

# Barnsley Children's Services

## Early Years Developmental Progress Tool



Barnsley Portage Service Registered with the  
National Portage Association.

Development of the **Early Years Developmental Progress Tool** has been led by Barnsley Portage Service in collaboration with colleagues from Education Early Start and Prevention 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 **Early Years Developmental Progress Tool** is to facilitate families, educational settings and services working 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 Early Years Developmental Progress Tool supports 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)

## Alignment with 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 Developmental areas** *(Ctrl+Click on titles below to follow link direct to developmental area)*

[Communication and Language](#)

[Personal, Social and Emotional Development](#)

[Physical 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 include 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. 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.

<b>Emerging</b>	<i>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.</i>
<b>Developing</b>	<i>Skill seen more often and requires less prompting from the adult, child will sometimes initiate.</i>
<b>Achieved</b>	<i>Skill seen consistently and is generalised in a variety of contexts and routines with little or no adult support or prompting.</i>

## 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'*

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

<b>Range 1: 0 to 12 months</b> (Birth to 5 Matters)	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Step 1: 0 to 3 months</b>			
<b>Listening and attention</b>			
<i>startles to loud noises, eyes widen, limbs move or slow, facial twitch, cry, change in sucking patterns during feeding, change in breathing pattern</i>	03/23	05/23	07/23
<i>Turns eyes and/or head towards you when you speak</i>	05/23	07/23	
<b>Understanding – Receptive</b>			
<i>Smiles/quietens to familiar voice/face.</i>			03/23

## Early Years Developmental Progress Tool

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

### Communication and Language

Ranges	Range 1 0 to 12 months					Range 2 12 to 18 months		Range 3 18 to 24 months
Communication and Language 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		
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.

# Communication and Language

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

### Step 1 - 0 to 3 months

Listening and attention	<i>Emerging</i>	<i>Developing</i>	<i>Achieved</i>
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			
Understanding – Receptive			
Smiles/quietens to familiar voice/face			
Speaking – Expressive			
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

Listening and Attention	<i>Emerging</i>	<i>Developing</i>	<i>Achieved</i>
Reacts by smiling, looking and moving when you interact			
Turns head to parent/carer's voice or other familiar sounds			
Understanding – Receptive			
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.			
<b>Speaking – Expressive</b>			
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			
<b>Step 3 - 4 to 7 months</b>			
<b>Listening and attention</b>	<i>Emerging</i>	<i>Developing</i>	<i>Achieved</i>
Looks intently at the face of the 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			
<b>Understanding – Receptive</b>			
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.			
<b>Speaking – Expressive</b>			
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. "ooo aaa"			
<b>Step 4: 6 to 10 months</b>			
<b>Listening and Attention</b>	<i>Emerging</i>	<i>Developing</i>	<i>Achieved</i>
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.			
<b>Understanding – Receptive</b>			
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.			
<b>Speaking – Expressive</b>			
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			
<b>Observation Check Point – Development Matters</b>			
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

Listening and Attention	<i>Emerging</i>	<i>Developing</i>	<i>Achieved</i>
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.)			
Understanding – Receptive			
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.)			
Speaking – Expressive			
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			
<b>Observation Check Point – Development Matter</b> 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)?			
<b>Range 2: 12 to 18 months (Birth to 5 Matters)</b>			
<b>Step 6: 12 to 16 months</b>	<b><i>Emerging</i></b>	<b><i>Developing</i></b>	<b><i>Achieved</i></b>
<b>Listening and Attention</b>			
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			
<b>Understanding – Receptive</b>			
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.			

Speaking – Expressive			
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			
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			
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.			
Understanding – Receptive			
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.			
<b>Speaking – Expressive</b>			
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.			
<b>Observation Check Point – Development Matters</b>			
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?”			
<b>Range 3: 18 to 24 months (Birth to 5 Matters)</b>			
<b>Step 8: 18 to 22 months</b>			
<b>Listening and Attention</b>	<b><i>Emerging</i></b>	<b><i>Developing</i></b>	<b><i>Achieved</i></b>
Plays simple co-operative listening games. For example, ‘give it to...’			
Waits for ‘go’ signal in ‘ready, steady, go’ games.			
<b>Understanding – Receptive</b>			
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			

Speaking – Expressive			
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)			
<b>Observation Checkpoint – Development Matters</b> 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			
Listening and Attention	<i>Emerging</i>	<i>Developing</i>	<i>Achieved</i>
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.			
Understanding – Receptive			
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			
<b>Speaking – Expressive</b>			
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			
<b>Observation Checkpoint – Development Matters</b>			
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?			
<b>Step 10: 24 to 31 months</b>			
<b>Listening and Attention</b>	<i>Emerging</i>	<i>Developing</i>	<i>Achieved</i>
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.			

Understanding – Receptive			
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).			
Speaking – Expressive			
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.			
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

Listening and Attention	<i>Emerging</i>	<i>Developing</i>	<i>Achieved</i>
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			
Understanding – Receptive			
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'.			
Speaking – Expressive			
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.			

## 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

#### 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

#### Understanding – Receptive

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

#### Speaking – Expressive

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’			
<b>Observation Checkpoint – Development Matters</b> Towards 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?”			
<b>Step 13: 40 to 51 months</b>			
<b>Listening and Attention</b>	<i>Emerging</i>	<i>Developing</i>	<i>Achieved</i>
Listens to others one-to-one or in small groups when conversation interests them.			
<b>Understanding – Receptive</b>			
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.			
<b>Speaking – Expressive</b>			
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”			

## 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

*Emerging*

*Developing*

*Achieved*

#### Listening and Attention

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.

#### Understanding – Receptive

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

#### Speaking – Expressive

Adapts language to the needs of the listener

Can pick out the first sound in a word

## Communication and Language - Early Learning Goal

### *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.*

## Early Years Developmental Progress Tool

Child's name:		Date of Birth:		Assessment completed by:	
Date of most recent update		Chronological age at most recent update:	<i>(delete and update to keep current)</i>	Range working within:	<i>(best fit, delete and update to keep current)</i>

### Personal, Social and Emotional Development

Ranges	Range 1 0 to 12 months					Range 2 12 to 18 months		Range 3 18 to 24 months
Personal, Social and Emotional 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		
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.

# Personal, Social and Emotional Development

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

### Step 1: 0 to 3 months

#### Self - Regulation

Is comforted by touch

Sucks on hands, clothes, and/or pacifier to calm self

#### Managing Self

Responds to being rocked as a means of soothing

#### Building Relationships

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

#### Self - Regulation

Becomes excited in anticipation of play/interaction. For example, waves arms/legs, vocalises.

Laughs to express pleasure

Emerging

Developing

Achieved

Emerging

Developing

Achieved

Managing Self			
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			
Building Relationships			
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			
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			
Managing Self			
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			
Building Relationships			
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	Emerging	Developing	Achieved
<b>Self - Regulation</b>			
Makes own sounds when talked to, especially when a smiling face is used by parent			
<b>Managing Self</b>			
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			
<b>Building Relationships</b>			
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.			
<b>Observation Check Point – Development Matters</b>			
Does the baby respond to their name and respond to the emotions in your voice?			



Step 5: 9 to 13 months	Emerging	Developing	Achieved
<b>Self - Regulation</b>			
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			
<b>Managing Self</b>			
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			
<b>Building Relationships</b>			
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.			

## 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

##### Self - Regulation

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.

##### Managing Self

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

##### Building Relationships

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	Emerging	Developing	Achieved
<b>Self - Regulation</b>			
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.			
<b>Managing Self</b>			
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'			
<b>Building Relationships</b>			
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.)			

## 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

Emerging

Developing

Achieved

#### Self - Regulation

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

#### Managing Self

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

<b>Building Relationships</b>			
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'			
<b>Range 4: 24 to 36 months (Birth to 5 Matters)</b>			
<b>Step 9: 21 to 25 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Self - Regulation</b>			
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.			
<b>Managing Self</b>			
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			
<b>Building Relationships</b>			
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.			
<b>Observation Check Point – Development Matters</b>			
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?			
<b>Step 10: 24 to 31 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Self - Regulation</b>			
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			
<b>Managing Self</b>			
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/carers			
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			
<b>Building Relationships</b>			
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			
<b>Step 11: 30 to 36 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Self - Regulation</b>			
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 ...'			
<b>Managing Self</b>			
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			
<b>Building Relationships</b>			
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			
<b>Observation Check Point – Development Matters</b>			
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?			
<b>Range 5: 36 to 48 months (Birth to 5 Matters)</b>			
<b>Step 12: 35 to 41 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Self - Regulation</b>			
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'			
<b>Managing Self</b>			
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			
<b>Building Relationships</b>			
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			
<b>Step 13: 40 to 51 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Self - Regulation</b>			
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			
<b>Managing Self</b>			
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			
<b>Building Relationships</b>			
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			
<b>Observation Check Point – Development Matters</b>			
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?			
<b>Range 6: 48 to 60 months (Birth to 5 Matters)</b>			
<b>Step 14: 50 to 60 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Self - Regulation</b>			
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			
<b>Managing Self</b>			
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			
<b>Building Relationships</b>			
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			

# Personal, Social and Emotional Development - Early Learning Goal

## 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

# Early Years Developmental Progress Tool

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

## Physical Development

Ranges	Range 1 0 to 12 months					Range 2 12 to 18 months		Range 3 18 to 24 months
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	
Physical Development Steps	9	10	11	12	13	14		
Date step assessed as achieved								

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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

*Emerging*

*Developing*

*Achieved*

#### Gross Motor Skills

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

#### Fine Motor Skills

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

*Emerging*

*Developing*

*Achieved*

#### Gross Motor Skills

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

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.

## Observation Check Point – Development Matters

Does the baby move with ease and enjoyment?

Step 3: 4 to 7 months	Emerging	Developing	Achieved
<b>Gross Motor Skills</b>			
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			
<b>Fine Motor Skills</b>			
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	Emerging	Developing	Achieved
<b>Gross Motor Skills</b>			
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)			
<b>Fine Motor Skills</b>			
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	Emerging	Developing	Achieved
Gross Motor Skills			
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			
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.			
<b>Observation Check Point – Development Matters</b> 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	Emerging	Developing	Achieved
Gross Motor Skills			
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			
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.			
<b>Observation Check Point – Development Matters</b>			
Can the baby pick up something small with their first finger and thumb (such as a piece of string)?			
<b>Step 7: 15 to 19 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
Gross Motor Skills			
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			
Fine Motor Skills			
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	Emerging	Developing	Achieved
Gross Motor Skills			
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			
Fine Motor Skills			
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			
<b>Observation Check Point – Development Matters</b> 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	Emerging	Developing	Achieved
Gross Motor Skills			
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			
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			
<b>Step 10: 24 to 31 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
Gross Motor Skills			
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 i.e. to the park or somewhere motivating 10-15 minute walk			
Climbs play climbing equipment with confidence and increasing skill			
Fine Motor Skills			
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 paper book one at a time			
<b>Step 11: 30 to 36 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
Gross Motor Skills			
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			
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			
<b>Observation Check Point – Development Matters</b>			
Can the child climb confidently, catch a large ball and pedal a tricycle?			
<b>Range 5: 36 to 48 months (Birth to 5 Matters)</b>			
<b>Step 12: 35 to 41 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
Gross Motor Skills			
Can jump forward about 60 cm (2 feet)			
Walks downstairs or slopes whilst carrying a small object, maintaining balance and stability			
Fine Motor Skills			
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	Emerging	Developing	Achieved
Gross Motor Skills			
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			
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	Emerging	Developing	Achieved
Gross Motor Skills			
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			
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			

# Physical Development - Early Learning Goal

## 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.

## Early Years Developmental Progress Tool

Child's name:		Date of Birth:		Assessment completed by:	
Date of most recent update		Chronological age at most recent update:	<i>(delete and update to keep current)</i>	Range working within:	<i>(best fit, delete and update to keep current)</i>

### Cognition and Learning

Ranges	Range 1 0 to 12 months					Range 2 12 to 18 months		Range 3 18 to 24 months
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.



# Cognition and Learning

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

Step 1: 0 to 3 months	Emerging	Developing	Achieved
<b>Literacy</b>			
Interested in new experiences. For example, shows renewed interest if you present a different toy or book.			
<b>Maths</b>			
Moves hanging rattle or soft toy while moving arms or legs			
<b>Understanding the world</b>			
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			
<b>Expressive Arts and Design</b>			
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	Emerging	Developing	Achieved
<b>Literacy</b>			
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.			
<b>Maths</b>			
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			
<b>Understanding the world</b>			
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			
<b>Expressive Arts and Design</b>			
Likes listening to music, rattles, and other sound-making toys			
Shows interest in moving pictures and sound. For example, on television.			
<b>Step 3: 4 to 7 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Literacy</b>			
Enjoys songs and rhymes, tuning in and paying attention. For example, 'Round and round the garden'. When sung by an adult.			
<b>Maths</b>			
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			
<b>Understanding the world</b>			
Shows anticipation and enjoyment of familiar caring routines and simple games			
Persistently and deliberately reaches out for toys			
<b>Expressive Arts and Design</b>			
Plays with and explores objects by touching them, looking at them, bringing them to the mouth and listening to the sounds they make			
<b>Step 4: 6 to 10 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Literacy</b>			
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.			
Maths			
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.			
Understanding the world			
Shows interest in toys and other things that incorporate technology			
Watches own hand movements intently, for 5 seconds +			
Expressive Arts and Design			
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.			
<b>Step 5: 9 to 13 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
Literacy			
Looks at pictures in books with interest without needing adult input			
Holds pen or crayon using a palmar grasp and spontaneously makes scribble marks			
Maths			
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			

Understanding the world			
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.			
Expressive Arts and Design			
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	Emerging	Developing	Achieved
Literacy			
Enjoys picture books and simple repetitive stories. For example, lift the flap and touch and feel books.			
Maths			
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.			
<b>Understanding the world</b>			
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			
<b>Expressive Arts and Design</b>			
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.			
<b>Step 7: 15 to 19 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Literacy</b>			
Scribbles spontaneously and makes strokes and dots on paper, enjoying the sensory feeling of making marks			
<b>Maths</b>			
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.			

Understanding the world			
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			
Expressive Arts and Design			
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	Emerging	Developing	Achieved
Literacy			
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			
Maths			
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.			

Understanding the world			
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/carers 'tea' to drink from an empty cup.			
Expressive Arts and Design			
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	Emerging	Developing	Achieved
Literacy			
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.			
Maths			
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.'			
Understanding the world			
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			
<b>Expressive Arts and Design</b>			
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.			
<b>Step 10: 24 to 31 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Literacy</b>			
Shares books with adult or other child, making 'comments' about the events and pictures			
<b>Maths</b>			
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			
<b>Understanding the world</b>			
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			
<b>Expressive Arts and Design</b>			
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.			
<b>Step 11: 30 to 36 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Literacy</b>			
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.			
<b>Maths</b>			
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			
<b>Understanding the world</b>			
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.			
<b>Expressive Arts and Design</b>			
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			

<b>Range 5: 36 to 48 months (Birth to 5 Matters)</b>			
<b>Step 12: 35 to 41 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Literacy</b>			
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			
<b>Maths</b>			
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.			
<b>Understanding the world</b>			
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			
<b>Expressive Arts and Design</b>			
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			
<b>Step 13: 40 to 51 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Literacy</b>			
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.			

Maths			
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...'			
Understanding the world			
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			
Expressive Arts and Design			
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			
<b>Range 6: 48 to 60 months (Birth to 5 Matters)</b>			
<b>Step 14: 50 to 60 months</b>	<b>Emerging</b>	<b>Developing</b>	<b>Achieved</b>
<b>Literacy</b>			
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			
<b>Maths</b>			
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			
<b>Understanding the world</b>			
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			
<b>Expressive Arts and Design</b>			
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			

## Early Learning Goals

### Literacy

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

### Mathematics

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

Understanding the world		
<p><b>Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>	<p><b>People Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p>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.</p> <p>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.</p>	<p><b>Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Expressive Arts and Design		
<p><b>Creating with materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p><b>Being imaginative and expressive</b></p> <p>Invent, adapt, and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform, songs, rhymes, poems, and stories with others, and move in time with music.</p>	

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