# EYFS early support tracking documents

# Personal, social and emotional development (PSED) only

The early years foundation stage (EYFS) is the statutory framework for children aged 0-5 and sets the standards for their learning, development, and care. All early years practitioners **must** follow the EYFS safeguarding and welfare requirements and the learning and development requirements unless an exemption from these has been granted.

Section 2.1 of the statutory framework for the early years foundation stage March 2021, states: 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 (also known as formative assessment) is an integral part of the learning and development process.

Section 1.12 of the statutory framework for the early years foundation stage March 2021, states: Throughout the early years, if a child’s progress in any prime area gives cause for concern, **practitioners must** discuss this with the child’s parents and/or carers and agree how to support the child. **Practitioners must** consider whether a child may have a special educational need or disability which requires specialist support.

The early years inclusion team recommend that the EYFS early support tracking documents are used for children known to Pre-School Forum. It supports early identification breaking each developmental stage into small, achievable steps and is appropriate for children with SEN/D.

You can track children across all areas using the early support tracking documents if the child has a global delay.

If a child is experiencing a delay in one or two specific areas, then track them on the early support for these area/s only, using your preferred tracking tool for the other areas where no significant delay is experienced.

This tracking document has been devised from the [Department for Education publication Practice Guide to The Early Years Developmental Journal 2013 (opens in new window)](https://www.ncb.org.uk/sites/default/files/uploads/documents/Early_years_docs/merged-early-years-developmental-journal.pdf)

Some of the links in this document do not work, but it is still relevant to use.

**Early support overview sheet:** An overview sheet is provided at the end of this document. It can be used to chart the child’s progress over time (i.e., termly) and this information will be requested for children known to the Pre-School Forum or for those accessing inclusion funding.

[DM] Indicates statements taken from **DfE Development Matters 2021**

[B-5] Indicates statements taken from **Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage**

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| --- | --- | --- | --- | --- |
| **Step 1****0 - 11 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Enjoys the company of others |  |  |  |  |
| Looks at faces |  |  |  |  |
| Copies facial expressions and mouth shapes- for example sticking out tongue, opening mouth and widening eyes |  |  |  |  |
| Is comforted by touch |  |  |  |  |
| Is comforted by people's faces |  |  |  |  |
| Smiles at people |  |  |  |  |
| Holds eye contact briefly (5 seconds or more) |  |  |  |  |
| **Step 2****0 - 11 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Gains physical and emotional comfort from ‘snuggling in’ |  |  |  |  |
| Makes sounds and movements to initiate interaction with another person |  |  |  |  |
| Calms from being held, rocked, spoken or sung to with soothing voice |  |  |  |  |
| Holds eye contact during interactions with a familiar person |  |  |  |  |
| **Distinguishes between people, recognising the****look, sound and smell of their close carer. They will usually calm, smile or reduce crying when they hear their carers’/parent’s voice, or smell their clothing, for example. [B-5]** |  |  |  |  |
| **Step 3****0 – 11 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Shows pleasure at being tickled and other physical games |  |  |  |  |
| Laughs and gurgles |  |  |  |  |
| Likes cuddles and being held – for example, calms snuggles in, smiles, gazes at carer's face and strokes carer's skin |  |  |  |  |
| Shows pleasure at return of familiar carer |  |  |  |  |
| **Reacts emotionally to other people’s emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face.** **[B-5]** |  |  |  |  |
| **Step 4****0 – 11 / 8 - 20 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Smiles at image of self in mirror; shows a developing understanding and awareness of themselves |  |  |  |  |
| Takes turns in interactions with others; quietens when other person speaks |  |  |  |  |
| Makes own sounds when talked to especially when a smiling face is used by parent |  |  |  |  |
| Uses voice or gesture to refuse- for example by pushing object away, shaking head |  |  |  |  |
| Lifts arms in anticipation of being lifted up |  |  |  |  |
| **Displays attachment behaviours such as wanting****to stay near to their close carers, checking where****they are and protesting when separated. [B-5]** |  |  |  |  |
| **Step 5****8 - 20 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Seeks to gain attention in a variety of ways, drawing others into social interaction |  |  |  |  |
| Likes to be close to adult and may cry and try to follow (by looking, reaching or crawling) when familiar adult leaves the room. |  |  |  |  |
| Is wary of strangers |  |  |  |  |
| Builds relationships with special people- e.g., by showing affection or holding your attention by vocalising. |  |  |  |  |
| Points to draw other people's attention to things of interest |  |  |  |  |
| Sits quietly to have a cuddle or snuggled in your lap for a few minutes |  |  |  |  |
| Show's interest in the activities of others and responds differently to children and adults e.g. may be more interested in watching children than adult's, or more attentive when children they talk to them |  |  |  |  |
| Enjoys finding their nose, eyes or tummy as part of a naming game. |  |  |  |  |
| Follows gaze when an adult directs attention to an object by naming and pointing e.g. when an adult says "look a bus" and the child looks at the bus |  |  |  |  |
| **Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult’s attention to something. [B-5]** |  |  |  |  |
| **Step 6****8 - 20 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Looks to familiar adult to check if not sure about something- for example, looks at you to check your reaction if a stranger tries to pick them up |  |  |  |  |
| Uses familiar adult for emotional 'refuelling' when tired, stressed or frustrated- for example, stops playing to have a cuddle or sits quietly snuggled in on your lap for a few minutes |  |  |  |  |
| Clings to special person and hides face when scared or overwhelmed |  |  |  |  |
| Gets distressed and anxious if left somewhere without their familiar adult. |  |  |  |  |
| Uses comfort toy or object to calm self. |  |  |  |  |
| **Engages another person to help achieve a goal,****e.g. to get an object out of reach. [B-5]** |  |  |  |  |
| **Step 7****8 – 20 / 16 - 26 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Starts interaction with, and plays alongside, other children |  |  |  |  |
| Explores new toys and environments, but looks back to you regularly to 'check in' |  |  |  |  |
| Responds to small number of boundaries, with encouragement and support |  |  |  |  |
| Reacts to an audience- for example repeats an activity or action which is received positively by a smile, or which is laughed at, applauded or cheered |  |  |  |  |
| **Shows empathy and concern for people who are****special to them by partially matching others’****feelings with their own, e.g. may offer a child a****toy they know they like. [B-5]** |  |  |  |  |
| **Step 8****16 - 26 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Helps with dressing- for example holds out arm for sleeve or foot for shoe |  |  |  |  |
| Can tolerate brief separations from special people |  |  |  |  |
| Expresses emotions and seeks reaction- for example may cry at minor injury and ask for help or comfort |  |  |  |  |
| Starts to share and give and take |  |  |  |  |
| Plays ball cooperatively with an adult- for example may kick or roll ball back and forth. |  |  |  |  |
| **Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in****unfamiliar situations. [B-5]** |  |  |  |  |
| **Step 9****16 – 26 / 22 - 36 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Understands that some things are theirs, some things are shared, and some things belong to other people |  |  |  |  |
| Actively draws others into social interaction |  |  |  |  |
| Hands a toy to an adult for assistance when unable to get it to work; sees adult as someone who can help |  |  |  |  |
| Spends time in groups of other children engaged in own play, but watching the other children |  |  |  |  |
| **Shows their growing sense of self through asserting their likes and dislikes, choices,****decisions, and ideas. These may be different to those of the adult or their peers; often****saying ‘no’, ‘me do it’ or ‘mine’. [B-5]** |  |  |  |  |
| **Step 10****22 - 36 months****(2.5 year check stage)** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Responds positively to a variety of familiar adults |  |  |  |  |
| Shows affection towards other children and younger siblings |  |  |  |  |
| Takes lead in positive interactions with special people- for example initiates interaction, shows spontaneous affection, can wait a little while before seeking others for comfort and security |  |  |  |  |
| Uses others as sources of information by asking questions |  |  |  |  |
| Makes choices that involve challenge, when adults ensure their safety |  |  |  |  |
| **Becomes more able to adapt their behaviour and increase their participation and cooperation as they become familiar with and anticipate routines. [B-5]** |  |  |  |  |
| **Increasingly follows rules, understanding why they are important. [DM]** |  |  |  |  |
| **Step 11****22 – 36 / 30 - 50 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Demonstrates concern towards others who are upset – for example, offers favourite toy, pats arm or back, offers cuddle and so on |  |  |  |  |
| Seeks out others to share experiences |  |  |  |  |
| Understands they have to share and take turns but might not always be willing to do so – for example, with toys |  |  |  |  |
| Participates and helps with familiar routines with help from adults – for example, dusting, setting table or putting away toys |  |  |  |  |
| Includes another child in their play sequence and may talk to them as they do so – for example, gives child a cup to drink from |  |  |  |  |
| Recognises self in mirror or photo – for example, if looks in a mirror and sees dirt or food on face, tries to wipe it off, or points to self in photo when asked |  |  |  |  |
| **Step 12****30 - 50 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Forms a special friendship with another child |  |  |  |  |
| Is sometimes stubborn or negative and reacts with annoyance to frustration |  |  |  |  |
| Enjoys responsibility of carrying out small tasks such as carrying a bag back from the shops |  |  |  |  |
| Regularly uses adults as sources of knowledge, comfort and shared activities |  |  |  |  |
| Takes pride in appearance – for example, prefers certain clothes |  |  |  |  |
| **Selects and uses activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. [DM]** |  |  |  |  |
| Shows independence in selecting and carrying out activities |  |  |  |  |
| **Step 13****30 – 50 / 40 – 60 months** | **Emerging****(seen for the first time)** | **Developing****(seen sometimes)** | **Secure****(consistently achieving)** | **Notes** |
| Is more outgoing towards strangers and more confident in new social situations – for example, in playgroup although may be anxious at first  |  |  |  |  |
| Understands that own actions affect other people – for example, becomes upset or tries to comfort another child when they realise they have upset them |  |  |  |  |
| Has an awareness and pride in self as having own identity and abilities and welcomes praise |  |  |  |  |
| Can express wishes and needs clearly and understands when these are no immediately met. |  |  |  |  |
| Often actively seeks sharing and fairness |  |  |  |  |
| Shows care and concern for others, for living things and the environment |  |  |  |  |
| Enjoys joining in with family customs and routines |  |  |  |  |
| Is curious about others and can adapt behaviour to fit in with different events and social situations – for example, removing shoes and socks before going on slide after seeing others doing this |  |  |  |  |

## EYFS early support developmental profile

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| --- | --- | --- | --- |
| Child’s name | Date of birth | Age in months | Date/s completed |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Area of development | **Step 1**E/D/S | **Step 2**E/D/S | **Step 3**E/D/S | **Step 4**E/D/S | **Step 5**E/D/S | **Step 6**E/D/S | **Step 7**E/D/S | **Step 8**E/D/S | **Step 9**E/D/S | **Step 10**E/D/S | **Step 11**E/D/S | **Step 12**E/D/S | **Step 13**E/D/S | **Step 14**E/D/S |
| Months | 0 - 11  | 0 - 11  | 0 - 11  | 0 - 11 8 - 20 | 8 - 20 | 8 - 20 | 8 – 20 16 - 26 | 16 - 26 | 16 – 2622 - 36 | 22 - 36 | 22 – 36 30 - 50 | 30 - 50 | 30 – 5040 - 60 | 40 – 60 plus |
| Personal Social and Emotional (PSED) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Thinking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Key**

* Please colour code and / or date each entry
* E= Emerging / D = Developing / S = Secure