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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 |
| 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 |
| 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 |
| 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 |
| 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. |
| 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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