# EYFS early support tracking documents

# Communication 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**

(L&A) = Listening and Attention, (U) = Understanding, (S) = Speaking

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step 1**  **0 - 11 months** | **Emerging**  **(Seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Cries to express needs – for example, when hungry, or in discomfort (S) |  |  |  |  |
| Uses sounds – for example, gurgling and cooing to communicate when relaxed (S) |  |  |  |  |
| Turns eyes and/or head towards you when you speak (L&A) |  |  |  |  |
| **Turns towards familiar sounds (L&A) [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. (L&A)**  **[DM]** |  |  |  |  |
| **Step 2**  **0 - 11 months** | **Emerging**  **(Seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Makes sounds in response when you talk (S) |  |  |  |  |
| Turns quickly to your voice across the room (L&A) |  |  |  |  |
| Shows excitement at sound of approaching voices, footsteps or other familiar sounds (U) |  |  |  |  |
| Reacts in interaction with others by smiling, looking and moving. (L&A) |  |  |  |  |
| **Gazes at faces, copying facial expressions and movements like sticking out their tongue. (L&A)**  **[DM]** |  |  |  |  |
| **Make eye contact for longer periods. (L&A)**  **[DM]** |  |  |  |  |
| **Step 3**  **0 – 11 months** | **Emerging**  **(Seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Looks carefully at person talking (L&A) |  |  |  |  |
| Stops communicating if speaker turns away (L&A) |  |  |  |  |
| Enjoys listening to nursery rhymes (L&A) |  |  |  |  |
| Responds to changes in tone of voice (L&A) |  |  |  |  |
| Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used (S) |  |  |  |  |
| **Copies what adults do, taking ’turns’ in conversation (through babbling) and activities. (S) [DM]** |  |  |  |  |
| **Tries to copy adult speech and lip movements. (S)**  **[DM]** |  |  |  |  |
| **Step 4**  **0 – 11 / 8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Begins to develop and use some  consonant sounds – for example, ‘g’, ‘m’, ‘p’, ‘d’ (S) |  |  |  |  |
| Begins to develop and use vowel sounds –for example, ‘aa’ (S) |  |  |  |  |
| Understands single signs (U) |  |  |  |  |
| Understands words they hear a lot and that are said with gestures – for example,  “all gone” and “bye bye” (U) |  |  |  |  |
| Uses simple sounds or gestures to mean a particular thing – for example, “da” for ‘daddy’ (S) |  |  |  |  |
| Uses voice or gesture to attract attention (L&A) |  |  |  |  |
| **Babbles, using sounds like “ba-ba-ba”, “ma-ma-ma” [DM]** |  |  |  |  |
| **Step 5**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Responds to own name by turning or looking up at whoever said their name (U) |  |  |  |  |
| 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 (U) |  |  |  |  |
| Asks for favourite games using sounds or gestures – for example, playing peek-aboo, saying “Boo” or hiding face in hands (S) |  |  |  |  |
| Copies the speech of others, especially the vowels and ‘ups and downs’(intonation) (S) |  |  |  |  |
| Babbles, using varied consonants and vowels – for example, “baga”, “maba” (S) |  |  |  |  |
| **Uses gestures like waving and pointing to communicate. (S)**  **[DM]** |  |  |  |  |
| **Step 6**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **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 (S) |  |  |  |  |
| Uses sounds instead of words to represent different objects – for example “brmm” for‘car’, “yum” for ‘dinner’, “dodi” for ‘dummy’ (S) |  |  |  |  |
| Voice has the intonation of the language spoken at home even though individual words may not be clear (S) |  |  |  |  |
| Responds to familiar words and shortsentences based on familiar routines – for example, runs to the door when an adult holds their keys and says “It’s time to go (U) |  |  |  |  |
| **Constantly babbles and use single words during play. (S)**  **[DM]** |  |  |  |  |
| **Step 7**  **8 – 20 / 16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Understands and follows simple instructions in context – for example, “Give me the ball” or “Kiss Daddy night-night” (U) |  |  |  |  |
| When asked, can show simple body parts on self by pointing at them on self or others – for example, hair, eyes, ears and nose (U) |  |  |  |  |
| Copies expressions they hear a lot – for example, “Oh dear” or “All fall down” (S) |  |  |  |  |
| Enjoys nursery rhymes and shows they are listening by trying to join in with actions or sounds (L&A) |  |  |  |  |
| Uses different single words to comment on what’s happening – for example, says “Bird” if they see one in the garden (S) |  |  |  |  |
| Recognises and will identify many objects and pictures (by pointing) when asked questions – for example, “Where’s the ball?” (U) |  |  |  |  |
| **Step 8**  **16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Is learning new words almost every day (S) |  |  |  |  |
| Uses words for actions as well as objects and people (S) |  |  |  |  |
| Listens and responds to simple information or instructions out of context – e.g. “Ben, find your car” or “Ali, put teddy in bed” (L&A) |  |  |  |  |
| Begins to use words to refer to people and things that are not present (S) |  |  |  |  |
| Sings or gestures along with favourite action rhymes, although words may not be clear (L&A) |  |  |  |  |
| **Beginning to put two words together (e.g. ‘*want ball’, ‘more juice’*) (S)**  **[B-5]** |  |  |  |  |
| **Step 9**  **16 – 26 / 22 - 36 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Repeats words or phrases from familiar stories (L&A) |  |  |  |  |
| Fills in the missing word or phrase in a known rhyme, story or game – for example, ‘Humpty Dumpty sat on a...‘ (L&A) |  |  |  |  |
| Understands simple instructions involving two people or objects such as “Get Mummy’s shoes” or “Find Jacob’s car” (U) |  |  |  |  |
| Uses words to ask for help – for example, when washing hands (S) |  |  |  |  |
| Uses ‘adult’ form of vowels (a, e, i, o, u) most of the time (S) |  |  |  |  |
| **Begins to join in with actions and sounds in familiar song and book sharing experiences. (L)**  **[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** |
| Learns new words very rapidly and uses them when communicating with other people (S) |  |  |  |  |
| Understands more complex sentences – for example, “Put your toys away and we’ll read a book” (U) |  |  |  |  |
| Shows sustained engagement and interaction when sharing a picture storybook with an adult (L&A) |  |  |  |  |
| Tries to repeat many things adults say, either saying the actual word or making a close match – for example, says “Um-beya” for ‘umbrella’ (S) |  |  |  |  |
| Uses a variety of question words – for example, ‘what’, ‘where’, ‘who’ (S) |  |  |  |  |
| **Uses longer sentences (e.g. three words together ’*Mummy gonna work*.’)(S)**  **[B-5]** |  |  |  |  |
| **Step 11**  **22 – 36 / 30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **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’ (U) |  |  |  |  |
| Talks about ownership – for example, ‘my teddy’, ‘your book’ ‘the man’s car’ (S) |  |  |  |  |
| Uses pronouns correctly – for example, ‘I’, ‘me’ and ‘you’ (S) |  |  |  |  |
| Knows full name (U) |  |  |  |  |
| Says all or part of simple nursery rhymes (L&A) |  |  |  |  |
| **Listens to simple stories and understand what is happening, with the help of the pictures. (L&A)**  **[DM]** |  |  |  |  |
| Listens eagerly to short stories, is able to talk about particular parts of them and requests favourites over and over again (L&A) |  |  |  |  |
| **Step 12**  **30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Uses sentences involving more than three words (S) |  |  |  |  |
| Understands use of objects – for example, can give the right answer to “What do we use to cut things with?” (U) |  |  |  |  |
| Can retell a simple past event in correct order – for example, “went down slide and hurt finger” (S) |  |  |  |  |
| 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” (S) |  |  |  |  |
| Talks about own life and favourite things (S) |  |  |  |  |
| 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’ (S) |  |  |  |  |

## 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 | **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