 months, is the toddler listening and responding to a simple instruction like: “Adam, put on your shoes?’’ |

Range 3: 18 to 24 months (Birth to 5 Matters)

Step 8: 18 to 22 months

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| **Listening and Attention** | Emerging | Developing | Achieved |
| Plays simple co-operative listening games. For example, ‘give it to…’ |  |  |  |
| Waits for ‘go’ signal in ‘ready, steady, go’ games. |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Follow directions during play. For example, ‘feed teddy’. |  |  |  |
| Asks for a desired object by pointing, which may be accompanied by vocalisations or single words, checking back to adult that request has been noticed |  |  |  |
| For a child using visual communication aids: Shows understanding of at least 15 photographs used to refer to specific routine or play activities |  |  |  |

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| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Begins to use words to refer to people and things that are not present |  |  |  |
| Sings or gestures along with favourite action rhymes, although words may not be clear |  |  |  |
| Says two words together. For example, “Daddy gone”, “more juice”. |  |  |  |
| Names pictures of common objects when pointed to |  |  |  |
| Produces several words recognisable to family members |  |  |  |
| For a child using visual communication aids: Uses up to 20 photographs to refer to a wanted activity/object |  |  |  |
| For a child developing the use of PECS: Completes a PECS Phase 1 exchange to gain a wanted item (e.g. snack or play activity) |  |  |  |

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| **Observation Checkpoint – Development Matters**Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words.Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as “give me” or “shoes on”Is the child beginning to put two or three words together e.g. “more milk” |

Range 4: 24 to 36 months (Birth to 5 Matters)

Step 9: 21 to 25 months

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| **Listening and Attention** | Emerging | Developing | Achieved |
| Listens with interest to the noises adults make when they read stories |  |  |  |
| Recognises and responds to many familiar sounds. For example, going to the door when they hear a knock. |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Demonstrates increasing understanding of vocabulary at a two-word level. For example, understands simple instructions involving a person and an object, such as ‘’Get Mummy’s shoes’’, ‘’Where is your coat?’’ |  |  |  |
| Understands ‘who’, ‘what’, ‘where’ in simple questions within the context of an activity. For example, when looking at a family photo album, the child names people when asked ‘’Who can you see?’’ |  |  |  |
| Understands simple questions about objects. For example, when presented with the real object or simple picture can respond correctly to questions such as ‘’What do we drink out of?’’ ‘Which one says “woof woof”?’ |  |  |  |
| For a child using visual communication aids: Shows understanding of at least 15 photographs used to refer to specific routine or play activities |  |  |  |

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| **Speaking – Expressive** | ***Emerging*** | ***Developing*** | ***Achieved*** |
| Recognises and joins in with songs and actions. For example, ‘The Wheels on the Bus’. |  |  |  |
| Frequently repeats words/signs they hear/see. One or more key word repeated. |  |  |  |
| Combines words/signs into familiar phrases in the appropriate context. For example, ‘’Daddy come’’, ‘‘There it is’’, ‘’Play with car’’, ‘’Me got one’’, ‘‘Mummy gone’’. |  |  |  |
| Rapid growth in expressive vocabulary: at least 50 words/signs |  |  |  |
| Points to and names simple pictures |  |  |  |
| For a child using visual communication aids: Can use at least 2 photograph to request a wanted activity/object, when presented with a preferred and none preferred |  |  |  |

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| **Observation Checkpoint – Development Matters**By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in.Towards their second birthday, can the child use up to 50 words? |

Step 10: 24 to 31 months

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| **Listening and Attention** | Emerging | Developing | Achieved |
| Shows sustained engagement and interaction when sharing a picture storybook with an adult |  |  |  |
| Shows sustained engagement and interactions when sharing a play activity with an adult |  |  |  |
| For a child requiring a highly structured approach to access a learning activity: Begins to attend to each activity in a two-activity sequence within a Start/Finish structured session. |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Responds appropriately to simple two-part instructions or requests within an immediate context. For example, ‘’Get your shoes and put on your coat’’, ‘’Pick up the ball and give it to Mummy’’. |  |  |  |
| Will point to smaller parts of the body when asked to do so. For example, chin, elbow, eyebrow. |  |  |  |
| Understands at a two-word level concepts using real objects and situations. For example, size (big, little, etc.); prepositions (in, on, under); first/last or now/then. |  |  |  |
| For a child using visual communication aids: Will follow a sequence that is visually represented within a familiar routine i.e. snack time nappy change. |  |  |  |
| For a child using visual communication aids: Tolerates with an activity presented on a First and Then approach. (‘First’ is an activity not of their choosing ‘Then’ needs a motivator). |  |  |  |

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| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Uses 10-15 actions words/signs. For example, ‘eat’, ‘drink’, ‘sleep’, ‘wash’, ‘play’, ‘finish’. |  |  |  |
| Uses words/signs to describe things. For example, ‘‘It’s wet’’, ‘’It’s too hot’’. |  |  |  |
| Uses over 200 words/signs |  |  |  |
| Uses a variety of question words. For example, ‘what’, ‘where’, ‘who’. |  |  |  |
| Says three words together. For example, “go park today”, “big red bus”  |  |  |  |
| For a child using visual communication aids: Can make a choice between two preferred items (real object, photograph or symbol) and attend to their chosen activity/object. |  |  |  |

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| **Observation Checkpoint – Development Matters**Is the child frequently asking questions, such as the names of people and objects?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?” |

Step 11: 30 to 36 months

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| **Listening and Attention** | **Emerging** | **Developing** | **Achieved** |
| Listens eagerly to short stories, is able to talk about particular parts of them and requests favourites over and over again |  |  |  |
| Concentrates and listens for more than 10 minutes in adult-led activities that they enjoy |  |  |  |
| For a child requiring a highly structured approach to access a learning activity: Completes a two-activity sequence within a Start/Finish structured session following a pictorial strip. |  |  |  |
| Remembers three to four items shown on a visually represented list |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Understands objects by description. For example, ‘The wet one’, ‘The dirty one’. |  |  |  |
| Understands use of objects. For example, ‘What do we use to cut things with?’; ‘Which one barks?’ |  |  |  |
| Understands all pronouns. For example, ‘they’, ‘he’, ‘she’, ‘him’, ‘her’. |  |  |  |

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| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Uses pronouns correctly. For example, ‘I’, ‘me’ and ‘you’. |  |  |  |
| Knows full name |  |  |  |
| Says all or part of simple nursery rhymes |  |  |  |
| Uses words/signs at a three-word level for…..Giving reasons; Saying what they want; Playing with others; Directing others; Telling others about things. |  |  |  |
| For a child using visual communication aids: Can select a symbol from a choice array of three or more when presented on a choice board and attend to their chosen activity. |  |  |  |

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| **Observation Checkpoint – Development Matters**By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, please can you stop now? We’re tidying.’’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.Can the child follow instructions with three key words like: “Can you wash dolly’s face?” |

Range 5: 36 to 48 months (Birth to 5 Matters)

Step 12: 35 to 41 months

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| **Listening and Attention** | **Emerging** | **Developing** | **Achieved** |
| Able to better focus attention. Tends to either listen or do, but can now shift own attention. For example, can alternate full attention between the speaker and the task. Beginning to shift attention without adult support. |  |  |  |
| Concentrates and listens for more than 10 minutes in a structured small group activity that they enjoy |  |  |  |
| Fills in the missing words or phrases (speech or sign) in a known rhyme, story retelling or game |  |  |  |
| For a child requiring a highly structured approach to access a learning activity: Completes a three- or four-activity sequence within a Start/Finish structured session following a pictorial strip |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Shows understanding of prepositions ‘on top’, ‘behind’ and ‘next to’ by carrying out action |  |  |  |
| If a child uses visual communication aids: Understands the activity sequence on a visual timetable has three symbols/photographs |  |  |  |

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| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Beginning to develop expressive language at a four-word level. |  |  |  |
| Can retell a simple past event in correct order. For example, “went down slide and hurt finger”. |  |  |  |
| For a child using visual communication aids: Uses a communication book and is able to select a symbol for a wanted item/activity from a choice array of at least 20 pictorial symbols and present it to a supporting adult |  |  |  |
| For a child developing the use of PECS: Completes a PECS Phase 4 exchange |  |  |  |
| Uses correct form of verbs; ‘be’, ‘do’ and ‘have’. For example, “I am hungry” rather than “I be hungry”, “I did that” rather than “I doed that” |  |  |  |
| Talks about own life and favourite things |  |  |  |
| Asks questions with yes/no answers. For example, “Was he singing?” |  |  |  |
| Says negative sentences. For example, “He wasn’t singing” |  |  |  |
| Uses a range of tenses to talk about past, present and future. For example, ‘play’, ‘playing’, ‘will play’ and ‘played’  |  |  |  |

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| Observation Checkpoint – Development MattersTowards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (e.g. ‘now’ and ‘later’), space (e.g. ‘over there’) and function (e.g. they can tell you a sponge is for washing)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?’’ |

Step 13: 40 to 51 months

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| **Listening and Attention** | **Emerging** | **Developing** | **Achieved** |
| Listens to others one-to-one or in small groups when conversation interests them. |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Understands ‘when’ and ‘why’ |  |  |  |
| Compare sizes, weights, etc. using gesture and language: ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’ |  |  |  |
| For a child using visual communication aids: Understands the activity sequence presented on a visual timetable that has four or more symbols/photographs |  |  |  |
| Responds to a sequence of instructions of multiple actions. For example, wash your hands then get your coats and then line up to go outside. |  |  |  |
| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Easily understood by a range of people |  |  |  |
| Retells stories in the correct sequence, drawing on language patterns of stories such as ‘Once upon a time’ |  |  |  |
| Talks about what might happen next in a familiar situation |  |  |  |
| Uses longer sentences to link more than one idea. For example “We walked to the park and we watched the ducks” |  |  |  |

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| **Observation Checkpoint – Development Matters**Is the child linking up to 5 words together? 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”.Can the child answer simple ‘why’ questions? |

Range 6: 48 to 60 months (Birth to 5 Matters)

Step 14: 50 to 60 months

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| **Listening and Attention** | Emerging | Developing | Achieved |
| Understands verbal instruction related to the task without interrupting the task to look at the speaker. Concentration span is short, but group instruction is possible if task appropriate. Two channel attention control. Can listen and do for short span of time. |  |  |  |

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| **Understanding – Receptive** | Emerging | Developing | Achieved |
| Shows an understanding of the elements of stories. For example main character, sequence of events and story beginnings and endings. |  |  |  |
| Asks “Why?” frequently and considers replies  |  |  |  |

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| **Speaking – Expressive** | Emerging | Developing | Achieved |
| Adapts language to the needs of the listener |  |  |  |
| Can pick out the first sound in a word |  |  |  |

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| Communication and Language - Early Learning Goal |

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| **Listening and Attention and Understanding – Receptive**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 adults and peers. | **Speaking – Expressive**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, present, and future tenses, and making use of conjunctions, with modelling and support. |

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**Barnsley Portage Service - Developmental Progress Tool**

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| --- | --- | --- | --- | --- | --- |
| Child’s name:  |   | Date of Birth:  |  | Assessment completed by: |  |
| Date of most recent update |  | Chronological age at most recent update: | (delete and update to keep current) | Range working within: | (best fit, delete and update to keep current) |

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| Personal, Social and Emotional Development |

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| **Ranges** | Range 1 0 to 12 months | Range 212 to 18 months | Range 318 to 24 months |

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| Personal, Social and Emotional Development Steps | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Date step assessed as achieved |  |  |  |  |  |  |  |  |

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| **Ranges** | Range 4 24 to 36 months | Range 536 to 48 months | Range 6 48 to 60 months |

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| Personal, Social and Emotional Development Steps | 9 | 10 | 11 | 12 | 13 | 14 |
| Date step assessed as achieved |  |  |  |  |  |  |

**Note:** To be assessed as working within a range, not every step in that range must be achieved. Steps within and across ranges do not need to be achieved in chronological order. Children acquire skills at different stages of their development and some children may not acquire specific skills within a range.

*The grid should be used to capture a ‘best fit’ overview of the child’s developmental stage.*

Range 1: 0 to 12 months (Birth to 5 Matters)

Step 1: 0 to 3 months

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| Personal, Social and Emotional Development |

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| **Self - Regulation**  | **Emerging** | **Developing** | **Achieved** |
| Is comforted by touch  |  |  |  |
| Sucks on hands, clothes, and/or pacifier to calm self |  |  |  |

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| **Managing Self** | Emerging | Developing | Achieved |
| Responds to being rocked as a means of soothing |  |  |  |

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| **Building Relationships** | Emerging | Developing | Achieved |
| Looks at faces  |  |  |  |
| Smiles at people  |  |  |  |
| Holds eye contact briefly (5 seconds or more)  |  |  |  |
| Attention attracted/held if adult uses lively facial expressions and speech (varied tone/volume) |  |  |  |
| Responds when talked to. For example, moves arms and legs, changes facial expression, moves body, sticks out tongue, widening eyes. |  |  |  |

Step 2: 2 to 5 months

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| **Self - Regulation**  | **Emerging** | **Developing** | **Achieved** |
| Becomes excited in anticipation of play/interaction. For example, waves arms/legs, vocalises. |  |  |  |
| Laughs to express pleasure |  |  |  |
| **Managing Self** | **Emerging** | **Developing** | **Achieved** |
| Responds to and thrives on warm, sensitive, physical contact and care. For example, when held, rocked, spoken or sung to with soothing voice  |  |  |  |
| Learns about their physical self through exploratory play with their hands and feet and movement |  |  |  |
| Settles to sleep with calming input when tired |  |  |  |

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| **Building Relationships** | Emerging | Developing | Achieved |
| Holds eye contact and smiles during interactions with a familiar person  |  |  |  |
| Recognises and is most responsive to main carer; face brightens, activity increases when familiar carer appears |  |  |  |

Step 3: 4 to 7 months

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| **Self - Regulation**  | **Emerging** | **Developing** | **Achieved** |
| Shows emotional responses to other people’s emotions. For example, smiles when smiled at and becomes distressed if hears another child crying |  |  |  |
| Laughs and squeals when happy or excited |  |  |  |

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| **Managing Self** | Emerging | Developing | Achieved |
| Shows pleasure at return of familiar carer |  |  |  |
| Shows pleasure at being tickled and other physical games |  |  |  |
| Starts to move to solid feeding (current recommendations are at around 6 months) as well as milk |  |  |  |

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| **Building Relationships** | Emerging | Developing | Achieved |
| Likes cuddles and being held. For example, calms, snuggles in, smiles, gazes at carer’s face or strokes carer’s skin. |  |  |  |

Step 4: 6 to 10 months

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| **Self - Regulation** | Emerging | Developing | Achieved |
| Makes own sounds when talked to, especially when a smiling face is used by parent |  |  |  |

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| **Managing Self** | Emerging | Developing | Achieved |
| Uses voice or gesture to refuse. For example, by pushing object away, shaking head. |  |  |  |
| Shows delight at active play. For example, rough and tumble, tickling. |  |  |  |
| Responds to their own name |  |  |  |
| Demonstrates motivation and curiosity when exploring a new and interesting object, using a variety of senses |  |  |  |
| Shows an interest in their reflection in a mirror (e.g. smiles at image of self in mirror), although may not yet realise that the reflection is them |  |  |  |
| Anticipates bedtime due to routine. For example, bath/pyjamas/drink/story/teeth brushing, then expects to be put down. |  |  |  |
| Communicates discomfort or distress with wet or soiled nappy |  |  |  |
| No longer requires feeding at night |  |  |  |
| Anticipates food routines with interest |  |  |  |

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| **Building Relationships**  | Emerging | Developing | Achieved |
| Lifts arms in anticipation of being picked up  |  |  |  |
| Shows attachment to special people. For example, by being distressed when they are separated, staying close and showing affection. |  |  |  |
| Uses interactions to achieve a goal. For example, gesture towards their cup to say they want a drink. |  |  |  |

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| **Observation Check Point – Development Matters**Does the baby respond to their name and respond to the emotions in your voice? |

Step 5: 9 to 13 months

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| **Self - Regulation** | Emerging | Developing | Achieved |
| Makes body stiff and vocalises when protesting |  |  |  |
| May become distressed and anxious if left somewhere without parent/carer |  |  |  |
| Seeks physical and emotional comfort by snuggling in to trusted adults |  |  |  |

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| **Managing Self** | Emerging | Developing | Achieved |
| Expresses their feeling such as happiness, frustration and fear through gesture, facial expressions, and vocalisations  |  |  |  |
| Explores new toys and environment but looks back to parent/carer regularly to ‘check in’ |  |  |  |
| Sleeps through the night consistently |  |  |  |
| Holds bottle or sipper cup |  |  |  |
| Opens mouth for spoon |  |  |  |

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| **Building Relationships** | Emerging | Developing | Achieved |
| Becomes wary of unfamiliar people or people they have not seen for a while |  |  |  |
| Shows awareness of other children. For example, watching, smiling, moving close to them. |  |  |  |
| Points to draw other people’s attention to things of interest |  |  |  |
| Looks 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” the child looks at the bus |  |  |  |
| Looks back as they crawl or walk away from their parent/key person  |  |  |  |
| Looks for clues about how to respond to something interesting. For example, by copying an adult who is showing surprise. |  |  |  |

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| **Observation Check Point – Development Matters**Does the baby start to be shy around strangers and show preferences for certain people and toys? |

Range 2: 12 to 18 months (Birth to 5 Matters)

Step 6: 12 to 16 months

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| **Self - Regulation** | Emerging | Developing | Achieved |
| Clings to special person and hides face when feeling scared or overwhelmed  |  |  |  |
| Uses comfort toy or object to calm self |  |  |  |
| Uses parent/carer for ‘emotional refuelling’ when feeling tired, stressed, or frustrated. For example, stops playing to have a cuddle; sits quietly snuggled in on carer’s lap for a few minutes; asks for favourite story; etc. |  |  |  |

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| **Managing Self** | Emerging | Developing | Achieved |
| Gets distressed and anxious if left somewhere without their familiar adult |  |  |  |
| Uses other person to help achieve a goal. For example, to get an object that’s out of reach or activate a wind-up toy. |  |  |  |
| Laughs at discrepancies. For example, putting shoe on head. |  |  |  |
| Becomes distressed if intended action is thwarted. For example, when stopped from throwing a toy.  |  |  |  |
| Grasps finger foods and brings them to mouth, and shares control of spoon and bottle or cup |  |  |  |
| Attempts to use spoon or other utensil: can guide towards mouth but food often falls off |  |  |  |

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| **Building Relationships** | Emerging | Developing | Achieved |
| Shows interest in the activities of others. For example, watches parent/carer prepare meal; children kicking a ball. |  |  |  |
| Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs |  |  |  |
| Builds relationships with special people. Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are, and protesting when separated. |  |  |  |

Step 7: 15 to 19 months

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| **Self - Regulation** | Emerging | Developing | Achieved |
| 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. |  |  |  |
| Responds to a small number of boundaries, with encouragement and support |  |  |  |
| Shows defiance. For example, indicates verbally and/or non-verbally a refusal to cooperate. |  |  |  |
| Is aware of other people’s feelings. For example, looks concerned if hears crying, or looks excited if hears a familiar happy voice. |  |  |  |

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| **Managing Self** | Emerging | Developing | Achieved |
| Shows a sense of self through making choices and displaying preferences, such as different tastes, and rejects things they do not want. For example, by pushing them away. |  |  |  |
| Accepts new textures and tastes. For example, larger pieces of food and different types. |  |  |  |
| Sleeps for 11-15 hours a day, with naps appropriate to the child. Self-soothes and can sleep when conditions are right. |  |  |  |
| Takes off easily removed clothes such as loose socks/hat  |  |  |  |
| Shows awareness of what toilet/potty is used for |  |  |  |
| Signals wet or soiled nappy or pants through facial expression, body language, sign or words, such as ‘wee’ or ‘poo’ |  |  |  |

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| **Building Relationships** | Emerging | Developing | Achieved |
| Plays alongside other children but remains engaged in their own play |  |  |  |
| Plays happily alone but near familiar adult |  |  |  |
| Plays cooperatively with an adult. For example, may kick or roll the ball back-and-forth. |  |  |  |
| Aware of and interested in their own and others’ physical characteristics, pointing to and naming features (nose, hair, etc.) |  |  |  |

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| **Observation Check Point – Development Matters**Is the toddler increasingly curious about their world and wanting to explore it and be noticed by you? |

Range 3: 18 to 24 Months (Birth to 5 Matters)

Step 8: 18 to 22 months

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| **Self - Regulation** | Emerging | Developing | Achieved |
| Expresses emotions and seeks reaction. For example, may cry at a minor injury and ask for help or comfort. |  |  |  |
| Uses a familiar adult as a secure base from which to explore independently in new environments. For example, goes away to play and interact with others, but returns for a cuddle if becomes anxious. |  |  |  |
| May intentionally hurt another person if frustrated, angry, or misunderstood. For example, may hit another child if they take a toy away. |  |  |  |
| Asserts their own agenda strongly and may display frustration with having to comply with others’ agendas and with change and boundaries |  |  |  |
| Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body, and thinking |  |  |  |

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| **Managing Self** | Emerging | Developing | Achieved |
| Helps with dressing. For example, holds out arm for sleeve or foot for shoe. |  |  |  |
| Participates in bedtime routine |  |  |  |
| Tolerates use of toothbrush and paste and is willing to allow baby toothbrush to be used on teeth |  |  |  |
| Holds open cup with both hands and drinks without spilling much |  |  |  |
| Scoops food onto spoon independently |  |  |  |

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| **Building Relationships** | Emerging | Developing | Achieved |
| Plays ball cooperatively with an adult. For example, may kick or roll the ball back and forth. |  |  |  |
| Is fascinated by other children, watching them and interacting with them through offering toys, food, etc., and by reaching for objects being used by another child |  |  |  |
| Can tolerate brief separations from special people |  |  |  |
| Starts to share and ‘give and take’ |  |  |  |

Range 4: 24 to 36 months (Birth to 5 Matters)

Step 9: 21 to 25 months

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| **Self - Regulation** | Emerging | Developing | Achieved |
| Demonstrates sense of self as an individual. For example, wants to do things independently, says ‘’me do it’’, ‘’No!’’ |  |  |  |
| Understands that some things are theirs, some things are shared, and some things belong to other people |  |  |  |
| Understands causes of some feelings. For example, feels sad because a toy is broken; frustrated when can’t go out to play. |  |  |  |
| Conscious of adult approval or disapproval for their own actions. For example, checks to see if adult is looking before acting; looks guilty if seen acting in a manner that may be disapproved. |  |  |  |

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| **Managing Self** | Emerging | Developing | Achieved |
| Begins to use ‘me’, ‘you’ and ‘I’ |  |  |  |
| Sleeps for 12-14 hours a day, possibly with one/two naps (daytime sleeping continues to be important for healthy development) |  |  |  |
| Puts on hat and slip-on shoes |  |  |  |
| Indicates need for toilet by behaviour. For example, dancing movements or holding self. |  |  |  |
| Tolerates sitting on the toilet/potty |  |  |  |
| Feeds self competently with spoon |  |  |  |
| Drinks well without spilling from an open cup |  |  |  |

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| **Building Relationships** | Emerging | Developing | Achieved |
| Hands a toy to an adult for assistance when unable to get it to work; sees adult as someone who can help |  |  |  |
| Spends time in groups of other children engaged in own play, but watching the other children |  |  |  |
| Searches out adult when hurt or distressed. |  |  |  |

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| **Observation Check Point – Development Matters**Does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear? |

Step 10: 24 to 31 months

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| **Self - Regulation** | Emerging | Developing | Achieved |
| Shows understanding of some rules and routines  |  |  |  |
| Makes choices that involve challenge when adults ensure their safety |  |  |  |
| Shows affection towards other children and siblings. |  |  |  |
| Is jealous of sharing parent/carers attention |  |  |  |

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| **Managing Self**  | Emerging | Developing | Achieved |
| Uses others as sources of information by asking questions |  |  |  |
| Feels confident when taken out around the local neighbourhood and enjoys exploring new places with their parent/carer |  |  |  |
| Takes off loose coat or shirt when undone. Removes pull down garments. |  |  |  |
| Unzips front zipper on coat or jacket. Can undo Velcro fasteners. |  |  |  |
| Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges |  |  |  |
| Asks for toilet when needed using voice/sign, gesture, or action |  |  |  |
| Mostly dry during the day with occasional accidents |  |  |  |
| Develops own likes and dislikes in food and drink; willing to try new food textures and tastes |  |  |  |

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| **Building Relationships**  | Emerging | Developing | Achieved |
| 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. |  |  |  |
| Is curious about others and will modify behaviour to fit in with what others are doing. For example, removing shoes/socks before going on slide after seeing others do this. |  |  |  |
| Builds relationships with special people but may show anxiety in the presence of strangers |  |  |  |

Step 11: 30 to 36 months

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| **Self - Regulation** | Emerging | Developing | Achieved |
| Understands they have to share and take turns but might not always be willing to do so (e.g with toys) |  |  |  |
| Participates and helps with familiar routines with help from adults. For example, dusting, setting table or putting away toys. |  |  |  |
| Demonstrates concern for others when they are upset. For example, offers favourite toy; offers cuddle; etc. |  |  |  |
| Begins to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. |  |  |  |
| Increasingly able to think about, talk about, and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: ‘I’m sad because…’ or ‘I love it when …’ |  |  |  |

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| **Managing Self**  | Emerging | Developing | Achieved |
| Recognises self in mirror or photo. For example, if looks in a mirror and sees dirt or food on face, tries to wipe it off, or points to self in photo when asked. |  |  |  |
| More confident in new social situations but may be anxious at first |  |  |  |
| Participates in familiar routines. For example, follows tidy-up routines with adult guidance. |  |  |  |
| Can increasingly express their thoughts and emotions through words as well as continuing to use facial expression |  |  |  |
| Pulls up own trousers and pulls up zipper |  |  |  |
| Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support |  |  |  |
| Develops increasing understanding of and control of their bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet |  |  |  |
| Knows difference between bowel and bladder function and can show this |  |  |  |
| Stabs food with fork |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Building Relationships** | Emerging | Developing | Achieved |
| Includes another child in their play sequence and may talk to them as they do so. For example, gives child a cup to drink from. |  |  |  |
| Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest |  |  |  |
| Likes to sit, have a cuddle, and share events of the day with a familiar adult |  |  |  |
| Notices and ask questions about differences and similarities, such as skin colour, types of hair, gender, special needs, and disabilities |  |  |  |

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| --- |
| **Observation Check Point – Development Matters**Does the child start to enjoy the company of other children and want to play with them?Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?Can the child settle to some activities for a while? |

Range 5: 36 to 48 months (Birth to 5 Matters)

Step 12: 35 to 41 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Self - Regulation** | Emerging | Developing | Achieved |
| Is sometimes stubborn or negative and reacts with annoyance to frustration |  |  |  |
| May exhibit increased fearfulness of things like the dark or monsters, etc., and possibly have nightmares |  |  |  |
| Remember rules without needing an adult to remind them |  |  |  |
| Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’, or ‘worried’ |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Managing Self** | Emerging | Developing | Achieved |
| Enjoys responsibility of carrying out small tasks such as carrying a bag back from the shops |  |  |  |
| Takes pride in appearance. For example, prefers certain clothes. |  |  |  |
| Shows independence in selecting and carrying out activities |  |  |  |
| Can tell adults when hungry, full-up, or tired or when they want to rest, sleep, or play |  |  |  |
| Puts arms into open-fronted coat or shirt when held up |  |  |  |
| Can wash and can dry hands effectively and understands why this is important |  |  |  |
| Pulls down own pants when using the toilet |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Building Relationships** | Emerging | Developing | Achieved |
| Forms a special relationship with another child |  |  |  |
| Seeks out companionship with adults and other children, sharing experiences and play ideas |  |  |  |
| Plays with one or more other children, extending and elaborating play ideas |  |  |  |
| Regularly uses adults as a source of knowledge, comfort, and shared activity |  |  |  |

Step 13: 40 to 51 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Self - Regulation** | Emerging | Developing | Achieved |
| Has an awareness and pride in self as having own identity and abilities and welcomes praise |  |  |  |
| Often actively seeks sharing and fairness |  |  |  |
| Is curious about others and can adapt behaviour to fit in with different events and social situations. For example, removing shoes and socks before going on slide after seeing others doing this. |  |  |  |
| Shows care and concern for others, for living things and the environment |  |  |  |
| Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. Talk with others to solve conflicts. |  |  |  |
| Talks about how others might be feeling and responds according to their understanding of the other person’s needs/wants |  |  |  |
| Increasingly follow rules, understanding why they are important |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Managing Self** | Emerging | Developing | Achieved |
| Can express wishes and needs clearly and understands when these are not immediately met |  |  |  |
| Shows their confidence and self-esteem through being outgoing towards people, taking risks, and trying new things or new social situations, and being able to express their needs and ask adults for help. |  |  |  |
| Buttons up clothes |  |  |  |
| Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Reliably dry and clean during the day. |  |  |  |
| Eats competently with knife and fork |  |  |  |
| Willing to try a range of different textures and tastes and expresses a preference |  |  |  |
| Observes and can describe in words or actions the effects of physical activity on their bodies |  |  |  |
| Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Building Relationships** | Emerging | Developing | Achieved |
| Enjoys playing alone, alongside, and with others, inviting others to play and attempting to join others’ play |  |  |  |
| In favourable conditions, shows increasing consideration of other people’s needs and gradually exercises more impulse control. For example, giving up a toy to another who wants it. |  |  |  |
| Can express wishes and needs clearly and understands when these are not immediately met |  |  |  |
| Talks with others to solve conflicts |  |  |  |

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| --- |
| **Observation Check Point – Development Matters**Does the child play alongside others or do they always want to play alone?Does the child take part in pretend play? For example, being ‘mummy’ or ‘daddy’.Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? |

Range 6: 48 to 60 months (Birth to 5 Matters)

Step 14: 50 to 60 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Self - Regulation** | Emerging | Developing | Achieved |
| Understands and follows agreed values when in group situations with adults and children |  |  |  |
| Understands that people have different needs, views, cultures and beliefs, which need to be treated with respect |  |  |  |
| Understands that they can expect others to treat their needs, views, cultures and beliefs with respect |  |  |  |
| Works as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously |  |  |  |

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| --- | --- | --- | --- |
| **Managing Self** | Emerging | Developing | Achieved |
| Can describe self in positive terms and talk about own strengths and weaknesses |  |  |  |
| Has a clear idea about what they want to do in their play and how they want to go about it. Selects and uses activities and resources independently. Shows confidence in choosing resources and perseverance in carrying out a chosen activity. |  |  |  |
| Shows confidence in speaking to others about their own needs, wants, interests, and opinions in familiar group |  |  |  |
| Takes responsibility for self-care in washing, teeth cleaning, and toileting and dressing  |  |  |  |
| Describes a range of different food textures and tastes when cooking, and notices changes when they are combined or exposed to hot and cold temperatures |  |  |  |
| Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry, or sad |  |  |  |
| Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience |  |  |  |

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| --- | --- | --- | --- |
| **Building Relationships** | Emerging | Developing | Achieved |
| Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours |  |  |  |
| Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations |  |  |  |
| Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others |  |  |  |
| Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking |  |  |  |

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| Personal, Social and Emotional Development - Early Learning Goal |

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| **Self – Regulation**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 others say, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | **Managing Self**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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices | **Building Relationships**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 |

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# Barnsley Portage Service - Developmental Progress Tool

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| --- | --- | --- | --- | --- | --- |
| Child’s name:  |   | Date of Birth:  |  | Assessment completed by: |  |
| Date of most recent update |  | Current chronological age (months): | (delete and update to keep current) | Range working within: | (best fit, delete and update to keep current) |

|  |
| --- |
| Physical Development |

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| --- | --- | --- | --- |
| Ranges | Range 1 0 to 12 months | Range 2 12 to 18 months | Range 318 to 24 months |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical Development Steps | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Date step assessed as achieved |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Ranges | Range 4 – 24 to 36 months | Range 5 – 36 to 48 months | Range 6 – 48 to 60 months |

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| --- | --- | --- | --- | --- | --- | --- |
| Physical Development Steps | 9 | 10 | 11 | 12 | 13 | 14 |
| Date step assessed as achieved |  |  |  |  |  |  |

**Note:** To be assessed as working within a range, not every step in that range must be achieved. Steps within and across ranges do not need to be achieved in chronological order. Children acquire skills at different stages of their development and some children may not acquire specific skills within a range.

*The grid should be used to capture a ‘best fit’ overview of the child’s developmental stage.*

|  |
| --- |
| Physical Development  |

Range 1: 0 to 12 months (Birth to 5 Matters)

Step 1: 0 to 3 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| Presses down foot/straightens body when held standing on a hard surface |  |  |  |
| Lifts head clear of ground  |  |  |  |
| Makes smooth movements with arms and legs, which gradually become more controlled |  |  |  |
| Turns head to the side when placed on tummy |  |  |  |

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| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Closes hand firmly around object placed in palm |  |  |  |
| Looks steadily at things for short periods (5 seconds or more) |  |  |  |

Step 2: 2 to 5 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| When lying on tummy, lifts head up and uses forearms to support  |  |  |  |
| Sits with support (such as, cushions) and when held in adult’s hands |  |  |  |
| Rolls over from back to side, gradually spending longer on side, waving upper leg before returning to back |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fine Motor Skills**  | Emerging | Developing | Achieved |
| Uses movement and senses to focus on, reach for and grasp objects  |  |  |  |
| Explores hands and fingers. For example, watches them, presses hands together, clasps and unclasps hands. |  |  |  |
| Repeats actions that have an effect. For example, kicking or batting a mobile to create movement. |  |  |  |

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| **Observation Check Point – Development Matters**Does the baby move with ease and enjoyment? |

Step 3: 4 to 7 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet, with focused gaze on them |  |  |  |
| Develops roll from back through to front, gradually becoming happy to spend longer on tummy, as able to lift head for longer |  |  |  |
| Can lift head and chest and support self with straight arms and flat hands when lying on tummy |  |  |  |
| When supported in sitting can turn head from side to side |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Picks up and explores objects. For example, by holding to mouth. |  |  |  |
| Uses whole hand to hold an object (palmar grasp) |  |  |  |

Step 4: 6 to 10 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| When sitting, can lean forward to pick up small toys  |  |  |  |
| Stretches out with one hand to grasp offered toy |  |  |  |
| Moves around on the floor by wriggling on tummy, often moving backwards before going forwards |  |  |  |
| Pulls to standing, holding on to furniture or person for support  |  |  |  |
| Can move from a sitting position to hands and knees (crawl position) |  |  |  |

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| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Passes toys from one hand to the other  |  |  |  |
| Looks at and pokes small objects with index finger |  |  |  |
| Watches toy or object as it falls down |  |  |  |
| Releases objects and hands them to another person or drops them (ta games) |  |  |  |

Step 5: 9 to 13 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| Throws and/or drops toys deliberately |  |  |  |
| Begins to crawl in different ways and directions: crawls, bottom shuffles, or rolls continuously to move around |  |  |  |
| Kneels up to furniture |  |  |  |
| Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle, and investigate objects |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Can let go of things. For example, to drop something or give it to you. |  |  |  |
| Picks up small objects between thumb and fingers  |  |  |  |
| Enjoys making marks in damp sand, paste or paint  |  |  |  |
| Helps turn pages of a book. |  |  |  |

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| --- |
| **Observation Check Point – Development Matters**Can the baby pick up something small with their first finger and thumb (such as a piece of string)? |

Range 2: 12 to 18 months (Birth to 5 Matters)

Step 6: 12 to 16 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| Pulls self-up to standing against furniture and can lower self-back down again |  |  |  |
| Walks around furniture lifting one foot and stepping sideways (cruising)  |  |  |  |
| Walks with one or both hands held by adult  |  |  |  |
| Takes first few steps; feet wide apart, uneven steps, arms raised for balance |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Builds a tower of 2 blocks |  |  |  |
| Turns over container to tip out contents |  |  |  |
| Manipulates objects using hands singly and together. For example, squeezing water out of a sponge. |  |  |  |
| Enjoys finger and toe rhymes and games |  |  |  |
| Holds an object in each hand and brings them together in the middle. For example, holds two blocks and bangs them together. |  |  |  |

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| **Observation Check Point – Development Matters**Can the baby pick up something small with their first finger and thumb (such as a piece of string)? |

Step 7: 15 to 19 months

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| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| Walks with shorter steps and legs closer together, no longer needs to hold arms up for balance  |  |  |  |
| Walks up steps holding hand of adult  |  |  |  |
| Comes downstairs backwards on knees (crawling) or slides on bottom |  |  |  |
| Starts walking independently on firm surfaces and later on uneven surfaces |  |  |  |
| Enjoys action games that involve standing, sitting, turning |  |  |  |

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| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Builds a tower of 3 or more blocks |  |  |  |
| Fits round shape into puzzle or posting box |  |  |  |
| Turns knobs and removes easy screw lids |  |  |  |
| Watches small moving toy/object at 3m or more away |  |  |  |
| Beginning to show hand preference (not established) |  |  |  |

Range 3: 18 to 24 months (Birth to 5 matters)

Step 8: 18 to 22 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| Runs without bumping into obstacles |  |  |  |
| Sits on small tricycle, moving it with feet pushing against the floor |  |  |  |
| Gets onto child’s chair without assistance, either backwards or sideways |  |  |  |
| Can kick a large ball |  |  |  |

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| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Builds a tower of 6 blocks |  |  |  |
| Threads large beads onto firm cord, stick, or pipe cleaner |  |  |  |
| When holding crayons, chalks, etc., makes connections between their movements and the marks they make: draws vertical lines; produces circular scribble; produces side-to-side and to-and–fro scribble |  |  |  |
| Participates in finger and action rhymes, songs, and games, imitating the movements and anticipating actions  |  |  |  |

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| **Observation Check Point – Development Matters**Can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? |

Range 4: 24 to 36 months (Birth to 5 Matters)

Step 9: 21 to 25 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| Squats steadily to rest or play with object on the ground and rises to feet without using hands |  |  |  |
| Runs safely on whole foot, stopping and starting easily |  |  |  |
| Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a step at a time |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Threads large beads onto floppier cords. For example, washing line/shoelace. |  |  |  |
| Turns pages in a book, sometimes several at once |  |  |  |
| Holds pencil between thumb and two fingers no longer using whole hand grasp |  |  |  |
| Produces lines that intersect; beginning to make cross and grid-like patterns |  |  |  |

Step 10: 24 to 31 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| Walks upstairs independently using banister rail or wall for support |  |  |  |
| Sits confidently on a chair with both feet on the ground |  |  |  |
| Can walk considerable distances with purpose |  |  |  |
| Climbs play climbing equipment with confidence and increasing skill |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Builds a tower of more than 7 blocks |  |  |  |
| Fits small shapes and objects into holes during posting activities |  |  |  |
| Shows control in holding and using hammers, books and mark making tools |  |  |  |
| Draws a simple face. For example, circle for the head with dots/dashes/lines for eyes, nose, and mouth. |  |  |  |
| Turns pages in a book one at a time |  |  |  |

Step 11: 30 to 36 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| Starts to catch a large ball by using two hands and their chest to trap it |  |  |  |
| Climbs up and downstairs by placing both feet on each step while holding handrail for support |  |  |  |
| Stands on one foot when shown  |  |  |  |
| Uses wheeled toys with increasing skill, such as pedalling, balancing, holding handlebars, and sitting stride |  |  |  |
| May be beginning to show preference for dominant hand and/or leg/foot |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Builds a tower of ten or more blocks |  |  |  |
| Imitates making a train of cubes |  |  |  |
| Cuts paper with scissors, making one or two snips, although hand position may not be quite correct |  |  |  |
| Can undo large buttons |  |  |  |
| Holds pencil near its tip between first two fingers and thumb and uses it with good control to draw |  |  |  |
| Screws and unscrews toy nuts and bolts |  |  |  |
| Makes snips in paper with child scissors |  |  |  |
| Able to blow – for example, candles or when cooling food |  |  |  |

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| **Observation Check Point – Development Matters**Can the child climb confidently, catch a large ball and pedal a tricycle? |

Range 5: 36 to 48 months (Birth to 5 Matters)

Step 12: 35 to 41 months

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| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| Can jump forward about 60 cm (2 feet) |  |  |  |
| Walks downstairs or slopes whilst carrying a small object, maintaining balance and stability |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Shows a preference for dominant hand: note which one, if any |  |  |  |
| Creates lines and circles pivoting from the shoulder and elbow |  |  |  |
| Rides tricycle, using pedals |  |  |  |

Step 13: 40 to 51 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles |  |  |  |
| Jumps off an object and lands appropriately using hands, arms, and body to stabilise and balance |  |  |  |
| Hangs up own coat |  |  |  |
| Walks upstairs using alternating feet, one foot per step  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Handles tools, objects, building and malleable materials safely and with increasing control |  |  |  |
| Begins to form recognisable letters independently. |  |  |  |
| Climbs stairs and steps (using alternate feet, one step at a time), and moves across climbing equipment, maintaining balance using hands and body to stabilise |  |  |  |

Range 6: 48 to 60 months

Step 14: 50 to 60 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Gross Motor Skills** | Emerging | Developing | Achieved |
| Shows increasing control over an object in pushing, patting, throwing, catching, or kicking it |  |  |  |
| Develops confidence, competence, and accuracy when engaging in activities that involve a ball, including throwing, catching, kicking, passing, batting and aiming |  |  |  |
| Travels around, under, over, and through balancing and climbing equipment with confidence |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Fine Motor Skills** | Emerging | Developing | Achieved |
| Uses a pencil and holds it effectively to form recognisable letters, most of which are formed correctly |  |  |  |
| Uses ideas involving fitting, overlapping, in, out, enclosure, grids, and sun-like shapes |  |  |  |

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| Physical Development - Early Learning Goal |

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| **Gross Motor**Negotiate space and obstacles safely, with consideration for themselves and others.Demonstrate strength, balance, and co-ordination when playing.Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | **Fine Motor**Hold a pencil effectively in preparation for fluent writing - using the tripod grip in most cases.Use a range of small tools, including scissors, paintbrushes, and cutlery.Begin to show accuracy and care when drawing. |

**Barnsley Portage Service - Developmental Progress Tool**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Child’s name:  |   | Date of Birth:  |  | Assessment completed by: |  |
| Date of most recent update |  | Chronological age at most recent update: | (delete and update to keep current) | Range working within: | (best fit, delete and update to keep current) |

|  |
| --- |
| Cognition and Learning  |

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| --- | --- | --- | --- |
| **Ranges** | Range 1 0 to 12 months | Range 2 12 to 18 months | Range 3 18 to 24 months |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Cognition and Learning Steps | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Date step assessed as achieved |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Ranges** | Range 4 24 to 36 months | Range 5 36 to 48 months | Range 6 48 to 60 months  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Cognition and Learning Steps | 9 | 10 | 11 | 12 | 13 | 14 |
| Date step assessed as achieved |  |  |  |  |  |  |

***Note:*** *To be assessed as working within a range, not every step in that range must be achieved. Steps within and across ranges do not need to be achieved in chronological order. Children acquire skills at different stages of their development and some children may not acquire specific skills within a range.*

*The grid should be used to capture a ‘best fit’ overview of the child’s developmental stage.*

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| Cognition and Learning |

Range 1: 0 to 12 months (Birth to 5 Matters)

Step 1: 0 to 3 months

|  |  |  |  |
| --- | --- | --- | --- |
| **Literacy** | Emerging | Developing | Achieved |
| Interested in new experiences. For example, shows renewed interest if you present a different toy or book. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Maths** | Emerging | Developing | Achieved |
| Moves hanging rattle or soft toy while moving arms or legs |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| When lying on back or propped up moves eyes to follow close face/object moving slowly from side-to-side |  |  |  |
| Turns eyes and/or head towards new sounds |  |  |  |
| Is startled by sudden noise |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Responds to touch ‘games’ (stroking tummy/feet, tickling, kissing, blowing on tummy) by stilling, smiling, gazing, or waving arms/legs, etc. |  |  |  |

Step 2: 2 to 5 months

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| **Literacy** | Emerging | Developing | Achieved |
| Repeats actions that have an effect. For example, kicking or batting a mobile to create movement, shaking a rattle so it makes a sound again. |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Shows interest in small objects or the detail of a toy. For example, will gaze at small beads in a rattle. |  |  |  |
| Can shift visual attention by looking from one object to another and back again |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Reacts with sudden behaviour change when a face or object disappears suddenly from view |  |  |  |
| Looks around a room with interest; visually scans environment for new and interesting objects and events |  |  |  |
| Smiles with pleasure at recognisable playthings |  |  |  |
| Brings objects to mouth to explore them |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Likes listening to music, rattles, and other sound-making toys |  |  |  |
| Shows interest in moving pictures and sound. For example, on television. |  |  |  |

Step 3: 4 to 7 months

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| **Literacy** | Emerging | Developing | Achieved |
| Enjoys songs and rhymes, tuning in and paying attention. For example, ‘Round and round the garden’. |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Notices changes in objects, pictures and sounds. For example, may look puzzled or stop what they are doing when a toy disappears from view, bubbles pop or music stops. |  |  |  |
| Explores space when they are free to move, roll, and stretch |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Shows anticipation and enjoyment of familiar caring routines and simple games |  |  |  |
| Persistently and deliberately reaches out for toys |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Plays with and explores objects by touching them, looking at them, bringing them to the mouth and listening to the sounds they make |  |  |  |

Step 4: 6 to 10 months

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| **Literacy** | Emerging | Developing | Achieved |
| Mouths books, turns over several pages at once; stops momentarily at page that catches eye |  |  |  |
| Enjoys looking at books and other printed or digital materials with familiar people and being read to |  |  |  |
| Discovers mark making e.g. noticing that trailing a finger through spilt juice changes it. |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Can still be surprised by things disappearing then reappearing suddenly. For example, pop up toys. |  |  |  |
| Watches toy being partially hidden under a cloth/container then finds it |  |  |  |
| Anticipates movement of object/person. For example, ball rolls behind couch, looks to other side expecting it to reappear. |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Shows interest in toys and other things that incorporate technology |  |  |  |
| Watches own hand movements intently, for 5 seconds + |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Plays with objects, by banging, shaking, turning them around in their hands |  |  |  |
| Responds to music by swaying, bouncing, etc. |  |  |  |
| Anticipates actions, tickles, etc. from sounds and tunes of songs and rhymes. For example, giggles at the end of ‘Round and round the garden’, waiting for the tickle to come. |  |  |  |

Step 5: 9 to 13 months

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| **Literacy** | Emerging | Developing | Achieved |
| Looks at pictures in books with interest without needing adult input |  |  |  |
| Holds pen or crayon using a palmar grasp and spontaneously makes scribble marks |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Looks towards the floor when object is dropped by other people and looks for objects they drop themselves |  |  |  |
| Enjoys putting object in and out of containers. |  |  |  |
| Drops toys deliberately and repeatedly and watches them fall to the ground |  |  |  |
| Removes pieces from inset puzzles and large pegs from pegboard |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Shows excitement during peek-a-boo games |  |  |  |
| Enjoys finding their nose, eyes or tummy as part of naming games |  |  |  |
| Understands the meaning of some sounds. For example, hears a telephone ring and looks at the telephone. |  |  |  |
| Stays absorbed in activities and can ignore distractions for at least 30 seconds |  |  |  |
| Explores new objects systematically. For example, first banging, then mouthing, then turning over (this helps understanding and awareness of cause and effect). |  |  |  |
| Watches toy being hidden under a cloth and finds it immediately: showing awareness of object permanence |  |  |  |
| Copies simple pretend play with familiar toys. For example, hugs and kisses teddy. |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Imitates and improvises actions they have observed. For example, clapping or waving. |  |  |  |
| Explore materials with different properties. For example, textured toys. |  |  |  |
| Can copy using an object after seeing adult do it. For example, holds beater and bangs drum, etc. |  |  |  |
| Can copy sounds or gestures that are not part of their repertoire: watches carefully then copies something they haven’t done before |  |  |  |

Range 2: 12 to 18 months (Birth to 5 Matters)

Step 6: 12 to 16 months

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| **Literacy** | Emerging | Developing | Achieved |
| Enjoys picture books and simple repetitive stories. For example, lift the flap and touch and feel books. |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Realises one object can act as a container for another. For example, puts smaller objects inside bigger ones and removes them again. |  |  |  |
| May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers |  |  |  |
| Experiments: tries something and then reflects on it, and then tries something else. For example, if piece of puzzle doesn’t fit, tries it in the other holes. |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Knows there are different ways to play with different toys. For example, that a ball is for rolling or throwing and a car is for pushing. |  |  |  |
| Interested in things that go together. For example, pan and lid. |  |  |  |
| Uses real object for pretend play on self or another. For example, drinks from a cup, brushes someone’s hair. |  |  |  |
| Imitates actions and activities of others as part of their play. For example, chatting on a phone. |  |  |  |
| Accepts adult varying a game or pretend play and imitates and joins in with new actions and routines |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Engages in simple pretend play with soft toys. For example, pretends to be asleep by covering self with a blanket and pretends to feed teddy. |  |  |  |
| Holds pen or crayon using whole hand (palmar) grasp and scribbles with different strokes |  |  |  |
| Enjoys teasing games. For example, ‘I’m going to get you’ or tickling games, etc. |  |  |  |

Step 7: 15 to 19 months

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| **Literacy** | Emerging | Developing | Achieved |
| Scribbles spontaneously and makes strokes and dots on paper, enjoying the sensory feeling of making marks |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Enjoys playing with objects of different sizes that go together and learning about the relative size of objects. For example, stacking cups |  |  |  |
| Matches shape of piece to hole. For example, in a shape sorter. |  |  |  |
| Says some counting words randomly |  |  |  |
| Enjoys ‘ready steady go’ and 1, 2, 3 go’ games |  |  |  |
| Stacks objects using flat surfaces. |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Actively explores objects using different senses. For example, links together different ways of handling objects; shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. |  |  |  |
| Shows understanding that things exist, even when out of sight; will refer to, request or search for objects that are not currently in sight |  |  |  |
| Solves simple problems independently. For example, retrieving out-of-reach toys. |  |  |  |
| Gets to know and enjoys daily routines |  |  |  |
| Plays cooperatively with an adult. For example, kicks or rolls ball back and forth. |  |  |  |
| Hands a toy to adult for assistance when unable to get it to work |  |  |  |
| Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Explores and experiments with a range of media. For example, paint, dough, paper, music-making objects, etc. |  |  |  |
| Collects items in a container to move around. For example, collects pebbles in a bucket or bricks in a shopping bag. |  |  |  |

Range 3: 18 to 24 months (Birth to 5 Matters)

Step 8: 18 to 22 months

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| **Literacy** | Emerging | Developing | Achieved |
| When holding crayons, chalks, etc., makes connections between their movements and the marks they make: draws vertical lines; produces circular scribble; produces side-to-side and to-and–fro scribble |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Uses understanding of cause and effect by showing interest in toys with buttons, flaps and simple mechanisms |  |  |  |
| Can organise and categorise objects. For example, putting all red things and all blue things in separate piles or all teddies in one box and cars in another box |  |  |  |
| Beginning to select a shape for a specific space. For example, looks at shape of piece and shapes on a puzzle board and fits together correctly. |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Recognises familiar adult in picture |  |  |  |
| Will pause and wait with support for turn in play with others |  |  |  |
| Likes to put objects together. For example, puts cups on saucers, spoon in a bowl, doll in the bed. |  |  |  |
| Repeats some pretend actions to more than one person. For example, gives parent/carer ‘tea’ to drink from an empty cup. |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Joins in with actions and sounds in familiar songs and rhymes; words/signs becoming clearer |  |  |  |
| Builds simple structures with solid wooden blocks. For example, a tower. |  |  |  |

Range 4: 24 to 36 months (Birth to 5 Matters)

Step 9: 21 to 25 months

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| **Literacy** | Emerging | Developing | Achieved |
| Fills in the missing word or phrase in a known rhyme, story or game. For example, ‘Humpty Dumpty sat on a…’ |  |  |  |
| Turns pages in a book, sometimes several at once. Scans pages and looks at books, studying each picture for details. |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Begins to use number words like ‘one’ or ‘two’, and sometimes responds accurately when asked to give one or two things |  |  |  |
| Self-corrects during an activity without adult prompting. For example, tries to fit a puzzle piece in the wrong space then changes to the right space. |  |  |  |
| Beginning to understand some talk about immediate past and future. For example, ‘story time finished, home time soon.’ |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Tries to work out problems by thinking first. For example, how to switch something on or how to get something that’s out of reach. |  |  |  |
| Operates mechanical toys. For example, turns the knob on a wind-up toy, pulls back on a friction car, pushes button to open flap |  |  |  |
| Imitates everyday actions in pretend play. For example, brushing doll’s hair, making beds, tasting food, cleaning dolls house, getting in the car, shopping, etc. |  |  |  |
| Becoming familiar with patterns in daily routines. For example, ‘it’s snack time now and outdoor play next’. |  |  |  |
| Able to imitate actions in play a while after they have seen them demonstrated |  |  |  |
| Enjoys being part of activities with adult or older child, often involving running or chasing |  |  |  |
| Enjoys dressing-up. For example, putting on hats or daddy’s shoes; dressing up as a favourite character |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Creates and experiments with blocks, colours and marks  |  |  |  |
| Sings songs and says rhymes, independently. For example, singing whilst playing. |  |  |  |
| Enjoys drawing freely |  |  |  |
| Imitates longer sequences in play. For example, pours tea, pours in milk and sugar, stirs, and then gives to doll. |  |  |  |
| Plays with playdough and other malleable materials making different shapes; will tell you what they have made |  |  |  |
| Constructs by stacking solid wooden blocks vertically and horizontally, making enclosures and creating spaces |  |  |  |
| Creates sound effects and movements. For example, creates the sound of a car, animals. |  |  |  |
| Plays alongside other children who are engaged in the same theme. |  |  |  |

Step 10: 24 to 31 months

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| **Literacy** | Emerging | Developing | Achieved |
| Shares books with adult or other child, making ‘comments’ about the events and pictures |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Matches sets of identical objects in practical situations: developing understanding of concept of ‘the same’ |  |  |  |
| Understands size differences (bigger, smaller and so on). For example, selects the bigger or smaller object or picture when asked. |  |  |  |
| Names two or three colours |  |  |  |
| Develops counting-like behaviour, such as making sounds, pointing, or saying some numbers in sequence |  |  |  |
| Has some understanding of 1 and 2 in practical situations. For example, says ‘I have two boats.’ |  |  |  |
| Uses some number language in play to compare quantity (such as, ‘all gone’, ‘more’, ‘lots’, or ‘same’). For example, ‘milk all gone’, ‘lots of bubbles.’ |  |  |  |
| Matches objects to picture. For example, matches real shoe to a picture of a shoe. |  |  |  |
| Matches simple shapes: circle, square, triangle |  |  |  |
| Fits 3-4 nesting/stacking cups together independently, showing understanding of size differences and fit |  |  |  |
| Understands size differences. For example, selects the big or small object when asked. |  |  |  |
| Matches simple pictures of familiar objects |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Understands simple explanations and reasons given by others. For example, ‘We can go to the park after lunch.’ |  |  |  |
| Has a sense of own immediate family and relations, including pets |  |  |  |
| Beginning to have their own friends |  |  |  |
| Uses other people’s belongings in pretend play. For example, Mum’s bag and brush. |  |  |  |
| Creates imaginary objects, characters and scenes in play. For example, talks to an imaginary shopper as if they are the shop assistant. |  |  |  |
| Adopts voice or manner of another person or animal in play. For example, moves like a cat and ‘miaows’. |  |  |  |
| Imitates an adult pouring tea, putting in milk and sugar, stirring and then giving to doll |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Enjoys and takes part in action songs, such as ‘Twinkle Little Star’. |  |  |  |
| Imitates a simple face. For example, circle for the head with dots/dashes/lines for eyes, nose, and mouth. |   |  |  |
| Adds some marks to their drawings to which they give meaning. For example, ‘’That says Mummy.” |  |  |  |
| Builds simple structures using a variety of construction toys. For example, building a tower out of Duplo bricks. |  |  |  |
| Sings familiar songs. For example, pop songs, songs from TV programmes, rhymes, songs from home. |  |  |  |

Step 11: 30 to 36 months

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| **Literacy** | Emerging | Developing | Achieved |
| Shows interest in illustrations, print in books, and print in the environment. For example, the first letter of their name, a bus or door number, or a familiar logo/app. |  |  |  |
| Notices deliberate mistake in story telling or rhyme |  |  |  |
| Holds books the correct way up and turns pages one at a time |  |  |  |
| Joins in with simple repeated refrains and phrases in rhymes and stories. For example, in ‘That’s not my…’ books |  |  |  |
| Starts to copy some simple horizontal and vertical letters and numbers. For example, E, F, H, T, L and 1, 7, 4. |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Beginning to count on their fingers. |  |  |  |
| In everyday situations, takes or gives two or three objects from a group |  |  |  |
| Uses some number names and language spontaneously in play; however, not consistent or accurate. For example, counts in everyday contexts, sometimes skipping numbers ‘one, two, three, five.’ |  |  |  |
| Beginning to notice numerals (number symbols). For example, notices a number of significance (such as their age) printed in books or displayed in the environment. |  |  |  |
| Matches objects by size |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Joins in with learning activities led by more able partner and can perform new actions after they have seen them demonstrated |  |  |  |
| Enjoys playing with small-world models such as a farm, a garage, or a train track |  |  |  |
| Uses and understands the logic of ‘if….then’. For example, ‘If I stand on a step, then I can reach the toy’, ‘If I eat my sandwich, then I can have some chocolate pudding’. |  |  |  |
| Is more organised, gathering together the toys they want to play with before starting play. For example, getting the doll and the tea set before starting to play tea-parties or getting the train and tracks and setting them out before playing trains. |  |  |  |
| In pretend play imitates everyday actions and events from own family and cultural background. For example, making chapatis, drinking tea, going to the barbers, being a cat, dog, or bird. |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Draws spontaneous and recognisable forms. For example, a circle for a head with one or two other features/parts. |  |  |  |
| Joins in and anticipates repeated sound and action patterns. For example, in familiar action songs, plays with musical instruments. |  |  |  |
| Imitates movement in response to music |  |  |  |
| Recalls and sings entire songs |  |  |  |

Range 5: 36 to 48 months (Birth to 5 Matters)

Step 12: 35 to 41 months

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| **Literacy** | Emerging | Developing | Achieved |
| Takes part in ‘reading’ by filling in words and phrases |  |  |  |
| Listens to and joins in with stories and poems when reading and sharing a story with an adult or in a small group |  |  |  |
| Shows interest in illustrations and words in print and digital books and words in the environment |  |  |  |
| Shows awareness of rhyme and alliteration. For example, can pick out words that rhyme and continues a rhyming string. |  |  |  |
| Recognises rhythm in spoken words. For example, count or clap syllables in a word. |  |  |  |
| Begins to use anti-clockwise movement and retrace vertical lines to create letters and numbers. For example, m, o, a, 6, 9. |  |  |  |
| Makes diagonal lines and patterns. For example, making X-type marks and patterns using a variety of media/materials. |  |  |  |
| Starts to make recognisable ‘S’ and ‘8’ type shapes |  |  |  |
| Can copy some letters of the alphabet, usually from own name |  |  |  |
| Includes mark making and early writing in their play |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Repeats a three-digit number sequence. For example, 2, 8, 5. |  |  |  |
| Shows an interest in numerals in the environment |  |  |  |
| Recites numbers in order to 10 |  |  |  |
| Beginning to recognise that each counting number is one more than the one before |  |  |  |
| Realises not only objects, but anything can be counted, including steps, claps, or jumps |  |  |  |
| Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 |  |  |  |
| Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) |  |  |  |
| Beginning to use understanding of number to solve practical problems in play and meaningful activities. For example, there are 3 people having milk, so we need to get 3 cups. |  |  |  |
| Responds to and uses language of position and direction |  |  |  |
| Shows understanding of prepositions ‘on top’, ‘behind’ and ‘next to’ by carrying out action |  |  |  |
| Selects a particular named shape. |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Shows awareness of danger. For example, is careful on playground equipment. |  |  |  |
| Notices what adults do, copying what is observed and then doing it when the adult is not there |  |  |  |
| Uses ICT to perform more complex functions, such as selecting a channel on the TV remote control |  |  |  |
| Remembers and talks about significant events in their own experience |  |  |  |
| Shows care and concern for living things and the environment |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Builds stories around toys. For example, farm animals climbing an armchair ‘cliff’ and having to be rescued. |  |  |  |
| Draws person with head and one or two other features or parts |  |  |  |
| Explores colour and colour mixing |  |  |  |
| Able to join a variety of construction materials in both horizontal and vertical directions |  |  |  |
| Experiments and creates movement in response to music, stories, and ideas |  |  |  |
| Makes imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park |  |  |  |

Step 13: 40 to 51 months

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| **Literacy** | Emerging | Developing | Achieved |
| Looks at and enjoys print and digital books independently |  |  |  |
| Listens to stories with increasing attention and recall |  |  |  |
| Retells stories in the correct sequence, drawing on language patterns of stories, such as ‘Once upon a time’ |  |  |  |
| Begins to navigate apps and websites on digital media, using icons to select apps and drop-down menus to select websites |  |  |  |
| Recognise words with the same initial sound. For example, the phoneme /d/ is the initial consonant sound in daddy and dog. |  |  |  |
| Knows that print carries meaning and, in English, is read from left to right and top to bottom |  |  |  |
| Recognises familiar words and signs such as own name and advertising logos |  |  |  |
| Makes attempts at reading familiar words in picture books |  |  |  |
| Reads individual letters (grapheme) by saying sounds (phoneme) for them. For example, when the child sees the grapheme ‘t’ they say the phoneme /t/ - this is known as a grapheme-phoneme correspondence (GPC). |  |  |  |
| Writes some or all of their name |  |  |  |
| Gives meaning to marks they make as they draw, write and paint |  |  |  |
| Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words |  |  |  |
| Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. For example, writing a pretend shopping list that starts at the top of the page with a ‘m’ for milk. |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Recognises numerals 1 to 5. Links numerals with amounts up to 5 and maybe beyond. |  |  |  |
| Compares two quantities using language such as ‘more than’, ‘fewer than’. For example, a child comments ‘‘Lottie has 2 more cars than me.’’ |  |  |  |
| Finds one more or less than a number from one to ten |  |  |  |
| Understands position through words alone, without pointing. For example, ‘Put the pig in front of the farmer.’ |  |  |  |
| Beginning to use mathematical terms to name and describe ‘solid’ 3D shapes and ‘flat’ 2-D shapes |  |  |  |
| Compares sizes, weights, etc. using gesture and language: ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’ |  |  |  |
| Puts three items in the right order by length or height |  |  |  |
| Begins to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family |  |  |  |
| Begins to understand there are different countries in the world and talks about the differences they have experienced or seen |  |  |  |
| Developing an understanding of growth, decay, and changes over time |  |  |  |
| Understands the key features of the life cycle of a plant and an animal |  |  |  |
| Plants seeds and cares for growing plants |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Builds complex things with a wide range of objects, selecting appropriate resources and adapting their work where necessary  |  |  |  |
| Talks about personal intentions, describing what they are trying to do |  |  |  |
| Chooses colour for a purpose |  |  |  |
| Taps out simple repeated rhythms and makes some up |  |  |  |
| Uses various construction materials. For example, joining pieces, stacking vertically and horizontally, balancing, making enclosures, and creating spaces. |  |  |  |
| Shows different emotions in their drawings and paintings, such as happiness, sadness, fear, etc. |  |  |  |
| Uses available resources to create props, or creates imaginary ones to support play |  |  |  |

Range 6: 48 to 60 months (Birth to 5 Matters)

Step 14: 50 to 60 months

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| **Literacy** | Emerging | Developing | Achieved |
| Engages in extended conversations about stories. For example, discusses main story settings, events, and principal characters, and may be able to suggest how story will end. |  |  |  |
| Enjoys an increasing range of print and digital books, both fiction and non-fiction |  |  |  |
| Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret text |  |  |  |
| Can segment sounds (phonemes) in simple words and blend them together and knows which letters (graphemes) represent some of them. For example, when reading aloud the word ‘cat’, sounds out the phonemes /c/ /a/ /t/ and knows that these sounds can be written down as the graphemes ‘c’ ‘a’ ‘t’. |  |  |  |
| Reads simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words (words containing unusual GPCs), such as ‘go’, ‘he’, ‘is’, etc. |  |  |  |
| Can read-out words that rhyme and continues a rhyming string. For example, ‘cat’, ‘mat’, ‘hat’, ‘sat’, etc. |  |  |  |
| Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences |  |  |  |
| Uses a pencil and holds it effectively to form recognisable letters (lower- and upper-case); most correctly formed |  |  |  |
| Begins to break the flow of speech into words, to hear and say the initial sound in words, and may start to segment the sounds into words and blend them together |  |  |  |

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| **Maths** | Emerging | Developing | Achieved |
| Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 |  |  |  |
| Counts out up to 10 objects from a larger group |  |  |  |
| Matches the numeral with a group of items to show how many there are (up to 10) |  |  |  |
| Increasingly confident at putting numerals in order 0 to 10 (ordinality) |  |  |  |
| Investigates turning and flipping objects in order to make shapes fit and creates models: predicting and visualising how they will look (spatial reasoning) |  |  |  |
| Talks about and explores 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’ |  |  |  |
| Beginning to experience measuring time with timers and calendars |  |  |  |
| Uses language such as ‘greater’, ‘smaller’, ‘heavier’ or ‘lighter’ to compare more than two quantities |  |  |  |
| Notices and corrects an error in a repeating pattern |  |  |  |

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| **Understanding the world** | Emerging | Developing | Achieved |
| Makes short term future-plans. For example, says ‘Tomorrow I’m going to…’; ‘Next week it’s my birthday.’ |  |  |  |
| Finds out about their environment, and talks about the features that they like and dislike |  |  |  |
| Talks about past and present events in their own life and in the lives of family members |  |  |  |
| Recognise that people have different beliefs and celebrate special times in different ways |  |  |  |
| Talk about members of their immediate family and community |  |  |  |
| Knows that other children do not always enjoy the same things, and is sensitive to this |  |  |  |
| Describes what they see, hear and feel whilst outside |  |  |  |
| Makes observations of animals and plants and explains why some things occur, and talks about changes |  |  |  |

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| **Expressive Arts and Design** | Emerging | Developing | Achieved |
| Constructs with a purpose in mind, using a variety of resources |  |  |  |
| Recognises and explores how sounds can be changed, sings simple songs from memory, recognises repeated sounds and sound patterns, and matches movements to music |  |  |  |
| Responds to comments and questions, talking about their creations |  |  |  |
| Creates collaboratively, sharing ideas, resources, and skills |  |  |  |
| Sings in a group or on their own, increasingly matching the pitch and following the melody |  |  |  |
| Introduces a storyline or narrative into their play |  |  |  |
| Plays cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative |  |  |  |

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| Early Learning Goals |

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| Literacy |

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| **Comprehension**Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Anticipate where appropriate key events in stories.Use and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role play. | **Word reading**Say a sound for each letter in the alphabet and at least 10 digraphs.Read words consistent with their phonic knowledge by sound blending.Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words. | **Writing**Write recognisable letters most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others. |

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| Mathematics |

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| **Number**Have a deep understanding of number to 10, including the composition of each number.Subitise (recognise quantities without counting) up to 5.Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts | **Numerical Patterns**Verbally count beyond 20, recognising the pattern of the counting system.Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity.Explore and represent patterns within numbers up to 10, including evens and odds, double facts, and how quantities can be distributed equally. |

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| Understanding the world |

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| **Past and Present**Talk about the lives of the people around them and their roles in society.Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Understand the past through settings, characters, and events encountered in books read in class and storytelling. | **People Culture and Communities**Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. | **Natural World**Explore the natural world around them, making observations and drawing pictures of animals and plants.Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

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| **Expressive Arts and Design** |

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| **Creating with materials**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.Share their creations, explaining the process they have used.Make use of props and materials when role playing characters in narratives and stories. | **Being imaginative and expressive**Invent, adapt, and recount narratives and stories with peers and their teacher.Sing a range of well-known nursery rhymes and songs.Perform, songs, rhymes, poems, and stories with others, and move in time with music. |

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