

REVISED

# A guide to Individual Assessment of Early Learning and Development (IAELD)



for the identification of additional need in children whose skills fall within the 0-4 age range, to aid target setting and to promote inclusive practice in early years settings and schools.

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A guide to  
**Individual Assessment of  
Early Learning and Development**

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## Section A - Guidance notes

### Why use it?

**Identification** The IAELD is designed to help settings and schools to identify children who may have special educational needs – i.e. that their skills are not developing in the same way as the majority of other children. It assesses a child's skills within an educational setting in collaboration with parents or carers.

**Communication** The IAELD can be used to provide useful information about a child's skills to parents and others who are involved with them.

**Planning** Through the completion of the IAELD, a setting can establish the level at which a child is functioning and use this information to plan, record and review achievable targets.

**Evaluation** A child's rate of progress can be monitored through repeating the assessment. This will also help settings to look at the effectiveness of the strategies they are using.

### Who should use it?

Anyone working with pre school children, whether they work in an early years setting or a school.

Those who spend most time with the child are best placed to complete the assessment, although it can be completed by any professional working in the early years in conjunction with practitioners and/or teachers who know the child well. It should be completed in a collaborative way, so that the views of a number of people contribute to the process.

### Who can help me to complete it?

Settings and schools can request help in the completion of the IAELD from their Area SENCo, from the Early Years Advisory Teachers (SEN) or Specialist Advisory Teacher, if they are involved, or an Educational Psychologist.

### When should I use it?

The IAELD is not designed to be used on all children. It should be completed if a setting is concerned about a child's rate of progress compared with their peers, or when some of their skills appear to be delayed. For monitoring progress of all children you should refer to the Early Years Foundation Stage (EYFS) areas of Learning and Development ([www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)).

### Remember:

- Every child is a unique individual with their own characteristics and temperament.
- Early relationships strongly influence how children develop and having close relationships with carers is very important.
- Babies and children mature at different rates and at different times in their lives.
- Babies and children are vulnerable and become resilient and confident if they have support from others.

(EYFS 2007)

### Can I repeat it?

The IAELD can be repeated and this can provide useful information about a child's rate of progress.

### How do I complete the developmental pages?

There are six developmental sections in the IAELD:

- Play and early learning skills
- Expressive speech and language skills
- Receptive language skills
- Fine motor skills
- Gross motor skills
- Personal, social and emotional development

Each area is divided into age intervals – 6 monthly up to 36 months, then a 12 month interval from 36-48 months (3-4 years).

The information that is needed in order to complete the assessment will be gained through observations of the child, discussions with members of staff and discussions with the child's parent(s) or carers. It is important that parents should be made aware that the assessment is being completed.

### **Important information:**

At the beginning of each developmental area, you will find listed the core skills that are developing. This may help you to identify what a particular skill statement is assessing - for example, memory, discrimination, or prediction. This can be useful if a child has not demonstrated a specific skill statement in the way that it is described in the IAELD, but shown it in a different context. If you are sure that the skill the child is demonstrating is equivalent, then it should be recorded that they have achieved that skill. For example, in Play and Early Learning 12-18 months, there is the following skill: 'Retrieves hidden or out of reach toy'. This skill is assessing object permanence – i.e. does the child understand that the toy is still there even though it is out of sight. It is not assessing the child's physical ability to reach a toy.

Practitioners will find columns next to each skill statement, and these can be completed for base lining the child's skills (initial baseline) and then repeated in the review of skills at a later stage. There are between 6 and 9 skill statements in each age interval.

**'N'** indicates not yet seen. The child has not been seen to display this skill yet

**'S'** indicates sometimes seen: the child demonstrates this skill sometimes, but either not consistently and/or it has been seen only once, or only in very specific conditions

**'A'** indicates achieved: the child demonstrates this skill the majority of the time

Interactive version: when you click on the appropriate column, a tick will appear. The second time you complete the assessment, a star will appear.

Hard copy: it is suggested that you use the same symbols as the interactive version – i.e. a tick for the first time the assessment is completed and a star for the second time.

### **Important information:**

- It is unusual for a child to perform a task accurately 100% of the time. Early years practitioners will need to use their judgement about whether a skill is secure. If you are not sure, then please consult your early years support services (eg Area SENCo or early years advisory teacher).
- With some developmental areas, you will notice that there is a significant degree of overlap between the skills. This is to be expected, especially when children are very young. For example, physical skills/social and emotional development/language skills.
- The skills are not presented in the order they may emerge in each age interval. Children do not always develop their skills in a sequential way. By the end of that age interval, most children will have achieved the skills that are described.
- Some of the skill statements have examples. Remember that these are all they are, and there may be other ways in which the child demonstrates that skill.

**Comments column:** the comments column can be used to add any additional information that is felt to be useful. For example, practitioners may wish to note down the context in which a child will demonstrate a skill when achieving it only sometimes. The views of parents can also be included here. Qualitative information noted here can be very useful when it comes to developing strategies.

It is acknowledged that the information recorded on the IAELD provides only a snapshot of how that child is functioning at that particular time. It is recommended that each developmental area is assessed for a child, as this can highlight relative strengths.

#### **Important information:**

##### **Personal care and toileting**

There are no skills associated with the development of toileting skills. The acquisition of toileting skills is not something that should impact on a child's learning and is very dependent on parental input. Other self care independence skills – such as an interest in dressing and feeding themselves – can be found in the personal, social and emotional section of the IAELD.

Practitioners can refer to the following leaflet for further information:

Continence Guidance for Early Years Settings (Oct 2009)

Download copies of this leaflet at: [www.hertsdirect.org](http://www.hertsdirect.org) and search for 'Continence Guidance'

#### **Important information:**

If the information is not available to assess a skill for whatever reason, then this should be noted next to the skill in the comments column and the summary profile therefore cannot be completed. This is to ensure that sections or skills not completed are not confused with skills assessed but not achieved.

#### **How do I complete the summary profile?**

When completing the IAELD interactively, as a skill is recorded as having been achieved, a tick ✓ will appear in the corresponding age interval in the summary profile. If a child's skills are reviewed, then the skills achieved will appear as a star ★. This can give a clear indication of a child's rate of progress. If you are using a hard copy of the IAELD you will have to complete the summary profile manually. It is suggested that the same symbols of a tick and a star (or asterisk) are used.

Next to each block on the summary profile, there is a number (between 6 and 9). This is the number of skills that appear in that age interval. Practitioners should write the number of skill statements that the child has achieved above this number – for example, 6/8 (6 out of 8 skills) or 9/9 (9 out of 9 skills). Always go beyond the level at which the child is achieving most skills, to find out what emerging skills appear to be developing next.

#### **Important information:**

It is recommended that the IAELD is completed backwards – that is, start at the child's chronological age, assessing skills and work backwards in the age intervals until they reach a point where they are achieving all the skills. This can make the assessment quicker to complete and lessen the likelihood of including skills that have been superseded by later ones.

The interactive pdf document or the hard copy that holds the child's information should be stored securely.

### **What does the Summary Profile tell me?**

It provides a visual indication of a child's level of functioning across the six developmental areas, which is especially useful if a child has an irregular pattern of development. It is intended as an approximate guide only and more detailed assessments can be carried out by others (e.g. a Paediatrician) if felt to be appropriate.

When sharing this information with parents, practitioners should explain that the IAELD is a guide and consideration should be given to the fact that some parents may be hearing this potentially sensitive information for the first time. (See 'Parental Partnership')

The IAELD can provide an initial overview and if significant difficulties seem to be indicated, then staff should contact or consult other professionals, for example Area SENCo, or other early years support services. As a tool, the IAELD is a broad guide to support with identification of need and to set targets.



## Section B - Additional Information

### The SEN Disability Discrimination Act (2001)

From September 2002, it became unlawful to discriminate against children with impairments in the provision of any service. The United Nations Convention on the Rights of the Child (1989) states that: 'Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.' Gaining children's views may not be easy, but it is important that practitioners involve all children in decisions about their own learning as much as possible.

### Equality and diversity

- All children have a need to develop, which is helped by exploring and discovering the people and things around them.
- Some children's development may be at risk, for example:
  - ➔ children who are disabled and those with special educational needs;
  - ➔ those from socially excluded families, such as the homeless or those who live with a parent who is disabled or has a mental illness;
  - ➔ children from traveller communities, refugees or asylum seekers and those from diverse linguistic backgrounds.
- All children are entitled to enjoy a full life in conditions which will help them take part in society and develop as an individual, with their own cultural and spiritual beliefs.
- Practitioners should ensure that their own knowledge about different cultural groups is up-to-date and consider their own attitudes to people who are different from themselves.

(EYFS 2007)

### Differentiation and Involving the Child

Learning through play should be a fun and a happy experience for all children. Practitioners need to find a balance between supporting a child's development and allowing them to discover the world themselves. Children with SEN are no different. Practitioners need to be creative in differentiating experiences and activities for children. Being regarded as an equal member of any community helps build trust and self-esteem. Sometimes, assumptions are made about a young child's ability to express opinions, but efforts should be made to aid communication and to ensure that they are included to the same degree as their peers. Events that happen in a child's early years will often have an effect on their future perception of themselves and others. If a child is included from an early age, they will learn that their contribution is valid – that their place in society is equal to others.

### Inclusion

- All children are citizens and have rights and entitlements.
- Children should be treated fairly regardless of race, religion or abilities. This applies no matter:
  - ➔ what they think or say
  - ➔ what type of family they come from
  - ➔ what language(s) they speak
  - ➔ what their parents do
  - ➔ whether they are girls or boys
  - ➔ whether they have a disability or whether they are rich or poor
- All children have an equal right to be listened to and valued in the setting.

(EYFS 2007)



## **English as an Additional Language (EAL)**

The term EAL is used when referring to children whose main language at home (mother tongue) is a language other than English. The Code of Practice 2001 states that...

“Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught”

A lack of competence in English must not be equated with learning difficulties. For example, it is normal for a child with little or no English to go through a ‘silent’ period. At the same time, when children who have EAL make slow progress, it should not be assumed that their level of English language development is the only reason: they may have special educational needs.

If a child has SEN and EAL, some assessment of the child in their first language would be helpful as this will clarify whether there is a delay or a difficulty which is also apparent in their first language. The IAELD can be used as part of this assessment as parents can contribute to the skill level of the child at home in their first language. The IAELD can also be used to identify targets for next steps but cultural relevance should be considered in order to establish priorities, in conjunction with parents

## Section C - Integrated Practice

Integrated Practice promotes a partnership approach to working with families and with other agencies.

Integrated practice, incorporating the Common Assessment Framework (CAF), focuses on enabling, and encouraging practitioners to work together and to adopt common processes to deliver frontline services coordinated and built around the needs of the child.

Integrated Practice (IP) is part of the Every Child Matters agenda and aims to give all children the support they need to achieve the five outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Practitioners can access local training on Integrated Practice. See the Herts Direct website for further information ([www.hertsdirect.gov.uk](http://www.hertsdirect.gov.uk)).

With parental consent, information from the IAELD can contribute towards partnership working by being shared with other agencies and informing them about how a child is progressing and what is being done to meet their needs, resulting in a co-ordinated and consistent approach.

### Parental partnership:

The SEN Code of Practice recognises the importance of the roles and responsibilities of parents in partnerships with early years settings. Parents have a wealth of knowledge and experience about their child and an important link can be established when they are invited to share their information.

Information such as:

- The child's likes/dislikes and needs
- Evidence of any known barriers to their child's learning

- Medical and equipment requirements for the child
- Additional information such as links with relevant professionals or agencies

Parents need to be informed and involved at all stages of their child's care and education – effective communication is vital. Positive first impressions are important in ensuring parents and their children feel welcomed and valued. Friendly, sensitive practitioners with positive attitudes are essential to develop a relationship built on trust, acceptance and understanding. A home visit before the child starts in the setting may give a parent the opportunity to feel more at ease and to find out how their child's needs are going to be met.

- All families are important and should be welcomed and valued in all settings.
- Families are all different. Children may live with one or both parents, with other relatives or carers, with same sex parents or in an extended family.
- Families may speak more than one language at home; they may be travellers, refugees or asylum seekers.
- All practitioners will benefit from professional development in diversity, equality and anti-discriminatory practice whatever the ethnic, cultural or social make-up of the setting.

(EYFS 2007)

### Early Support

Early Support is a national programme that has been introduced and used in local authorities, hospitals and community based health services across England to ensure families are kept at the heart of discussion and decision making about their child.

Early Support is for families with disabled children under five and anyone who regularly works with them. People who may be using Early Support include:

- Families with young babies leaving hospital with medical and support needs

- Older children where the need for extra help becomes clear only in second or third year of life
- Children who have obvious and multiple significant factors affecting development and learning
- Children who have less obvious difficulties

[www.earlysupport.org.uk](http://www.earlysupport.org.uk)

There are a range of Early Support materials and resources to support children and their families. See the Early Support website for further information, or contact your Area SENCo or local Children's Centre.

### **The principals of Early Support:**

- It is important to identify the need for additional support as early as possible. Without it children will not get the help they need at the right time, in the way that is right for them.
- Early support for children includes listening to families and taking part in a sensitive two-way exchange of information.
- For children with the most severe and complex additional support needs you need to plan jointly with everyone who is in contact with the child. This will coordinate support and promote learning as effectively as possible.
- Knowing when and how to call in specialist help is one important element of inclusive practice.

### **Common Assessment Framework (CAF)**

- The majority of children with complex needs will not require a Common Assessment
- Their needs will be met through the Early Support Package set up by their key worker
- If an unmet or additional need is identified then it is worth considering a CAF
- Talk this over with the parents

### **Children's Centres**

Children's Centres are service hubs where children under five years old and their families can receive seamless integrated services and information. These services vary but may include:

- integrated early education and childcare
- support for parents - including advice on parenting, local childcare options and access to specialist services for families
- child and family health services – ranging from health screening, health visitor services to breast-feeding support
- helping parents into work – with links to the local Jobcentre Plus and training

### **Involving external support services**

A request for external support is likely to follow a decision made by the SENCo and staff, in consultation with parents at a meeting to review the child's individual education plan. Information from observations and interventions provide a useful record of the child's progress.

Parental consent is required before:

- Information on an individual child is shared with external agencies
- The setting requests information from an external agency
- Information from one professional is shared with another external agency via the early years setting.

It is important for settings to incorporate relevant advice they have received into the child's individual education plan, to show that they have sought advice and have acted upon it. Settings should familiarise themselves with local external agencies and establish links for contact and resources before children with needs are identified.

## Section D - Meeting Individual Needs

### Code of Practice terminology:

**Early Years Action:** Parents and providers identify needs and look for ways of helping the child.

**Early Years Action Plus:** Characterised by the active involvement of outside support agencies

**Request for Statutory Assessment:** When parents, providers or other professionals ask the Local Authority to make an assessment of the child.

**Statutory Assessment:** The period of time when the Local Authority seeks and considers the advice of parents and professionals in order to make a statutory assessment.

**Statement of Special Educational Needs:** A document that sets out a child's special educational needs and the provision required to meet those needs.

**Review of Statement:** A six-monthly review for children in the early years to decide if any amendments are necessary to the description of the child's needs or to the educational provision described in the statement.

Early years settings should adopt a graduated response, as this recognises that there is a continuum of additional needs.

### Individual Education Plans (IEPs)

An IEP is a teaching and planning tool which records action that is different from or additional to that which is normally provided. It contains:

- Short term targets for the child.
- The teaching strategies and provision that are in place to achieve the targets.
- The date the plan will be reviewed.

IEPs should be used for all children that are at Early Years Action, Early Years Action Plus, and with children who have a Statement of Special Educational Need.

Targets should be SMART – that is:

**S**pecific

**M**easurable

**A**chievable

**R**elevant

**T**ime bound

## Section E - Strategies for addressing unwanted behaviour

Some specific information is provided here about managing challenging behaviour, as it is a common area of concern for practitioners and parents. It is not unusual for a child to be experiencing difficulties in other developmental areas and displaying inappropriate behaviour.

Initially, you might make observations of the child you are concerned about, to gain a more detailed picture of what is occurring. Working closely with parents is particularly important when dealing with behavioural issues. Finding out whether the difficulty that you have observed is occurring at home will be valuable information.

The unwanted behaviour must be described in clear, observable terms that can be understood by everyone. Once you have done this, the next step is to develop a positive target behaviour that describes clearly what you would like the child to be doing instead.

Keeping records is important so that any changes or improvements can be identified e.g. the difficult behaviour now happens only once a week rather than 6 times a day.

Records can also help you to see any patterns that are occurring – e.g. the behaviour occurs at particular times in the session, or during specific activities and also to see if there are any factors that are reinforcing the unwanted behaviour. Sometimes, changes in organisation and planning can have the positive affect of reducing unwanted behaviour.

### Good practice strategies for managing behaviour

#### Communicating clearly:

- Make sure you use language that the child can understand, maybe simplify what you say
- Show them what you mean
- Use clear facial expression

- Use gestures
- Avoid being confrontational

#### Ignoring:

- This is not the same as 'doing nothing'. Ignoring inappropriate behaviour is one of the most difficult, but one of the most effective strategies
- As soon as the behaviour changes to something more positive, make a big fuss and reward the child with your attention

#### Giving choices:

Give children opportunities to select from a number of appropriate activities. For some children this may need to be limited in some way and carefully selected. This shows the child respect and gives them a sense of control, but ultimately you are still in control, as you define the choices.

#### Using rewards and sanctions:

Children need to learn that their behaviour has consequences and that sometimes these are unpleasant. Research shows that punishment alone rarely works, and that it is more effective and beneficial to the child to work hard at 'catching them getting it right' rather than focusing on what is going wrong. Praise children who are behaving appropriately. Use rewards as incentives, rather than sanctions (e.g. 'when everyone's lined up, we can go outside' rather than: 'if you don't line up, we can't go outside').

#### Consistency:

Always behave in a similar manner, in terms of being fair. Children are more likely to learn to change their behaviour if the message is always the same. This applies to one person being consistent across different settings as well as to a variety of carers being consistent in the way they handle a particular behaviour.

## **Anticipation:**

Being able to recognise when a problem might occur and acting preventatively. It is easier when you know a child really well. Distracting the child at the right time and engaging them in a more suitable activity is sometimes all that is needed.

## **Social and Emotional well-being and establishing good relationships**

- Children need to accept themselves and feel valued and loved/cared for. They pick up messages about themselves from the people who care for them and spend time with them.
- If a child does something that is unwanted or unacceptable, it is important to give the message that it is the behaviour i.e. what they have done, rather than the child that is not liked. Label the act, NOT the child, e.g. 'Pushing Jake was a dangerous thing to do', rather than 'You are a bully'.
- Adults should take every opportunity to demonstrate appropriate behaviour models for the child to provide an example they can copy.
- Be positive and specific with praise.
- Be positive in your language. It is much better to say 'You will find it easier if...' rather than 'don't do it like that.' An unkind word lingers much longer than a kind one.
- Build in success. Make sure that activities enable all children to succeed in some way.
- You are the creators of memories – make sure that your setting is a happy one. Do not be afraid to have some fun.
- Smile. Non-verbal messages are important to children. A pat on the back, a smile, a nod gives as much encouragement as words. Make regular eye contact.
- Celebrate children's differences and unique personalities – don't expect every child to behave/respond in the same way.

- Find something to make a positive comment about for every child, every day.
- Make time to listen to children as well as talking to them.
- Take their feelings seriously by noticing and acknowledging feelings.

## **Whole group behaviour management strategies:**

- Make sure that rules are known and understood by the children, parents and all staff – revisit them often.
- Use a home-school liaison book for positive behaviours or achievements to share with parents/carers and in the setting.
- Use a high degree of structure for children displaying inappropriate behaviour.
- Give responsibility to children with behavioural difficulties, e.g. by appointing them as the helper at snack time.
- Use favourite activities as rewards.
- Use visual aids wherever possible, e.g. if giving instructions about washing hands, show a picture of the children using the wash area.
- Use a personal carpet square or 'spot' for children who have difficulty sitting still for a story.
- Use a variety of rewards and change them when they lose impact.
- Use extension activities – keep a box of resources ready and add to it over time.
- Make sure children know what you mean if you have to tell them off. 'Stop that' is not enough – 'Stop throwing sand' will send the message to all the children.
- Use a child's name at the beginning of a message that is specifically for them, as this will help to gain their attention. Following a request, say, 'thank you'; this implies that the request will be carried out.

## Section F - Resources

The following guidance and resources can be accessed via:

The EYFS CD-ROM or these websites:

[www.nationalstrategies.standards.dcsf.gov.uk/earlyyears](http://www.nationalstrategies.standards.dcsf.gov.uk/earlyyears)

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

[www.earlysupport.org.uk](http://www.earlysupport.org.uk)

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

[www.hertsdirect.gov.uk](http://www.hertsdirect.gov.uk)

[www.surestart.gov.uk](http://www.surestart.gov.uk)

[www.pre-school.org.uk](http://www.pre-school.org.uk)

The Early Years Foundation Stage (EYFS) materials and CD-ROM provides invaluable guidance about best practice associated with meeting the requirements of children with additional needs.

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

Another very useful source is: Improving quality and raising standards in the Early Years: A directory of resources for local authorities (DCSF 2nd edition January 2009)

[www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk)

SEN Code of Practice (2001)

[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

Removing barriers to achievement: The government's strategy for special educational needs (DCSF 2004)

[www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk)

Inclusion Development Programme (IDP) - Supporting children on the autism spectrum: Guidance for practitioners in the Early Years Foundation Stage (DCSF 2009)

[www.nationalstrategies.standards.dcsf.gov.uk/earlyyears](http://www.nationalstrategies.standards.dcsf.gov.uk/earlyyears)

Inclusion Development Programme (IDP) – Supporting children with speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage (DCSF 2008)

[www.nationalstrategies.standards.dcsf.gov.uk/earlyyears](http://www.nationalstrategies.standards.dcsf.gov.uk/earlyyears)

Inclusion Development Programme (IDP) – Supporting children with behavioural, emotional and social difficulties: Guidance for practitioners in Early Years Foundation Stage (DCSF 2010)

[www.nationalstrategies.standards.dcsf.gov.uk/earlyyears](http://www.nationalstrategies.standards.dcsf.gov.uk/earlyyears)

Supporting children learning English as an additional language: Guidance for practitioners in the Early Years Foundation Stage (DCSF 2007) [www.nationalstrategies.standards.dcsf.gov.uk/earlyyears](http://www.nationalstrategies.standards.dcsf.gov.uk/earlyyears)

Every Child a Talker: Guidance for Consultants and Early Language Lead Practitioners (DCSF 2009)

[www.nationalstrategies.standards.dcsf.gov.uk/earlyyears](http://www.nationalstrategies.standards.dcsf.gov.uk/earlyyears)

Early Support – all information about what Early Support is, how it can support children and families and the materials that are available to order can be found on their website

[www.earlysupport.org.uk](http://www.earlysupport.org.uk)

All of Us – Inclusion Checklist for Settings. Guidance for practitioners in including disabled and young children in education. This document is part of the EYFS resources

[www.nationalstrategies.standards.dcsf.gov.uk/earlyyears](http://www.nationalstrategies.standards.dcsf.gov.uk/earlyyears)



The Common Assessment Framework for Children and Young People: Practitioners' Guide; Lead Professional practitioners' Guide; Managers' Guide; Information Sharing: Practitioner's Guide; Supporting Tools  
[www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf](http://www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf)

Implementing the Disability Discrimination Act in Schools and Early Years Settings (DCSF 2006) [www.publications.teachernet.gov.uk](http://www.publications.teachernet.gov.uk)

Continence Guidance for Early Years Settings (Oct 2009)  
Download copies of this leaflet at: [www.hertsdirect.org](http://www.hertsdirect.org) and search for 'Continence Guidance'

Parent Partnership Information Leaflets:

- ➔ I am worried about my child, who can help me?
- ➔ Starting a New School
- ➔ Jargon Explained
- ➔ Individual Education Plan
- ➔ Support for Children in a Mainstream Classroom

[www.hertsdirect.org/parentpartnership](http://www.hertsdirect.org/parentpartnership)

Including Me: Managing Complex Health Needs in Schools and Early Years Settings (DCSF 2005)  
[www.nationalstrategies.standards.dcsf.gov.uk](http://www.nationalstrategies.standards.dcsf.gov.uk)

The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) (PSLA 2006) [www.pre-school.org.uk](http://www.pre-school.org.uk)

Social and Emotional Aspects of Development: Guidance for practitioners working in the Early Years Foundation Stage (DCSF 2008) [www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk)

Social and Emotional Aspects of Learning (SEAL) Revised EYFS versions (DCSF 2008) Excellence and Enjoyment series:  
[www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk)

Getting on and falling out	Going for goals!	Good to be me
Say no to bullying	Changes	Relationships

Confident, capable and creative: Supporting boys' achievements – guidance for practitioners in the Early Years Foundation Stage (DCSF 2007) [www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk)

Transfer form for pre-school children with Special Educational Needs (SEN) and disabilities [www.pre-school.org.uk](http://www.pre-school.org.uk)

Learning, Playing and Interacting: Good practice in the Early Years Foundation Stage (DCSF 2009) [www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk)

Working towards Better Practice – Special Educational Needs (SEN) and Impairments (PSLA 2004) [www.pre-school.org.uk](http://www.pre-school.org.uk)

Index for Inclusion: developing play, early learning and participation in early years and childcare. T. Booth, M. Ainscow and D. Kingston  
[www.csie.org.uk](http://www.csie.org.uk)

The Index for Inclusion is especially designed to support the inclusive development of play in early years, childcare and out of school settings. It contains a detailed set of printed materials and a CD so that materials can be shared easily within a setting. The Index can help everyone in these settings to find their own next steps to increase the participation in play and learning of the children and young people in their care.

(PVI settings in Hertfordshire were sent a copy in spring of 2008).

## Section G - Developmental Assessment 0-4

- Play and early learning skills
- Expressive speech and language skills
- Receptive language skills
- Fine motor skills
- Gross motor skills
- Personal, social and emotional development

### Recording

- 'N'** not yet seen. The child has not been seen to display this skill yet.
- 'S'** sometimes seen: the child demonstrates this skill sometimes, but either not consistently and/or it has not been seen only once, or only in very specific conditions.
- 'A'** achieved: the child demonstrates this skill the majority of the time.

# Play and early learning skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Problem-solving
- Creativity/imagination
- Constructive play
- Symbolic play
- Exploratory play
- Curiosity/interest
- Predicting/anticipating
- Classification
- Discrimination
- Making inferences
- Memory
- Attention

0-6 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Is interested in looking at faces							
Watches an object moving in front of their face at close range (15-25cms)							
Explores hands and fingers							
Can shift visual attention by looking from 1 object to another and back again for 5 seconds or more							
Mouthing to explore objects							
Makes reaching movement towards objects that interest them							
Manipulates objects by banging, shaking, turning them in their hands							
Anticipating within familiar activity e.g. opens mouth for food							

6-12 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Watches and follows people/ objects/happenings in the environment up to 3m away							
Bangs two objects together							
Shows excitement during turn-taking games such as peek-a-boo e.g. claps hands as their turn gets closer							
Will mouth book, turn over several pages at once, may stop momentarily at a page that catches their eye because of colour or texture							
Realises that toys can be used together, e.g. puts objects in and out							
Looks for fallen objects							
Begins to understand that one action will cause a certain effect (cause and effect), e.g. enjoys knocking down towers built by adults and pop-up and push-button toys							
Attempts to imitate actions they have observed e.g. clapping or waving							

# Play and early learning skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Problem-solving
- Creativity/imagination
- Constructive play
- Symbolic play
- Exploratory play
- Curiosity/interest
- Predicting/anticipating
- Classification
- Discrimination
- Making inferences
- Memory
- Attention

12-18 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Uses symbolic sounds for objects and animals in play e.g. 'moo' for a cow.							
Intensely curious - exploring objects, rooms and outside areas - "into everything"							
Looks at pictures and able to point to or pat some of them when named							
Shows enjoyment of anticipation games e.g. 'ready, steady....go'							
Is able to play appropriately with different toys e.g. knows that a ball is for rolling or throwing, a car is for pushing and blocks are for posting							
Retrieves hidden or out of reach toy							
Simple pretend play with other people / toy animals / dolls e.g. gets adult to drink from cup, hugs and kisses teddy or pretends to be asleep							
Uses toys together, e.g. putting toys inside containers, starts to build with blocks, etc							

18-24 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Tries to work things out by thinking first e.g. how to switch something on or how to get something out of reach							
Will sit and look at picture books by self for short time							
Can organise and categorise objects e.g. putting all red things and all blue things in separate piles							
Remembers where some objects belong							
Matches objects with parts that fit together e.g. puts lid on teapot							
Recognises and anticipates everyday routines e.g. looks for coat or gets in buggy when adult is getting ready to go out							
Engages in pretend (symbolic) play e.g. brick as a car or banana as a telephone							
Makes pretend sequences e.g. pouring pretend tea and then drinking it, getting in the car and going to the shops							

# Play and early learning skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Problem-solving
- Creativity/imagination
- Constructive play
- Symbolic play
- Exploratory play
- Curiosity/interest
- Predicting/anticipating
- Classification
- Discrimination
- Making inferences
- Memory
- Attention

24-30 months (9 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Can match 4 or 5 colours							
Completes simple inset puzzle – 6 to 12 pieces							
Understands size differences (big, small, etc) e.g. selects the big or small object or picture when asked							
Plays imaginatively e.g. farm animals climbing an armchair cliff and having to be rescued.							
Shares books with adults or other children, making comments on the events, characters or pictures.							
Imitates person or animal in play e.g. adopts their voice or manner							
Will participate in some creative activities showing you what they have made – using dough, paint, blocks, etc.							
Can copy an adult making a bridge with 3 blocks or similar objects							
Can imitate some actions after they have been demonstrated by an older/more able child							

30-36 months (9 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
In play, recognises 10+ animals/ objects by sound, e.g. woof, woof, tick-tock							
Stacks 5 or more rings in size order							
Pretend play involves lots of detail and several linked actions, e.g. getting a doll undressed, bathed and dressed, or preparing a pretend meal that contains several elements							
Remembers and attempts to sing a few familiar songs or nursery rhymes							
Can use construction materials (blocks, dough, etc) to build models e.g. a road or a house							
Begins to understand the concept of time – they remember events in the past and can anticipate events in the future							
Shows curiosity about why things happen and how things work							
Uses some number names accurately in play							
Can describe the shape of objects e.g. round and tall.							

# Play and early learning skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Problem-solving
- Creativity/imagination
- Constructive play
- Symbolic play
- Exploratory play
- Curiosity/interest
- Predicting/anticipating
- Classification
- Discrimination
- Making inferences
- Memory
- Attention

36-48 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Points to 10 body parts on verbal command							
Matches sequence or pattern of blocks or beads							
Can remember three items shown on a list e.g. a picture shopping list of oranges, apples and bananas							
Identifies three colours and three shapes							
Sorts objects into categories/ pairs objects which go together, e.g. toothbrush and paste							
Understands concepts of heavy and light, long and short by using words correctly							
Counts reliably up to ten everyday objects							

# Expressive speech and language skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Articulation and phonology
- Functional use of expressive language, including non-verbal communication
- Reciprocity
- Shared attention
- Communicative intent

0-6 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Cries when hungry or uncomfortable							
Guttural/throaty noises when content							
Closes lips, turns head away, pushes away unwanted bottle, cup, etc							
Vocalises a variety of pleasure and displeasure sounds- e.g. laughs, gurgles, giggles, squeals, chuckles cries, screams							
Makes sounds and movements to initiate social interaction							
Smiles with eye contact							
Babbles repeating sounds e.g mm-mm, ba-ba, on own and with others							

6-12 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Vocalises tunefully in strings using consonant and vowel sounds e.g. 'ma ma, ba ba, da da'							
Initiates communication: uses voice to attract attention e.g. shouts, pauses and listens, then shouts again							
Imitates simple adult sounds in play e.g. 'boo'							
Makes some meaningful gesture e.g. shakes head for 'no', waves bye-bye, pulls for attention, reaches up for things							
Uses voice to join in with a familiar rhyme or game e.g. vocalising in unison with adult							
Begins to imitate the voices of others, especially the vowels and 'ups and downs' of speech (intonation)							
Starts to use some words meaningfully, such as: 'mama', 'dada' or 'bye'							
Begins to use some consonant sounds, e.g. 'g', 'm', 'p', 'd'							



# Expressive speech and language skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Articulation and phonology
- Functional use of expressive language, including non-verbal communication
- Reciprocity
- Shared attention
- Communicative intent

12-18 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Babbles in conversation and with intonation							
Uses longer vocalisations that have recognisable sounds and words							
Imitates familiar words from daily routine and key words (and often the last word said to them)							
Vocalisations include a wide range of vowels and consonants							
Speaks 2-10 recognisable words regularly (make a list)							
Will attempt to join in with actions or words of familiar nursery rhymes							
Makes animal sounds and other symbolic vocalisations e.g. car, plane noise							

18-24 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Uses 2 word phrases regularly							
Repeats words or phrases from familiar stories or TV							
Asks for an object by naming and pointing for it jointly							
Sings along with favourite action rhymes (although words may not be clear)							
Tries to tell you what has happened (using own words and some recognisable words)							
Begins to use simple pronouns e.g. 'me' and 'you'							
Asks simple questions (two to three words plus intonation and or quizzical face) e.g. 'why/ what?'							
Can produce consonant sounds, such as: 'p', 'b', 'd', 'm'							

# Expressive speech and language skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Articulation and phonology
- Functional use of expressive language, including non-verbal communication
- Reciprocity
- Shared attention
- Communicative intent

24-30 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Occasional attempts at pronouns, e.g. 'me', 'I', (not always correctly, e.g. 'me do it')							
Begins to say sentences of several words e.g. 'me no go home'							
Can express negation using negative forms: 'no', 'not', 'no more'							
Uses regular plurals e.g. 'trains'							
Asks 'what?' and 'where?' questions							
Uses descriptors: 'big', 'dirty', 'hot'							
Will use language during play and in almost all activities e.g. 'chats' to self							
Uses approximately 50 clear single words – including verbs							

30-36 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Uses numerous words (approximately 200)							
Uses words ending in '-ing'							
Uses language and gesture to express feelings and emotion							
Corrects self (rephrases) when listener has not understood							
Uses possessives e.g. 'Daddy's car'							
Retells a simple past event							
Uses several sentences linked with 'and'							

# Expressive speech and language skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Articulation and phonology
- Functional use of expressive language, including non-verbal communication
- Reciprocity
- Shared attention
- Communicative intent

36-48 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Large vocabulary of words (some grammatical errors still likely to be present)							
Uses a range of prepositions – in, on, up, down, under, next to, behind, in front of							
Can talk about recent past experience and things that are going to happen – e.g. 'I'm going to....'							
Typically combines 4- 5 words in a sentence							
Can hold a turn-taking conversation with an adult (minimum 4 turns of listening and speaking)							
Asks lots of questions including 'Why? Where? and How?'							
Uses possessive pronoun: 'his' and 'her'							
Produces some consonant blends, e.g. 'tr' in tree, 'bl' in blue							

# Receptive language skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Understanding language of others
- Attention and listening
- Social communication skills
- Reciprocity

0-6 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Startled by sudden noises							
Shows a reaction to sound by changing their behaviour or actions							
Looks at face of adult talking or singing							
Turns towards sounds to locate source							
Smiles back when smiled to by carer							
Indicates sensitivity to body contact by quietening down, crying or body movement							
Responds to different tones of voice							

6-12 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Quickly and accurately looks at source of sound e.g. car, knock on door, phone							
Responds to 'no' by looking, stopping or withdrawing							
Responds with appropriate gesture to familiar routines e.g. 'up' and 'bye-bye'							
Responds to music and rhyme e.g. 'Round and Round the Garden'							
Looks at objects that their carer looks and points at (shared attention)							
Responds to own name by turning or looking up at speaker when name is called							
Recognises some family names such as Mummy, Daddy, names of siblings or family pets and will turn to look when the name is said							

# Receptive language skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Understanding language of others
- Attention and listening
- Social communication skills
- Reciprocity

12-18 months (6 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Understands and follows simple instructions in context – e.g. 'give me the ball' or 'kiss Daddy night-night'							
Tries to join in with songs and rhymes e.g. with actions such as clapping							
Responds to facial expression of emotion							
Demonstrates understanding of the names of approximately 10 or more words by looking to or reaching for named objects							
Has favourite stories							
Responds to simple, familiar language in context e.g. when an adult holds their keys and says 'it's time to go'							

18-24 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Follows simple instruction without additional gesture e.g. 'stand up'							
Learns to wait for others to finish what they are saying most of the time							
Responds to familiar action words e.g. sit, run and jump							
Attends to speech that is directed to them							
Responds to 'Where?' questions							
Can point to 3 named body parts							
Can find picture (among others) of some everyday objects when named by adult							

# Receptive language skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Understanding language of others
- Attention and listening
- Social communication skills
- Reciprocity

24-30 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Notices a deliberate mistake in story telling or a rhyme							
Shows anticipation during a rhyme or song							
Identifies some action words by pointing to the right picture e.g. running, eating							
Understands some pronouns (responds appropriately) such as: 'I, me, you'							
Follows a range of two part instructions e.g. 'get your shoes and sit down'							
Answers simple questions, such as 'what's your name?'							
Shows understanding of prepositions 'in' and 'on' e.g. carries out action 'put teddy in the box' (or selects a picture that shows this) correctly							

30-36 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Listens to talk not directly addressed to him/her e.g. during group story time or listening to an audio story/ rhyme							
Can select an object by function e.g. 'show me what you sit on', 'show me what you sleep in'							
Understands some descriptive words e.g. 'big', 'little', 'wet', 'dirty', 'hot'							
Understands 'What's that?' 'What are you doing?' 'Where?' and 'Who?'							
Remembers phrases from stories and rhymes (demonstrated by using them)							
Follows a three part instruction e.g. put the red block in the box							
Remembers familiar songs and rhymes on hearing the tune (demonstrated by joining in)							

# Receptive language skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Understanding language of others
- Attention and listening
- Social communication skills
- Reciprocity

36-48 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Shows understanding of simple stories with pictures (by predicting, making deductions, etc)							
In conversations about recent events, shows understanding by commenting and responding to questions appropriately							
Shows understanding of feelings by verbalising love, sadness, happiness, etc							
Concentrates and listens for more than 10 minutes in adult-led activities that they enjoy							
Shows understanding of prepositions such as 'in front', 'behind' and 'next to' with support of real items							
Understands 'What do you think will happen next?' and 'What will happen if?' questions							
Listens to descriptions of object/animal, etc and can identify correctly							



# Fine motor skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Dexterity/manipulation
- Fine hand-eye co-ordination
- Strength (hand)

0-6 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Clasps and unclasps hands							
Puts hand on bottle when feeding							
Closes hand firmly around finger pressed in palm							
Reaches out to objects							
Puts toy/object to mouth							
Holds two toys, one in each hand							
Brings hands to midline (front middle) of their body							
Can release toy from grip by dropping it (but not put it down voluntarily)							

6-12 months (9 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Lets go of object purposefully							
Pokes small objects like crumbs, with index finger							
Bangs 2 objects together							
Can hold a bottle or a cup							
Can clap hands							
Stretches out with one hand to grasp toy if offered							
Passes toy from one hand to another							
Picks up small object using fist grip							
Feeds self with fingers							

# Fine motor skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Dexterity/manipulation
- Fine hand-eye co-ordination
- Strength (hand)

12-18 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Can hold a one-handed tool e.g. a crayon, in a whole hand grip							
Can use pincer grip (forefinger and thumb) to pick up objects							
Builds a tower of 2 - 3 (2cm) blocks							
Turns pages of book, several at a time							
Begins to make marks. Can be with variety of tools e.g. paint, pencil, pen, chalk, water							
Holds an object in each hand and brings them together in the middle e.g. holds 2 blocks and bangs them together							
Can insert shapes into <i>simple</i> posting box or shape board, or accurately into container							

18-24 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Can use blocks to create simple structures and arrangements							
Able to make marks, including circles, lines and dots							
Picks up tiny objects using pincer grip							
Can turn single pages of a book							
Can do three piece simple posting box/shape board, inset puzzle							
Can copy vertical line							
Can thread large beads onto firm card, stick or pipe cleaner							

# Fine motor skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Dexterity/manipulation
- Fine hand-eye co-ordination
- Strength (hand)

24-30 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Can imitate horizontal, circular and vertical marks							
Turns taps, unscrews toys and lids (use of screwing action being assessed)							
Unwraps small objects e.g. sweets							
Fits small shapes and objects into holes during posting activities/inset puzzles							
Can hold a crayon or pencil between thumb and two fingers in their preferred hand (emerging tripod grip)							
Roll plasticine / playdough into sausage							
Fills container with sand or water (co-ordination/spatial awareness)							

30-36 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Makes snips in paper with child scissors							
Holds pencil near point between first two fingers and thumb and uses it with control							
Can drink from a nearly full ordinary cup without spilling							
Can easily thread large beads onto a lace or string							
Can draw a person with head, and sometimes with legs							
Stabs food with fork and brings to mouth							
Can join 2 interlocking pieces from a large (e.g. floor) puzzle							

# Fine motor skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Dexterity/manipulation
- Fine hand-eye co-ordination
- Strength (hand)

36-48 months (6 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Builds tower of 10 or more blocks							
Can undo most types of button							
Can copy simple shapes, symbols, pictures, (letters or numbers) that incorporate crossing and joining lines (e.g. circle, square and cross)							
Is able to thread small beads on a lace, or small pegs into a peg board							
Can draw on request a figure that represents a person, showing features such as head, legs and rudimentary facial features							
Handles tools, such as crayons, brushes, glue, cutlery etc with functional control (i.e. can use effectively)							

# Gross motor skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Strength
- Stamina
- Balance
- Spatial awareness
- Hand-eye co-ordination
- Flexibility

0-6 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Turns head from side to side when lying on back							
Lifts head when lying on stomach for short time							
On back rolls onto right and left side							
Has active arms and legs but with arms more active than legs							
Sucking is strong and rhythmic with co-ordinated swallowing							
Grabs foot, taking to mouth or lifts leg into vertical position and grasps one foot							
When lying on stomach, uses forearms to support upper body							
Rolls front to back (not purposefully)							

6-12 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Sits without support on the floor							
Beginning to crawl, bottom shuffle or roll continuously to move around							
Pulls to stand, holding on to furniture or person for support							
While sitting can reach for things without falling over							
Can rise to sitting position from lying down							
Cruises around furniture lifting one foot and walking sideways							
Walks holding one or both hands							

# Gross motor skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Strength
- Stamina
- Balance
- Spatial awareness
- Hand-eye co-ordination
- Flexibility

12-18 months (6 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Takes first few steps alone - feet wide apart, uneven steps, arms raised for balance							
Pulls self up to standing against furniture and can lower self back down again							
Can crawl onto child sized equipment e.g. chair, sofa or small slide							
Crawls upstairs (with adult supervision)							
Starts to attempt to climb e.g. onto small chair							
Starting to push, pull and carry large toys							

18-24 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Runs on whole foot, stopping and starting and avoiding obstacles							
Is able to walk up stairs holding on, putting two feet on each step							
Can throw a ball over arm (standing up) without overbalancing							
Can squat to pick up a toy							
Can propel a wheeled sit-on toy using feet							
Bends over to pick up object							
Can make kicking movement towards large ball							
Gets onto child's chair without assistance, either backwards or sideways							

# Gross motor skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Strength
- Stamina
- Balance
- Spatial awareness
- Hand-eye co-ordination
- Flexibility

24-30 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Negotiates objects whilst pushing or riding on toys							
Jumps with two feet together							
Can stand on tiptoe when holding onto something							
Can catch a large ball from short distance							
Is able to kick a large ball purposefully							
Can take off loose coat or shirt when undone							
Climbs confidently and is beginning to use nursery play climbing equipment							

30-36 months (9 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Can walk backwards and sideways							
Can stand momentarily on one foot when shown							
Jumps down single step							
Can pedal a ride on toy							
Walks downstairs with help (rail or hand) two feet on each step							
Demonstrates strength to kick or throw a ball a few metres ahead							
Is able to take off simple unfastened clothing							
Has good spatial awareness and can manoeuvre themselves around objects when walking and running							
Can stand and walk on tiptoe for a short time							

# Gross motor skills

Name: .....

Date: .....

The skills that are developing in this area include:

- Strength
- Stamina
- Balance
- Spatial awareness
- Hand-eye co-ordination
- Flexibility

36-48 months (6 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Shows ability to balance – e.g. across stepping stones or a beam, or standing on one leg							
Can turn sharp corners when running							
Rises from kneeling without using hands							
Demonstrates the control necessary to hold a shape or fixed position							
Walks up and down stairs one foot per step							
Can travel around, under, over and through balancing and climbing equipment							



# Personal, social and emotional development

Name: .....

Date: .....

## (this section includes independence skills)

The skills that are developing in this area include:

- Reciprocity/turn taking
- Shared attention
- Social interaction
- Empathy
- Co-operation
- Sense of self
- Independence
- Self care
- Appropriate emotional development/response

0-6 months (9 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Watches person moving directly in line of vision							
Copies facial expressions and mouth shapes e.g. sticking out tongue, opening mouth and widening eyes							
Holds eye contact briefly							
Shows enjoyment of physical play, e.g. being swung, bounced, etc							
Smiles and makes noises in response to talk or facial expression							
Shows interest in adult's face: pats face, pulls hair, nose, etc.							
Shows recognition of mother or carer and /or recognises familiar adults							
Calms from being upset when held, rocked, spoken or sung to with soothing voice							
Responds differently to certain voice patterns (intonation), particularly if accompanied by facial expression							

6-12 months (9 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Looks at objects that their carer looks at (shared attention)							
Will imitate sounds with favourite people during games							
Repeats actions or sounds, etc when laughed at							
Smiles in response or anticipation of familiar words, rhymes, action games (such as peek-a-boo) or tickling							
Holds out toy, biscuit, for adult and may give it when asked							
Shows attachment to special people							
Shows affection towards familiar people e.g. hugs, pats, kisses							
Smiles at image of self in mirror; shows a developing understanding and awareness of themselves							
Waves bye-bye in imitation of adult							

# Personal, social and emotional development

Name: .....

Date: .....

## (this section includes independence skills)

The skills that are developing in this area include:

- Reciprocity/turn taking
- Shared attention
- Social interaction
- Empathy
- Co-operation
- Sense of self
- Independence
- Self care
- Appropriate emotional development/response

12-18 months (9 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Offers a toy and releases when requested							
Points to draw other people's attention to things of interest							
Helps when being dressed e.g. holds out arm or foot							
Tries to use spoon to feed self							
Hands a toy to an adult for assistance e.g. when they are unable to get it to work, and see an adult as someone who can help							
Brings picture book to adult to look at pictures or talk about it							
Pushes arms through sleeves, legs into trousers, etc							
Expresses happiness and affection							
Waves 'goodbye' spontaneously							

18-24 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Shows interest in taking shoes and socks off (not dependent on physical skill)							
Watches another child play and may copy him/her							
Wants to hold and drink from cup by themselves							
Copies adult activity e.g. sweeps floor, washes up, dusts							
Will pause and wait for turn in simple turn taking games with an adult							
Tries to help actively to dress and undress – pulls pants down, etc.							
Recognises self in mirror or photos							
Responds to other people's pleasure and distress; shows empathy							

# Personal, social and emotional development

Name: .....

Date: .....

## (this section includes independence skills)

The skills that are developing in this area include:

- Reciprocity/turn taking
- Shared attention
- Social interaction
- Empathy
- Co-operation
- Sense of self
- Independence
- Self care
- Appropriate emotional development/response

24-30 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Shows an interest in wanting to use same objects as adults (e.g. knife and fork, mobile phone)							
Will take part in physical turn-taking play e.g. with a ball or other toy							
Shows affection and concern for other children and younger siblings							
Responds positively to a variety of familiar adults							
Sits with adult to share picture books for 5 minutes							
Shows understanding of some rules and routines							
Adopts voice or manner of another person or animal in play							
Will join groups of children playing							

30-36 months (7 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Skill							
Is curious about others and will change behaviour to fit in with what others are doing e.g. removing shoes and socks before going on slide after seeing others doing this							
Beginning to take turns when playing with children							
Starting to make friends and is interested in having friends							
Shows understanding of feelings by verbalising (or expressing in another way) own feelings, such as happiness, sadness, etc							
Communicates to other children in play (may not expect a reply)							
Likes to sit, have a cuddle and share events of the day with adult							
Shows care and concern for others, for living things and the environment							

# Personal, social and emotional development

Name: .....

Date: .....

## (this section includes independence skills)

The skills that are developing in this area include:

- Reciprocity/turn taking
- Shared attention
- Social interaction
- Empathy
- Co-operation
- Sense of self
- Independence
- Self care
- Appropriate emotional development/response

36-48 months (8 skills)	Initial baseline			Review of skills			Comments
	N	S	A	N	S	A	
Follows rules and will take turns in group games led by adult							
Will undress self (independence)							
Relates to and makes attachments to children and adults; may have a special friend							
Seeks out others to share experiences, past, present and future							
Adapts well to changes in routine or social situations							
Often shows sensitivity to others e.g. doing something to make a friend feel better							
Shows a sense of humour, both in talk and activities							
Complies with social expectations, i.e. expectations of behaviour in early years setting and in other situations, e.g. park or café							





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**MULTI  
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Hertfordshire County Council  
Children, Schools and Families  
County Hall Pegs Lane Hertford SG13 8DF