# EYFS early support tracking documents

# Thinking (0 to 50 months)

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**

(UW – TW) = Understanding the World – The World, (UW-P&C) = Understanding the World – People and Communities, (UW-T) = Understanding the World – Technology, (EAD-BI&E) = Expressive Art and Design – Being Imaginative and Expressive, (EAD) = Expressive Art and Design, (M) = Mathematics

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| --- | --- | --- | --- | --- |
| **Step 1**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Moves hanging rattle or soft toy while moving arms or legs |  |  |  |  |
| When lying on back or propped up, moves eyes to follow face or toy moving slowly from side to side, close to face |  |  |  |  |
| Turns eyes and or head towards new sounds |  |  |  |  |
| Is startled by sudden noise |  |  |  |  |
| Shows interest in new experiences – for example, when you show a new toy |  |  |  |  |
| **Step 2**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Shows interest in small objects or the detail of a toy – for example, will gaze at small beads in a rattle |  |  |  |  |
| Reacts with sudden behaviour change when a face or object disappears suddenly from view |  |  |  |  |
| **Looks around a room with interest; visually scans**  **environment for novel, interesting objects and**  **events. (UW - TW) [B-5]** |  |  |  |  |
| Smiles with pleasure at recognisable playthings |  |  |  |  |
| Shows interest in moving pictures and sound – for example, on television |  |  |  |  |
| Can shift visual attention by looking from one object to another and back again |  |  |  |  |
| **Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. (UW - TW) [B-5 and DM]** |  |  |  |  |
| **Step 3**  **0 – 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Plays with and explores objects by touching them, looking at them, bringing them to the mouth and listening to the sounds they make |  |  |  |  |
| Persistently and deliberately reaches out for toys |  |  |  |  |
| Notices changes in groupings of objects, pictures and sounds - for example they may look puzzled, unsettled or stop what they are doing |  |  |  |  |
| Shows anticipation and enjoyment of familiar caring routines and simple games – for example, sucks or licks lips in response to sounds of preparation for feeding or gets excited upon seeing spoon or other eating utensil or familiar toy |  |  |  |  |
| **Step 4**  **0 – 11 / 8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Plays with objects, by banging, shaking, turning them around in their hands |  |  |  |  |
| Reacts to familiar sounds or sights by changes in behaviour – for example, extends arms and legs, smiles, searches with eyes when hears the vacuum cleaner, running bath, footsteps |  |  |  |  |
| Shows interest in toys and other things that incorporate technology |  |  |  |  |
| Can release toy from grasp if attention disturbed |  |  |  |  |
| **Watches toy being hidden and tries to find it. (UW – TW) [B-5]** |  |  |  |  |
| **Step 5**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Shows excitement during turn-taking games such as peek-a-boo – for example, claps hands as their turn gets closer |  |  |  |  |
| Looks towards the floor when object is dropped by other people and looks for objects they drop themselves |  |  |  |  |
| Explores new objects in an orderly way to investigate cause and effect – for example can pull on a string to get the connected toy |  |  |  |  |
| Understands the meaning of some sounds – for example, hears a telephone ring and looks at the telephone |  |  |  |  |
| Anticipates what will happen next – for example, expects to be fed if placed in high chair and may become distressed if the expected routine doesn’t happen |  |  |  |  |
| Stays absorbed in activities and can ignore distractions for at least 30 seconds |  |  |  |  |
| Imitates and improvises actions they have observed – for example, clapping or waving |  |  |  |  |
| Struggles to get objects that are out of reach and pulls a mat towards them to make a toy or object come closer |  |  |  |  |
| **Step 6**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| 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 |  |  |  |  |
| Realises one object can act as a container for another – for example, puts small objects inside bigger ones and removes them again |  |  |  |  |
| Interested in things that go together - for example, cup and saucer |  |  |  |  |
| Recognises favourite toys, games and activities – for example, sees character in favourite book and brings same toy for you to play with |  |  |  |  |
| Experiments – for example, if two things don’t fit together one way then tries another way |  |  |  |  |
| **Begins to make-believe by pretending using sounds,**  **movements, words, objects**. **(EAD – BI&E) [B-5]** |  |  |  |  |
| **Pretends that one object represents another, especially**  **when objects have characteristics in common. (EAD – BI&E) [B-5]** |  |  |  |  |
| **In pretend play, imitates everyday actions and**  **events from own family and cultural background, e.g. making and drinking tea,**  **going to the barbers. (UW – P&C) [B-5]** |  |  |  |  |
| **Step 7**  **8 – 20 / 16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Remembers where objects belong |  |  |  |  |
| 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 |  |  |  |  |
| Enjoys playing with objects of different sizes that go together – for example, stacking cups |  |  |  |  |
| Matches shape of piece to hole – for example, in a shape sorter |  |  |  |  |
| **Step 8**  **16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Matches objects with parts that fit together – for example, puts lid on teapot |  |  |  |  |
| Uses understanding of cause and effect – for example, straightens up a tower of blocks if it starts to wobble |  |  |  |  |
| Shows a curiosity about how things work – for example, looks closely at the parts of a mechanical toy |  |  |  |  |
| Is interested in pushing and pulling things |  |  |  |  |
| Builds simple structures |  |  |  |  |
| Shows interest in toys with buttons, flaps and simple mechanisms |  |  |  |  |
| 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 |  |  |  |  |
| **Beginning to arrange items in their own patterns, e.g. lining up toys. (M) [B-5]** |  |  |  |  |
| **Step 9**  **16 – 26 / 22 - 36 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Copies everyday actions in play – for example, brushing doll’s hair, cleaning dolls’ house, feeding teddy toy food |  |  |  |  |
| Makes pretend sequences – for example, pouring pretend tea then drinking, washing then drying a doll, getting in a toy car and going to work |  |  |  |  |
| Creates and experiments with blocks, colours and marks |  |  |  |  |
| 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 |  |  |  |  |
| **Shows interest in toys with buttons, flaps and simple**  **mechanisms and beginning to learn to operate them. (UW – T) [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** |
| Matches sets of identical objects; understands the idea of ‘the same’ |  |  |  |  |
| Begins to develop sense of time; understands terms such as ‘later’, ‘tomorrow’ and ‘yesterday’ |  |  |  |  |
| Understands simple explanations and reasons given by others |  |  |  |  |
| 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 |  |  |  |  |
| **Complete inset puzzles. (M)**  **[DM]** |  |  |  |  |
| **Step 11**  **22 – 36 / 30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Seeks to learn basic skills in turning on some ICT equipment |  |  |  |  |
| Engages in imaginative play and role-play based on own experiences – for example, ‘driving a car’ |  |  |  |  |
| Shows curiosity about the world by asking questions and thinking about reasons why things happen |  |  |  |  |
| 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 |  |  |  |  |
| Notices deliberate mistake in story telling or rhyme |  |  |  |  |
| 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’ |  |  |  |  |
| Repeats a two digit number sequence, e.g. 7, 2 |  |  |  |  |
| 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 |  |  |  |  |
| **Step 12**  **30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Puts three pictures in correct order to represent a sequence in a familiar activity or story |  |  |  |  |
| Uses various building materials |  |  |  |  |
| Follows directions if not intently focused on own choice of activity |  |  |  |  |
| Shows awareness of danger – for example, is careful on playground equipment |  |  |  |  |
| Builds stories around toys – for example, farm animals climbing an armchair ‘cliff’ and having to be rescued |  |  |  |  |
| 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 |  |  |  |  |
| Repeats a three digit number sequence – for example, 2, 8,5 |  |  |  |  |
| **Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD) [DM]** |  |  |  |  |

## 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 – 26  22 - 36 | 22 - 36 | 22 – 36 30 - 50 | 30 - 50 | 30 – 50  40 - 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