

Early Support

for children, young people and families



Cambridgeshire
County Council

Children & Young
People's Services

Revised Practitioners' Developmental Journal 2013

Produced by Support for Learning Early Years Team

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Personal, social and emotional development	Emerging	Developing	Secure	EYFS Guide
STEP 1				B-11
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)				
STEP 2				
Gains physical and emotional comfort from ‘snuggling in’				
Makes sounds and movements to initiate interaction with another person				
Calms from being upset when held, rocked, spoken or sung to with soothing voice				
* Holds eye contact during interactions with a familiar person				
Recognises and is most responsive to main carer; face brightens, activity increases when familiar carer appears				
STEP 3				
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 or strokes carer’s skin				
Shows pleasure at return of familiar carer				
Shows emotional responses to other people’s emotions – for example, smiles when smiled at and becomes distressed if hears another child crying				
STEP 4				8-20
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 talks				
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 picked up				
Shows attachment to special people - for example by being distressed when they are separated, staying close and showing affection				
STEP 5				8-20
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 room				
Is wary of strangers				
* Builds relationships with special people – for example, by showing affection or holding your attention by vocalising				
Points to draw other people’s attention to things of interest				
Shows interest in the activities of others and responds differently to children and adults – for example, may be more interested in watching children than adults or may pay more attention when children talk to them				
Enjoys finding their nose, eyes or tummy as part of naming games				
Follows with gaze when an adult directs attention to an object by looking and pointing – for example, when an adult points to a bus and says “Look at the bus” and the child looks at the bus				
STEP 6				
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 feeling 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 feeling scared or overwhelmed				
Gets distressed and anxious if left somewhere without their familiar adult				
Uses comfort toy or object to calm self				
Uses other person to help achieve a goal – for example, to get an object that’s out of reach or activate a wind-up toy				
STEP 7				8-20
Starts interaction with, and plays alongside, other children				
Explores new toys and environments, but looks back to you regularly to ‘check in’				
Responds to a 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				

Personal, social and emotional development	Emerging	Developing	Secure	EYFS Guide	
Is aware of other people's feelings – for example, looks concerned if hears crying, or looks excited if hears a familiar happy voice					
STEP 8				16 -26	
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 a 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 the ball back and forth					
Uses a familiar adult as a secure base from which to explore independently in new environments – for example, goes away to play and interact with others, but returns for a cuddle if becomes anxious					
STEP 9					
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					
Demonstrates sense of self as an individual – for example, wants to do things independently, says "No" to adult					
STEP 10				22-36	
Responds positively to a variety of familiar adults					
Shows affection towards other children and younger siblings					
Takes a 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					
Shows understanding of some rules and routines					
STEP 11					
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					
STEP 12				30-50	
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					
Shows independence in selecting and carrying out activities					
STEP 13					
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					

Personal, social and emotional development	Emerging	Developing	Secure	EYFS Guide
STEP 14				40-60
Can describe self in positive terms and talk about own strengths and weaknesses				
Enjoys and joins in with shared play appropriately – for example, turn-taking and sharing				
Understands and follows agreed values when in group situations with adults and children				
Selects and uses activities and resources independently				
Understands that people have different needs, views, cultures and beliefs, which need to be treated with respect				
Understands that they can expect others to treat their needs, views, cultures and beliefs with respect				
Is confident and skilled in seeking comfort, reassurance and help from special people				
Enjoys talking about past experiences, the present and future plans				
Knows about their culture and beliefs and those of other people				
Works as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously				

Communication and Language	Emerging	Developing	Secure	EYFS Guide
STEP 1				B-11
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				
STEP 2				
Makes sounds in response when you talk				
Turns quickly to your voice across the room				
Shows excitement at approaching voices, footsteps or other familiar sounds				
Reacts by smiling, looking and moving when you interact				
STEP 3				
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				
STEP 4				8-20
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 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 by repeating a series of the same sounds – for example, “ba-ba-ba”, “ma-ma-ma”				
STEP 5				
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”				
Points to objects and people, using first finger				
STEP 6				
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 says “It’s time to go”				
* Uses approximately five different words without any help				
STEP 7				16-26
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?”				
STEP 8				
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 your 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				
* Says two words together – for example, “teddy sleeping”, “more juice”				

Communication and Language	Emerging	Developing	Secure	EYFS Guide
STEP 9				
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				
Recognises and joins in with songs and actions – for example, ‘The Wheels on the Bus’				
STEP 10				22-36
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’				
* Says three words together – for example, “go park today”, “big red bus”				
STEP 11				
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 eagerly to short stories, is able to talk about particular parts of them and requests favourites over and over again				
STEP 12				30-50
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”				
Uses a range of tenses to talk about past, present and future – for example, ‘play’, ‘playing’, ‘will play’ and ‘played’				
STEP 13				
Begins to use language for pretending and organising play – for example, “you be the mum and I be the baby”				
Produces nearly all the consonant sounds accurately				
Easily understood by a range of people				
Retells stories in the correct sequence, drawing on language patterns of stories such as ‘Once upon a time’				
Understands ‘when’ and ‘why’				
Talks about what might happen next in a familiar situation				
Uses longer sentences to link more than one idea, for example “We walked to the park and we watched the ducks”				
STEP 14				40-60
Can produce most speech sounds, although may have difficulty with some consonant blends - for example, ‘tr’ in tree, ‘bl’ in blue				
Can pick out words that rhyme				
Shows an understanding of the elements of stories – for example, main character, sequence of events and story beginnings and endings				
Asks “Why?” frequently and considers replies				
Adapts language to the needs of the listener				
Can pick out the first sound in a word				

Thinking	Emerging	Developing	Secure	EYFS Guide
STEP 1				B-11
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				
STEP 2				
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 new and interesting objects and events				
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 – for example, kicking or batting a mobile to create movement, shaking a rattle so it makes a sound again				
STEP 3				
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				
STEP 4				
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				
STEP 5				
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 – for example 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 high chair 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				
STEP 6				
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				

Thinking	Emerging	Developing	Secure	EYFS Guide	
Engages in simple pretend play with soft toys – for example, hugs and kisses teddy or pretends to be asleep by covering self with a blanket and closing eyes					
STEP 7					
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					
STEP 8				16-26	
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					
Can organise and categorise objects – for example, putting all red things and all blue things in separate piles					
STEP 9					
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					
Operates mechanical toys – for example, turns the knob on a wind-up toy, pulls back on a friction car, pushes button to open flap					
STEP 10				22-36	
Matches sets of identical objects; understands the idea of ‘the same’					
<i>Begins to develop sense of time; understands terms such as ‘later’, ‘tomorrow’ and ‘yesterday’</i>					
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					
Completes simple puzzle board with shapes that fit together					
STEP 11					
<i>Seeks to learn basic skills in turning on some ICT equipment</i>					
<i>Engages in imaginative play and role-play based on own experiences – for example, ‘driving a car’</i>					
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					
<i>Enjoys playing with small-world models such as a farm, a garage, or a train track</i>					
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 together the toys they want to play with before starting play – for example, getting the doll and the tea set					

Thinking	Emerging	Developing	Secure	EYFS Guide
before starting to play tea-parties or getting the train and tracks and setting them out before playing trains				
STEP 12				30-50
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				
Notifies 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				
Draws person with head and one or two other features or parts				
STEP 13				
Shows interest in different occupations and ways of life				
Remembers three or four items shown on a list – for example, a picture shopping list of apples, oranges and bananas				
Comments and asks questions about where they live and the natural world				
Builds complex things with a wide range of objects, selecting appropriate resources and adapting their work where necessary				
Talks about personal intentions, describing what they are trying to do				
Is able to ignore distractions and concentrate on a chosen task				
Concentrates and listens for more than ten minutes in adult-led activities that they enjoy				
STEP 14				40-60
Selects the tools and techniques they need to shape, assemble and join materials they are using				
Explains own knowledge and understanding, and asks appropriate questions of others				
Finds out about and identifies the uses of everyday technology, and uses information and communication technology, and programmable toys, to support their learning				
Makes short-term future plans				
Finds out about their environment, and talks about the features that they like and dislike				
Shows flexibility in trying different ways of tackling problems				

Physical development	Emerging	Developing	Secure	EYFS Guide
STEP 1				B-11
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				
* Lifts head clear of ground				
Looks steadily at things for short periods (5 seconds or more)				
Presses down foot/straightens body when held standing on a hard surface				
Makes smooth movements with arms and legs, which gradually become more controlled				
STEP 2				
Able to control head when supported in an upright position; head does not flop forwards or backwards				
When lying on tummy, lifts head up and uses forearms to support				
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				
STEP 3				
* Rolls over from front to back, from back to front				
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				
Picks up and explores objects – for example, by holding to mouth				
STEP 4				
* Sits unsupported on the floor				
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				
When sitting, can lean forward to pick up small toys				
STEP 5				8-20
* Crawls, bottom shuffles or rolls continuously to move around				
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				
Opens mouth for spoon				
* 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				
Actively cooperates with nappy changing- for example lies still, holds legs up				
STEP 6				
Starts to communicate urination and bowel movements				
Pulls self up to standing against furniture and can lower self back down again				
* Walks around furniture lifting one foot and stepping sideways (cruising)				
* 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				
Takes first few steps; feet wide apart, uneven steps, arms raised for balance				
STEP 7				
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				

Physical development	Emerging	Developing	Secure	EYFS Guide
Signals wet or soiled nappy or pants				
STEP 8				16-26
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				
STEP 9				
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 pencil between thumb and two fingers no longer using whole hand grasp				
STEP 10				22-36
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 control in holding and using hammers, books and mark-making tools				
STEP 11				
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				
Catches a large ball				
STEP 12				30-50
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				
Washes and dries hands				
STEP 13				
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles				
Handles tools, objects, building and malleable materials safely and with increasing control				
Hangs up own coat				
Buttons up clothes				
Walks upstairs using alternating feet, one foot per step				
Eats competently with knife and fork				
Reliably dry and clean during the day				
STEP 14				40-60
Travels around, under, over and through balancing and climbing equipment with confidence				
Shows increasing accuracy in throwing, catching and kicking a ball				
Recognises the importance of keeping healthy, and those things which contribute to this				
Takes responsibility for self-care in washing, teeth cleaning and toileting				
Dresses and undresses independently				

EARLY SUPPORT PRACTITIONER JOURNAL SUMMARY GRID

Name of child:

D.O.B.

Chronological age: months

Setting:

Date of assessment:

		Personal, Social and Emotional Development	Communication, and Language	Physical Development	Thinking (ES Dev Journal only)
40-60 months	S				
	D				
	E				
30-50 months	S				
	D				
	E				
22-36 months	S				
	D				
	E				
16-26 months	S				
	D				
	E				
8-20 months	S				
	D				
	E				
Birth to 11 months	S				
	D				
	E				

1 level below chronological age:
2 levels below chronological age:

Early Years Action
Early Years Action Plus

EARLY SUPPORT TRACKING PROFILE

Complete a box in each step for each term. Note the date of the term in the box in the top right hand corner.

Name of Setting:

Child's name:

Child's Dob:

Parental Signature:

Completion dates -

Term ①	Term ②	Term ③
Date	Date	Date

Children are likely to be achieving new things in different steps at any one time, so check backwards and forwards as well.

Early Support Developmental Profile

Area of Development	Step 1			Step 2			Step 3			Step 4			Step 5			Step 6			Step 7		
	0- 3 months			2- 5 months			4-7 months			6 – 10 months			9- 13 months			12- 16 months			15- 19 months		
Personal, social and emotional	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Communication	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Physical	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Thinking	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S

E = Emerging **D** = Developing **S** = Secure

Comments from home – Please note any differences in skills or achievements between setting and home.

Complete a box in each step for each term. Note the date of the term in the box in the top right hand corner.

Name of Setting:
 Child's Name:
 Parental Signature:

Child's Dob:

Completion dates -

Term ①	Term ②	Term ③
Date	Date	Date

Early Support Developmental Profile *continued*

Area of development	Step 8			Step 9			Step 10			Step 11			Step 12			Step 13			Step 14		
	18- 22 months			21- 25 months			24 – 31 months			30 – 36 months			35 – 41 months			40 – 51 months			50 – 60 months		
Personal, social and emotional	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Communication	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Physical	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S
Thinking	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S	E	D	S

E = Emerging **D** = Developing **S** = Secure

Comments from home – Please note any differences in skills or achievements between setting and home.