# EYFS early support tracking documents

# Physical 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**

(M&H) = Moving and Handling, (H&SC) = Health and Self Care

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step 1**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Turns head to the side when placed on tummy (M&H) |  |  |  |  |
| Opens mouth to feed when corner of mouth is touched (H&SC) |  |  |  |  |
| Sucking is strong and rhythmic with coordinated swallowing (H&SC) |  |  |  |  |
| **Lift their head while lying on their front. (M&H)**  **[DM]** |  |  |  |  |
| Looks steadily at things for short periods (5 seconds or more) (M&H) |  |  |  |  |
| Presses down foot/straightens body when held standing on a hard surface (M&H) |  |  |  |  |
| **Makes movements with arms and legs which**  **gradually become more controlled - moves hands**  **together/ legs together. (M&H)**  **[B-5]** |  |  |  |  |
| **Step 2**  **0 - 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Able to control head when supported in an upright position; head does not flop forwards or backwards (M&H) |  |  |  |  |
| **Push their chest up with straight arms. (M&H)**  **[DM]** |  |  |  |  |
| Uses movement and senses to focus on, reach for and grasp objects (M&H) |  |  |  |  |
| Closes hand firmly around objects placed in palm (M&H) |  |  |  |  |
| Sits with support (M&H) |  |  |  |  |
| Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands (M&H) |  |  |  |  |
| **Step 3**  **0 – 11 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| **Roll over: from front to back, then back to front. (M&H) [DM]** |  |  |  |  |
| When lying on back, lifts legs into vertical position and grasps feet (M&H) |  |  |  |  |
| Can lift head and chest and support self with straight arms and flat hands when lying on tummy (M&H) |  |  |  |  |
| **Reaches out for, touches and begins to hold objects,**  **developing later on into being able to release grasp. (M&H) [B-5]** |  |  |  |  |
| **Step 4**  **0 – 11 / 8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| **Sit without support. (M&H) [DM]** |  |  |  |  |
| Passes toys from one hand to the other (M&H) |  |  |  |  |
| Pulls to standing, holding on to furniture or person for support (M&H) |  |  |  |  |
| Can move from a sitting position to hands and knees (crawl position) (M&H) |  |  |  |  |
| Moves around on the floor by wriggling (M&H) |  |  |  |  |
| **Sits unsupported on the floor, leaving hands free to**  **manipulate objects with both hands. (M&H)**  **[B-5]** |  |  |  |  |
| **Step 5**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Crawls, bottom shuffles or rolls continuously to move around (M&H) |  |  |  |  |
| **Begin to crawl in different ways and directions. (M&H)**  **[DM]** |  |  |  |  |
| Holds own bottle or sipper cup (H&SC) |  |  |  |  |
| Picks up small objects between thumb and fingers (M&H) |  |  |  |  |
| Enjoys making marks in damp sand, paste or paint (M&H) |  |  |  |  |
| Throws toys or objects deliberately (M&H) |  |  |  |  |
| Stretches out with one hand to grasp toy if offered (M&H) |  |  |  |  |
| Opens mouth for spoon (H&SC) |  |  |  |  |
| Can let go of things – for example, to drop something or give it to you (M&H) |  |  |  |  |
| Can reach and grasp a moving object by moving towards where the object will go (M&H) |  |  |  |  |
| **Can actively cooperate with nappy changing,**  **dressing/undressing. (H&SC)**  **[B-5]** |  |  |  |  |
| **Step 6**  **8 - 20 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Starts to communicate urination and bowel movements (H&SC) |  |  |  |  |
| **Pull themselves upright and bouncing in preparation for walking. (M&H)**  **[DM]** |  |  |  |  |
| Pulls self up to standing against furniture and can lower self back down again (M&H) |  |  |  |  |
| Walks around furniture lifting one foot and stepping sideways (cruising) (M&H) |  |  |  |  |
| **Begin to walk independently – choosing appropriate props to support at first. (M&H)**  **[DM]** |  |  |  |  |
| Walks with one or both hands held by adult (M&H) |  |  |  |  |
| Grasps finger foods and brings them to mouth (H&SC) |  |  |  |  |
| Attempts to use spoon or other utensil; can guide towards mouth but food often falls off (H&SC) |  |  |  |  |
| Holds an object in each hand and brings them together in the middle – for example, holds two blocks and bangs them together (M&H) |  |  |  |  |
| Holds pen or crayon using a whole hand (palmar) grasp and scribbles with different strokes (M&H) |  |  |  |  |
| Takes first few steps; feet wide apart, uneven steps, arms raised for balance (M&H) |  |  |  |  |
| **Step 7**  **8 – 20 / 16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Builds tower of two blocks (M&H) |  |  |  |  |
| Walks with shorter steps and legs closer together, no longer needs to hold arms up for balance (M&H) |  |  |  |  |
| Walks up steps holding hand of adult (M&H) |  |  |  |  |
| Comes downstairs backwards on knees (crawling) (M&H) |  |  |  |  |
| Accepts new textures and tastes – for example, larger pieces of food and different types (H&SC) |  |  |  |  |
| Shows awareness of what a potty or toilet is used for (H&SC) |  |  |  |  |
| Develops own likes and dislikes in food and drink and may refuse disliked food or drink (H&SC) |  |  |  |  |
| Takes off easily removed clothes – for example, socks (H&SC) |  |  |  |  |
| Turns knobs and removes easy screw lids (M&H) |  |  |  |  |
| Signals wet or soiled nappy or pants (H&SC) |  |  |  |  |
| **Step 8**  **16 - 26 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Holds cup with both hands and drinks without much spilling (H&SC) |  |  |  |  |
| Is aware of where clothes are kept – for example, outdoor coat and shoes by the door (H&SC) |  |  |  |  |
| Gets onto child’s chair without assistance, either backwards or sideways (M&H) |  |  |  |  |
| Brushes own hair (H&SC) |  |  |  |  |
| Can kick a large ball (M&H) |  |  |  |  |
| Starts to help with dress and hygiene routines (H&SC) |  |  |  |  |
| **Step 9**  **16 – 26 / 22 - 36 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Runs safely on whole foot, stopping and starting easily and avoiding obstacles (M&H) |  |  |  |  |
| Squats steadily to rest or play with object on the ground and rises to feet without using hands (M&H) |  |  |  |  |
| Feeds self competently with spoon (H&SC) |  |  |  |  |
| Drinks well without spilling (H&SC) |  |  |  |  |
| Puts on hat and slip-on shoes (H&SC) |  |  |  |  |
| Indicates need for toilet by behaviour – for example, dancing movements or holding self (H&SC) |  |  |  |  |
| **Holds a writing tool with thumb and all fingers and may begin to use a three fingered (tripod) grip. (M&H)**  **[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** |
| Climbs confidently and uses nursery play climbing equipment (M&H) |  |  |  |  |
| Builds a tower of up to six blocks (M&H) |  |  |  |  |
| Fits small shapes and objects into holes during posting activities (M&H) |  |  |  |  |
| Takes off loose coat or shirt when undone (H&SC) |  |  |  |  |
| Turns pages in a book one at a time (M&H) |  |  |  |  |
| Unzips front zipper on coat or jacket (H&SC) |  |  |  |  |
| Can undo Velcro fasteners (H&SC) |  |  |  |  |
| **Shows increasing control in holding, using and**  **manipulating a range of tools and objects such as**  **tambourines, jugs, hammers, and mark making tools (M&H) [B-5]** |  |  |  |  |
| **Step 11**  **22 – 36 / 30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Walks downstairs safely, two feet to each step while carrying a toy (M&H) |  |  |  |  |
| Stands on one foot when shown (M&H) |  |  |  |  |
| Makes snips in paper with child scissors (M&H) |  |  |  |  |
| Usually able to control bowel with occasional accidents (H&SC) |  |  |  |  |
| Takes pleasure in personal hygiene including toileting (H&SC) |  |  |  |  |
| Pulls up own trousers, and pulls up zipper (H&SC) |  |  |  |  |
| Can undo large buttons (H&SC) |  |  |  |  |
| Screws and unscrews toy nuts and bolts (M&H) |  |  |  |  |
| Able to blow – for example, candles or when cooling food (H&SC) |  |  |  |  |
| **Enjoy starting to kick, throw and catch balls. (M&H)**  **[DM]** |  |  |  |  |
| **Step 12**  **30 - 50 months** | **Emerging**  **(seen for the first time)** | **Developing**  **(seen sometimes)** | **Secure**  **(consistently achieving)** | **Notes** |
| Holds pencil near its tip between first two fingers and thumb and uses it with good control to draw different shapes (M&H) |  |  |  |  |
| Asks for toilet using voice, gesture or action – for example, leads adult to toilet and asks verbally or makes a sign (H&SC) |  |  |  |  |
| Pulls down own pants when using the toilet (H&SC) |  |  |  |  |
| Rides tricycle, using pedals (M&H) |  |  |  |  |
| Can jump forward about 60 cm (2 feet) (M&H) |  |  |  |  |
| Puts arms into open-fronted coat or shirt when held up (H&SC) |  |  |  |  |
| **Helps with dressing/undressing and care**  **routines, enjoying the rituals established for hand washing and teeth cleaning. (H&SC)**  **[B-5]** |  |  |  |  |

## 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