# EYFS early support tracking documents All areas – master document (PSED, communication, physical and 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 Development Matters 2021, Birth to 5 Matters: Non-Statutory guidance for the Early years Foundation Stage and the Department for Education publication Practice Guide to the Early Years Developmental Journal 2013. The Early Years Inclusion team can email a copy upon request.

**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** <https://www.gov.uk/government/publications/development-matters--2>

[B-5] Indicates statements taken from **Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage** <https://www.birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf>

**PSED (personal, social and emotional development)**

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| **Step 1**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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) |  |  |  |  |

**Communication**

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| **Step 1**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Cries to express needs – for example, when hungry, or in discomfort |  |  |  |  |
| Uses sounds – for example, gurgling and cooing to communicate when relaxed |  |  |  |  |
| Turns eyes and/or head towards you when you speak |  |  |  |  |
| **Turns towards familiar sounds [DM]** |  |  |  |  |
| **They are also startled by loud noises and accurately locates the source of a familiar person’s voice, such as key person or a parent. [DM]** |  |  |  |  |

**Physical**

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| **Step 1**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Turns head to the side when placed on tummy |  |  |  |  |
| Opens mouth to feed when corner of mouth is touched |  |  |  |  |
| Sucking is strong and rhythmic with coordinated swallowing |  |  |  |  |
| **Lift their head while lying on their front.**  **[DM]** |  |  |  |  |
| Looks steadily at things for short periods (5 seconds or more) |  |  |  |  |
| Presses down foot/straightens body when held standing on a hard surface |  |  |  |  |
| **Makes movements with arms and legs which**  **gradually become more controlled - moves hands**  **together/ legs together.**  **[B-5]** |  |  |  |  |

**Thinking**

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| **Step 1**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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 |  |  |  |  |

**PSED (personal, social and emotional development)**

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| **Step 2**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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]** |  |  |  |  |

**Communication**

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| **Step 2**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Makes sounds in response when you talk |  |  |  |  |
| Turns quickly to your voice across the room |  |  |  |  |
| Shows excitement at sound of approaching voices, footsteps or other familiar sounds |  |  |  |  |
| Reacts by smiling, looking and moving when you interact |  |  |  |  |
| **Gazes at faces, copying facial expressions and movements like sticking out their tongue.**  **[DM]** |  |  |  |  |
| **Make eye contact for longer periods. [DM]** |  |  |  |  |

**Physical**

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| **Step 2**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Able to control head when supported in an upright position; head does not flop forwards or backwards |  |  |  |  |
| **Push their chest up with straight arms.**  **[DM]** |  |  |  |  |
| Uses movement and senses to focus on, reach for and grasp objects |  |  |  |  |
| Closes hand firmly around objects placed in palm |  |  |  |  |
| Sits with support |  |  |  |  |
| Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands |  |  |  |  |

**Thinking**

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| **Step 2**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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. [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. [B-5 and DM]** |  |  |  |  |

**PSED (personal, social and emotional development)**

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| **Step 3**  **0 – 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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]** |  |  |  |  |

**Communication**

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| **Step 3**  **0 – 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Looks carefully at person talking |  |  |  |  |
| Stops communicating if speaker turns away |  |  |  |  |
| Enjoys listening to nursery rhymes |  |  |  |  |
| Responds to changes in tone of voice |  |  |  |  |
| Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used |  |  |  |  |
| **Copies what adults do, taking ’turns’ in conversation (through babbling) and activities. [DM]** |  |  |  |  |
| **Tries to copy adult speech and lip movements. [DM]** |  |  |  |  |

**Physical**

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| **Step 3**  **0 – 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| **Roll over: from front to back, then back to front. [DM]** |  |  |  |  |
| When lying on back, lifts legs into vertical position and grasps feet |  |  |  |  |
| Can lift head and chest and support self with straight arms and flat hands when lying on tummy |  |  |  |  |
| **Reaches out for, touches and begins to hold objects,**  **developing later on into being able to release grasp. [B-5]** |  |  |  |  |

**Thinking**

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| **Step 3**  **0 – 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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 |  |  |  |  |

**PSED (personal, social and emotional development)**

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| **Step 4**  **0 – 11 / 8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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]** |  |  |  |  |

**Communication**

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| **Step 4**  **0 – 11 / 8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Begins to develop and use some  consonant sounds – for example, ‘g’, ‘m’, ‘p’, ‘d’ |  |  |  |  |
| Begins to develop and use vowel sounds –for example, ‘aa’ |  |  |  |  |
| Understands single signs |  |  |  |  |
| Understands words they hear a lot and that are said with gestures – for example,  “all gone” and “bye bye” |  |  |  |  |
| Uses simple sounds or gestures to mean a particular thing – for example, “da” for ‘daddy’ |  |  |  |  |
| Uses voice or gesture to attract attention |  |  |  |  |
| **Babbles, using sounds like “ba-ba-ba”, “ma-ma-ma” [DM]** |  |  |  |  |

**Physical**

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| **Step 4**  **0 – 11 / 8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| **Sit without support. [DM]** |  |  |  |  |
| Passes toys from one hand to the other |  |  |  |  |
| Pulls to standing, holding on to furniture or person for support |  |  |  |  |
| Can move from a sitting position to hands and knees (crawl position) |  |  |  |  |
| Moves around on the floor by wriggling |  |  |  |  |
| **Sits unsupported on the floor, leaving hands free to**  **manipulate objects with both hands. [B-5]** |  |  |  |  |

**Thinking**

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| **Step 4**  **0 – 11 / 8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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. [B-5]** |  |  |  |  |

**PSED (personal, social and emotional development)**

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| **Step 5**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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]** |  |  |  |  |

**Communication**

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| **Step 5**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Responds to own name by turning or looking up at whoever said their name |  |  |  |  |
| Recognises some family names such as Mummy, Daddy, names of other carers, brothers and sisters, or pets, and will turn to look when the name is said |  |  |  |  |
| Asks for favourite games using sounds or gestures – for example, playing peek-a-boo, saying “Boo” or hiding face in hands |  |  |  |  |
| Copies the speech of others, especially the vowels and ‘ups and downs’ (intonation |  |  |  |  |
| Babbles, using varied consonants and vowels – for example, “baga”, “maba” |  |  |  |  |
| **Uses gestures like waving and pointing to communicate.**  **[DM]** |  |  |  |  |

**Thinking**

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| **Step 5**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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 – e.g. 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 highchair 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 |  |  |  |  |

**Physical**

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| **Step 5**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Crawls, bottom shuffles or rolls continuously to move around |  |  |  |  |
| **Begin to crawl in different ways and directions.**  **[DM]** |  |  |  |  |
| Holds own bottle or sipper cup |  |  |  |  |
| Picks up small objects between thumb and fingers |  |  |  |  |
| Enjoys making marks in damp sand, paste or paint |  |  |  |  |
| Throws toys or objects deliberately |  |  |  |  |
| Stretches out with one hand to grasp toy if offered |  |  |  |  |
| Can let go of things – for example, to drop something or give it to you |  |  |  |  |
| Can reach and grasp a moving object by moving towards where the object will go |  |  |  |  |
| **Can actively cooperate with nappy changing,**  **dressing/undressing. [B-5]** |  |  |  |  |

**PSED (personal, social and emotional development)**

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| **Step 6**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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]** |  |  |  |  |

**Communication**

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| **Step 6**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Takes part in a simple ‘conversation’ with an adult, focusing on things happening in the here and now or frequent events that are about to happen – for example, meals or bath time |  |  |  |  |
| Uses sounds instead of words to represent different objects – for example “brmm” for ‘car’, “yum” for ‘dinner’, “dodi” for ‘dummy’ |  |  |  |  |
| Voice has the ‘ups and downs’(intonation) of the language spoken at home even though individual words may not be clear |  |  |  |  |
| Responds to familiar words and short sentences based on familiar routines – for example, runs to the door when an adult holds their keys and say’s “It’s time to go” |  |  |  |  |
| **Constantly babbles and use single words during play.**  **[DM]** |  |  |  |  |

**Thinking**

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| **Step 6**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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 smaller 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**. **[B-5]** |  |  |  |  |
| **Pretends that one object represents another, especially**  **when objects have characteristics in common. [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. [B-5]** |  |  |  |  |

**Physical**

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| **Step 6**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Starts to communicate urination and bowel movements |  |  |  |  |
| **Pull themselves upright and bouncing in preparation for walking. [DM]** |  |  |  |  |
| Pulls self-up to standing against furniture and can lower self-back down |  |  |  |  |
| Walks around furniture lifting one foot and stepping sideways (cruising) |  |  |  |  |
| **Begin to walk independently – choosing appropriate props to support at first. [DM]** |  |  |  |  |
| Walks with one or both hands held by adult |  |  |  |  |
| Grasps finger foods and brings them to mouth |  |  |  |  |
| Attempts to use spoon or other utensil; can guide towards mouth but food often falls off |  |  |  |  |
| Holds an object in each hand and brings them together in the middle – for example, holds two blocks and bangs them together |  |  |  |  |
| Holds pen or crayon using a whole hand (palmar) grasp and scribbles with different strokes |  |  |  |  |
| Take first few steps; feet wide apart, uneven steps, arms raised for balance |  |  |  |  |

**PSED (personal, social and emotional development)**

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| **Step 7**  **8 – 20 / 16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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]** |  |  |  |  |

**Communication**

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| **Step 7**  **8 – 20 / 16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Understands and follows simple instructions in context – for example, “Give me the ball” or “Kiss Daddy night-night” |  |  |  |  |
| When asked, can show simple body parts on self by pointing at them on self or others – for example, hair, eyes, ears and nose |  |  |  |  |
| Copies expressions they hear a lot – for example, “Oh dear” or “All fall down” |  |  |  |  |
| Enjoys nursery rhymes and shows they are listening by trying to join in with actions or sounds |  |  |  |  |
| Uses different single words to comment on what’s happening – for example, says “Bird” if they see one in the garden |  |  |  |  |
| Recognises and will identify many objects and pictures (by pointing) when asked questions – for example, “Where’s the ball?” |  |  |  |  |

**Physical**

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| **Step 7**  **8 – 20 / 16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Builds tower of two blocks |  |  |  |  |
| 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) |  |  |  |  |
| Accepts new textures and tastes – for example, larger pieces of food and different types |  |  |  |  |
| Shows awareness of what a potty or toilet is used for |  |  |  |  |
| Develops own likes and dislikes in food and drink and may refuse disliked food or drink |  |  |  |  |
| Takes off easily removed clothes – for example, socks |  |  |  |  |
| Turns knobs and removes easy screw lids |  |  |  |  |
| Signals wet or soiled nappy or pants |  |  |  |  |

**Thinking**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step 7**  **8 – 20 / 16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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 |  |  |  |  |

**PSED (personal, social and emotional development)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step 8**  **16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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]** |  |  |  |  |

**Communication**

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| --- | --- | --- | --- | --- |
| **Step 8**  **16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Is learning new words almost every day |  |  |  |  |
| Uses words for actions as well as objects and people |  |  |  |  |
| Listens and responds to simple information or instructions out of context – for example “Ben, find your car” or “Ali, put teddy in bed” |  |  |  |  |
| 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 |  |  |  |  |
| **Beginning to put two words together (e.g. ‘*want ball’, ‘more juice’*) [B-5]** |  |  |  |  |

**Physical**

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| --- | --- | --- | --- | --- |
| **Step 8**  **16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Holds cup with both hands and drinks without much spilling |  |  |  |  |
| Is aware of where clothes are kept – for example, outdoor coat and shoes by the door |  |  |  |  |
| Gets onto child’s chair without assistance, either backwards or sideways |  |  |  |  |
| Brushes own hair |  |  |  |  |
| Can kick a large ball |  |  |  |  |
| Starts to help with dress and hygiene routines |  |  |  |  |

**Thinking**

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| --- | --- | --- | --- | --- |
| **Step 8**  **16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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. [B-5]** |  |  |  |  |

**PSED (personal, social and emotional development)**

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| --- | --- | --- | --- | --- |
| **Step 9**  **16 – 26 / 22 - 36 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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]** |  |  |  |  |

**Communication**

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| --- | --- | --- | --- | --- |
| **Step 9**  **16 – 26 / 22 - 36 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Repeats words or phrases from familiar stories |  |  |  |  |
| Fills in the missing word or phrase in a known rhyme, story or game – for example, ‘Humpty Dumpty sat on a... ‘ |  |  |  |  |
| Understands simple instructions involving two people or objects such as “Get Mummy’s shoes” or “Find Jacob’s car” |  |  |  |  |
| Uses words to ask for help – for example, when washing hands |  |  |  |  |
| Uses ‘adult’ form of vowels (a, e, i, o, u) most of the time |  |  |  |  |
| **Begins to join in with actions and sounds in familiar song and book sharing experiences. [B-5]** |  |  |  |  |

**Thinking**

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| --- | --- | --- | --- | --- |
| **Step 9**  **16 – 26 / 22 - 36 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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. [B-5]** |  |  |  |  |

**Physical**

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| --- | --- | --- | --- | --- |
| **Step 9**  **16 – 26 / 22 - 36 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Runs safely on whole foot, stopping and starting easily and avoiding obstacles |  |  |  |  |
| Squats steadily to rest or play with object on the ground and rises to feet without using hands |  |  |  |  |
| Feeds self competently with spoon |  |  |  |  |
| Drinks well without spilling |  |  |  |  |
| Puts on hat and slip-on shoes |  |  |  |  |
| Indicates need for toilet by behaviour – for example, dancing movements or holding self |  |  |  |  |
| **Holds a writing tool with thumb and all fingers and may begin to use a three fingered (tripod) grip. [B-5]** |  |  |  |  |

**PSED (personal, social and emotional development)**

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| --- | --- | --- | --- | --- |
| **Step 10**  **22 - 36 months**  **(2.5 year check stage)** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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]** |  |  |  |  |

**Communication**

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| --- | --- | --- | --- | --- |
| **Step 10**  **22 - 36 months**  **(2.5 year check stage)** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Learns new words very rapidly and uses them when communicating with other people |  |  |  |  |
| Understands more complex sentences – for example, “Put your toys away and we’ll read a book” |  |  |  |  |
| Shows sustained engagement and interaction when sharing a picture storybook with an adult |  |  |  |  |
| Tries to repeat many things adults say, either saying the actual word or making a close match – for example, says “Um-beya” for ‘umbrella’ |  |  |  |  |
| Uses a variety of question words – for example, ‘what’, ‘where’, ‘who’ |  |  |  |  |
| **Uses longer sentences (e.g. three words together ’*Mummy gonna work*.’) [B-5]** |  |  |  |  |

**Thinking**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step 10**  **22 - 36 months**  **(2.5 year check stage)** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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. [DM]** |  |  |  |  |

**Physical**

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| --- | --- | --- | --- | --- |
| **Step 10**  **22 - 36 months**  **(2.5 year check stage)** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Climbs confidently and uses nursery play climbing equipment |  |  |  |  |
| Builds a tower of up to six blocks |  |  |  |  |
| Fits small shapes and objects into holes during posting activities |  |  |  |  |
| Takes off loose coat or shirt when undone |  |  |  |  |
| Turns pages in a book one at a time |  |  |  |  |
| Unzips front zipper on coat or jacket |  |  |  |  |
| Can undo Velcro fasteners |  |  |  |  |
| **Shows increasing control in holding, using and**  **manipulating a range of tools and objects such as**  **tambourines, jugs, hammers, and mark making tools. [B-5]** |  |  |  |  |

**PSED (personal, social and emotional development)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step 11**  **22 – 36 / 30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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 |  |  |  |  |

**Communication**

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| --- | --- | --- | --- | --- |
| **Step 11**  **22 – 36 / 30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Shows understanding of position words such as ‘in’, and ‘on’ – for example, carries out the action ‘Put dolly in the box’ or selects a picture correctly from ‘Find the apple in the bag’ |  |  |  |  |
| Talks about ownership – for example, ‘my teddy’, ‘your book’ ‘the man’s car’ |  |  |  |  |
| Uses pronouns correctly – for example, ‘I’, ‘me’ and ‘you’ |  |  |  |  |
| Knows full name |  |  |  |  |
| Says all or part of simple nursery rhymes |  |  |  |  |
| **Listens to simple stories and understand what is happening, with the help of the pictures. [DM]** |  |  |  |  |
| Listens eagerly to short stories, is able to talk about particular parts of them and requests favourites over and over again |  |  |  |  |

**Physical**

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| --- | --- | --- | --- | --- |
| **Step 11**  **22 – 36 / 30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Walks downstairs safely, two feet to each step while carrying a toy |  |  |  |  |
| Stands on one foot when shown |  |  |  |  |
| Makes snips in paper with child scissors |  |  |  |  |
| Usually able to control bowel with occasional accidents |  |  |  |  |
| Takes pleasure in personal hygiene including toileting |  |  |  |  |
| Pulls up own trousers, and pulls up zipper |  |  |  |  |
| Can undo large buttons |  |  |  |  |
| Screws and unscrews toy nuts and bolts |  |  |  |  |
| Able to blow – for example, candles or when cooling food |  |  |  |  |
| **Enjoy starting to kick, throw and catch balls. [DM]** |  |  |  |  |

**Thinking**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step 11**  **22 – 36 / 30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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 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 |  |  |  |  |

**PSED (personal, social and emotional development)**

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| --- | --- | --- | --- | --- |
| **Step 12**  **30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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 |  |  |  |  |

**Communication**

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| --- | --- | --- | --- | --- |
| **Step 12**  **30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Uses sentences involving more than three words |  |  |  |  |
| Understands use of objects – for example, can give the right answer to “What do we use to cut things with?” |  |  |  |  |
| Can retell a simple past event in correct order – for example, “went down slide and hurt finger” |  |  |  |  |
| Uses correct form of verbs such as ‘be’, ‘do’ and ‘have’ – for example, “I am hungry” rather than “I be hungry” or “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”heHe w |  |  |  |  |
| Uses a range of tenses to talk about past, present and future – for example, ‘play’, ‘playing’, ‘will play’ and ‘played’ |  |  |  |  |

**Physical**

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| --- | --- | --- | --- | --- |
| **Step 12**  **30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **Notes** |
| Holds pencil near its tip between first two fingers and thumb and uses it with good control to draw different shapes |  |  |  |  |
| Asks for toilet using voice, gesture or action – for example, leads adult to toilet and asks verbally or makes a sign |  |  |  |  |
| Pulls down own pants when using the toilet |  |  |  |  |
| Rides tricycle, using pedals |  |  |  |  |
| Can jump forward about 60 cm (2 feet) |  |  |  |  |
| Puts arms into open-fronted coat or shirt when held up |  |  |  |  |
| **Helps with dressing/ undressing and care**  **routines, enjoying the rituals established for hand washing and teeth cleaning. [B-5]** |  |  |  |  |

**Thinking**

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| --- | --- | --- | --- | --- |
| **Step 12**  **30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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. [DM]** |  |  |  |  |

**PSED (personal, social and emotional development)**

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| --- | --- | --- | --- | --- |
| **Step 13**  **30 – 50 / 40 – 60 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(achieving consistently)** | **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 not 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

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Area of development | **Step 1**  E/D/S  3 | **Step 2**  E/D/S  6 | **Step 3**  E/D/S  9 | **Step 4**  E/D/S  12 | **Step 5**  E/D/S  15 | **Step 6**  E/D/S  18 | **Step 7**  E/D/S  21 | **Step 8**  E/D/S  24 | **Step 9**  E/D/S  27 | **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