

# Overview of Early Years Developmental Progress Tool

## (0-12, 12-24, 24-36 months)

The Overview has been developed from the Barnsley Early Years Developmental Progress Tool to use with families to support a shared understanding of their child's development. The Overview provides a summary of developmental stages across the following four areas of development,

- Communication and Language,
- Personal Social and Emotional,
- Physical,
- Cognition and Learning.

The Overview is structured so that practitioners and families can see at a glance and on a single page, key development aspects typical for children within the ranges of 0-12, 12-24, and 24-36 months.



## Early Years Developmental Progress Tool - Overview 0-12 months

Communication and Language	Personal Social and Emotional	Physical	Cognition and Learning
Turns head to parent/carer's voice or other familiar sounds	Is comforted by touch i.e. rocking, cuddling, stroked	Presses down foot/straightens body when held standing on a hard surface	Interested in new experiences e.g. shows renewed interest if you present a different toy
Reacts by smiling, looking and moving, sometimes making sounds when you interact	Shows emotional responses to other people's emotions e.g. smiles when smiled at and becomes distressed if hears another child crying	Can lift head and chest and support self with straight arms and flat hands when lying on tummy	Repeats actions that have an effect e.g. shaking a rattle so it makes a sound again.
Produces and copies non-speech sounds e.g. coos, raspberries, shrieks, squeals.	Laughs and giggles during people play games	Picks up and explores objects e.g. by holding to mouth.	Shows excitement during peek-a-boo games
Uses different sounds/cries to show hunger, tiredness, pain	Settles to sleep with a calming input	Pulls to standing, holding on to furniture or person for support	Explores new object in a range of ways e.g. banging, mouthing, turning over
Babbles by repeating a series of the same sounds (reduplicated babbling) e.g. "ba-ba-ba", "ma-ma-ma."	Recognises and is most responsive to main carer; face brightens, activity increases when familiar carer appears	Releases objects and hands them to another person or drops them (ta games)	Explores books, turns over several pages at once; stops momentarily at page that catches eye
Looks intently at the face of the person talking.	Gives eye contact, uses eye gaze	Passes toys from one hand to the other	Enjoys putting object in and out of containers.
Takes turns in interactions with others e.g. Quietens when the other person talks and may vocalise or make a movement when they pause.	Uses voice or gesture to refuse e.g. by pushing object away, shaking head.	Picks up small objects between thumb and fingers	Holds pen or crayon using a palmar grasp to makes scribble marks
Anticipates actions, tickles, etc. from sounds and tunes of songs and rhymes e.g. giggles at end of 'round the garden' when waiting for a tickle.	Moves on to solid foods and is willing to try a variety of foods tastes and textures	Begins to move in different ways and directions: crawls, bottom shuffles, or rolls continuously to move around	Enjoys songs and rhymes, tuning in and paying attention e.g. 'Round and round the garden'.
Understands words they hear a lot and that are said with gestures e.g. "all gone" and "bye bye"	Holds bottle or sipper cup	Uses whole hand to hold an object (palmar grasp)	Enjoys finding their nose, eyes or tummy as part of naming games
Initiates give and take games by offering objects. (ta games)	May become distressed and anxious if left somewhere without parent/carer	When sitting independently, can lean forward to pick up toys	Imitates and improvises actions they have observed e.g. clapping or waving.
Responds to their own name e.g. turns or looks up in response to name.	Is happy crawl and play but looks back to check in that their adult is still there	Helps turn pages of a board book.	Stays absorbed in activities and can ignore distractions for at least 30 seconds

## Early Years Developmental Progress Tool - Overview 12-24 months

Communication and Language	Personal Social and Emotional	Physical	Cognition and Learning
Demonstrates joint attention e.g., attends to an object when parent/carer draws their attention to it by looking and pointing	Uses parent/carer for 'emotional refuelling' when feeling tired, stressed, or frustrated.	Holds an object in each hand and brings them together in the middle e.g., holds two blocks and bangs them together.	Enjoys picture books and simple repetitive stories e.g., lift the flap and touch and feel books.
Can choose between two presented objects: "Do you want the ball or the car?"	Feeds themselves finger foods and attempts to use spoon or other utensil: can guide towards mouth	Walks up steps holding hand of adult	Experiments: tries something and then reflects on it, and then tries something else.
Voice has the 'ups and downs' (intonation) of the language spoken although individual words may not be clear	Builds relationships with special people. Displays attachment behaviours such as wanting to stay near to their close carers and protesting when separated.	When holding crayons, chalks, etc., makes connections between their movements and the marks they make and is able to make a variety of strokes	Uses real object for pretend play and imitates actions and activities of others E.g., drinks from a cup, brushes someone's hair, chatting on a phone.
Uses at least 5 single words/signs (18mths)	Reacts to an audience e.g. repeats an activity or action which is laughed at, applauded or cheered.	Runs without bumping into obstacles	Knows there are different ways to play with different toys.
Points to or reaches towards desired objects to request them. May vocalise or make eye contact when doing this.	Indicates need for toilet by behaviour e.g., dancing movements or holding self.	Can kick a large ball	Joins in with actions and sounds in familiar songs and rhymes; words/signs becoming clearer
Uses at least 50 single words/signs and is sometimes joining two words together (24 months)	Demonstrates sense of self as an individual e.g., wants to do things independently, says "me do it", "No!"	Builds a tower of 6 blocks	Can organise and categorise objects e.g. sort by colour/object type (all cars together)
Frequently asks questions, such as the names of people and objects?	Starts to share and 'give and take' Understands that some things are theirs, some things are shared, and some things belong to other people	Starts walking independently on firm surfaces and later on uneven surfaces	Beginning to select a shape for a specific space e.g., looks at shape of piece and shapes on a puzzle board and fits together correctly.
Around the age of 2, understands many more words than they can say – between 200–500 words.	Plays ball cooperatively with an adult e.g. may kick or roll the ball back and forth.	Squats steadily to rest or play with object on the ground and rises to feet without using hands	Engages in simple pretend play with soft toys e.g. pretends to feed teddy.
When asked, can show simple body parts and understand simple questions and instructions like: "Where's your head? Find your shoes"	Uses other person to help achieve a goal e.g. to get an object that's out of reach or activate a toy or open packet of crisp.	Threads large beads onto firm cord, stick, or pipe cleaner	Enjoys 'ready steady go' and 1, 2, 3 go' games

## Early Years Developmental Progress Tool - Overview 24-36 months

Communication and Language	Personal Social and Emotional	Physical	Cognition and Learning
Uses over 200 words/signs	Shows understanding of some rules and routines	Runs safely on whole foot, stopping and starting easily	Names two or three colours
Shows sustained engagement and interaction when sharing a picture storybook with an adult making 'comments' about the events and pictures	Develops independence in self-care and shows an awareness of routines E.g. dressing, handwashing or teeth cleaning but still often needs adult support	Threads large beads onto floppier cords. For example, washing line/shoelace.	Understands size differences e.g. selects the big or small or fits 3-4 nesting/stacking cups together.
Shows sustained engagement during interactions during a child-led activity scaffolded by an adult (20+mins)	Develops own likes and dislikes in food and drink; willing to try new food textures and tastes	Can walk considerable distances with purpose i.e. park 10–15-minute walk	Confidently matches simple shapes: circle, square, triangle
Uses words/signs to describe things. For example, "It's wet", "It's too hot".	Builds relationships with special people but may show anxiety in the presence of strangers	Fits small shapes and objects into holes during posting activities	Enjoys and takes part in action songs/rhymes. Familiar songs e.g. pop songs, songs from TV.
Uses 10-15 actions words/signs. For example, 'eat', 'drink', 'sleep', 'wash', 'play', 'finish'.	Understands the need to share and take turns in small groups. Managing to do so with adult guidance.	Turns pages in a paper book one at a time	Joins in with simple repeated refrains and phrases in rhymes and stories e.g. That's not my'
Says three words together. For example, "go park today", "big red bus"	Shows 'control' e.g. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	Climbs up and downstairs by placing both feet on each step while holding handrail	Uses some number names and language spontaneously in play; however, not consistent or accurate.
Concentrates and listens for more than 10 minutes in adult-led activities that they enjoy	Can increasingly express their thoughts and emotions through words as well as continuing to use facial expression	Uses wheeled toys with increasing skill, such as pedalling, balancing, holding handlebars, and sitting stride	Joins in with activities led by more able partner and can perform new actions after they have been shown
Understands use of objects e.g. 'What do we use to cut things with?' 'Which one barks?'	Develops increasing understanding of and control of their bowel and bladder urges and starts to communicate their need for the potty or toilet	Holds pencil near its tip between first two fingers and thumb and uses it with good control to draw	In pretend play imitates everyday actions and events from own family and cultural background.
Shift from one task to another if you first get their attention by using name.	Includes another child in their play sequence may talk to them as they do.	Climbs play climbing equipment with confidence and increasing skill	Is more organised, gathering together the toys they want to play with before starting play
Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under')	Likes to sit, have a cuddle, and share events of the day with a familiar adult	Starts to catch a large ball by using two hands and their chest to trap it	Draws recognisable forms e.g. a circle for a head with one or two features
Can the child follow instructions with three key words like: "Can you wash dolly's face?"	Mostly dry during the day with occasional accidents and will clearly communicate wet or soiled pants.	Builds a tower of ten or more blocks	Enjoys playing with small-world models such as a farm, a garage, or a train track