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|  | Child’s Name: | Start Date: | Date of Birth: |
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|  | PSED | CL | PD |
| 0-11 | * Enjoys and seeks company of others
* Copies facial movements
* Responds when talked to
* Calms when held, rocked, sung to etc.
* Reacts to others’ emotions
* Uses voice, gestures, eye contact and facial expressions to keep others’ attention.
 | Listening and Attention* Turns towards a familiar sound then locates range of sounds with accuracy.
* Listens, distinguishes and responds to intonations and sounds of voices.
* Reacts in interaction with others by smiling, looking and moving.

Understanding* Stops and looks when hears own name.
* Starts to understand contextual clues, familiar gestures, words and sounds.

Speaking* Communicates needs and feelings in a variety of ways
* Practices and gradually develops speech sounds to communicate with adults.
 | * Turns head in response to sounds and sights
* Gradually develops ability to hold up own head
* Makes movements with arms and legs
* Rolls over
* Able to lift head when on tummy
* Expresses discomfort, hunger or thirst
* Watches and explores hands and feet
* Reaches out for and touches objects
* Explores objects with mouth
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| 8-20 | * Gains attention in interactive ways
* Builds relationships with special people
* Is wary of unfamiliar people
* Enjoys finding own nose, eyes or tummy as a game
* Learns that own voice/actions affect others
* Growing ability to soothe themselves
* Beginning to understand “yes”, “no” and boundaries
 | * Moves whole body to sounds they enjoy, such as music
* Has a strong exploratory impulse
* Concentrates intently on an object or activity of own choosing for short periods
* Understanding of single words in context
* Uses sounds in play, e.g. “brrum” for toy car.
* Uses single words
* Frequently imitates words and sounds
* Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes
 | * Sits unsupported
* Pulls self up to standing, holding on to furniture or people
* Opens mouth for spoon
* Grasps finger foods, holds own bottle or cup
* Crawls, bottom shuffles or rolls continuously/first steps
* Holds pen and crayons using whole hand (Palmar Grasp)
* Uses finger and thumb to pick up small objects
* Cooperative with nappy changing
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| 16-26 | * Plays alongside others
* Uses familiar adult as secure base from which to explore independently
* Plays cooperatively with a familiar adult
* Demonstrates sense of self as an individual, says “no” to adults
* Is aware of others’ feelings
* Beginning to learn about their things, others and sharing
 | * Listens to and enjoys rhythmic patterns in rhymes and stories
* Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations
* Selects familiar objects by name and will go and find objects when asked, or identify objects from a group
* Understands simple sentences
* Beginning to put two words together e.g. ‘more juice’
* Uses different types of everyday words
* Beginning to ask simple questions
 | * Walks upstairs holding hand of adult
* Beginning to balance blocks to build small tower
* Develops own likes and dislikes in food and drink
* Holds cup with both hands and drinks without spillage
* Willing to try new food textures and tastes
* Clearly communicates wet or soiled nappy or pants
* Shows awareness of what a potty or toilet is used for
* Shows a desire to help with dressing, hygiene routines
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| 22-36 | * Seeks out others to share experiences
* Shows affection and concern for people who are special to them
* May form a special friendship with another child
* Expresses own preferences and interests
* Can express own feelings (sad, happy, cross etc.)
* Aware that some actions can hurt or harm others
* Can inhibit own actions/behaviours
* Growing ability to distract self when upset
 | * Listens with interest to the noises adults make when they read stories
* Shows interest in play with sounds, songs and rhyme.
* Identifies action words by pointing to the right picture.
* Developing understanding of simple concepts (big/little)
* Uses a variety of questions (where, when who)
* Uses simple sentences (Mummy gonna work)
* Beginning to use word endings (going, cats)
 | * Runs safely on whole foot
* Climbs confidently
* Can kick a large ball
* Shows control in holding and using jugs to pour
* Three finger grip emerging (Tripod Grip)
* Walks up and down stairs holding on to rail, 2 feet to each step
* Beginning to recognise danger and seeks support
* Beginning to be independent in self-care but still needs help
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| 30-50 | * Can play in group, extending and elaborating ideas
* Initiates play, offering cues to peers to join them
* Can select and use activities and resources with help
* Enjoys responsibility, carrying out small tasks
* Shows confidence in asking adults for help
* Begins to accept the needs of others and turn taking
* Can usually tolerate delay when needs not met immediately
* Can usually adapt behaviour to different events
 | * Listens to others one to one or in small groups, when conversation interests them.
* Listens to stories with increasing attention and recall
* Is able to follow directions (if not intently focused on own choice)
* Beginning to use more complex sentences to link thought
* Questions why things happen and gives explanations
* Uses a range of tenses (play, playing, will play, played)
* Uses talk in pretending that objects stand for something else
 | * Moves freely with pleasure and confidence in range of ways
* Mounts stairs, steps etc. alternating feet
* Draws lines and circles using gross motor movements
* Uses 1 handed tools e.g. scissors
* Can copy some letters e.g. from own name
* Has bladder and bowel control can attend to self in toilet
* Can wash and dry hands
* Dresses with help e.g. put arms into open fronted coats.
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| 40-60+ | * Initiates conversations
* Explains own knowledge
* Takes steps to resolve conflicts
* Can describe self in positive terms
* Aware of boundaries and of behavioural expectations
* Beginning to negotiate and solve problems without aggression
 | * Maintains attention, concentrates and sits quietly during appropriate activity
* Two-channelled attention. Can and does listen for short span
* Responds to instructions involving a two-part sequence
* Understands humour e.g. nonsense rhymes, jokes
* Able to follow a story without pictures or props
* Listens and responds to ideas expressed by others in conversation or discussion
* Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
* Uses language to imagine and recreate roles and experiences in play situations
* Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
* Introduces a storyline or narrative into their play
 | * Experiments with different ways of moving
* Shows increasing control of objects
* Shows preference for a dominant hand
* Begins to form recognisable letters
* Begins to use anti-clockwise movement and retrace vertical lines
* Shows understanding of the need for safety, considers and manages risks
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| Review Date | Colour | Next Steps |
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