



Stoke Speaks Out

Early Years Child Development Tool

PRIME Areas

Name of child: _____ Male ☐ Female ☐ Date of birth: _____

Setting: _____ Date of entry: _____

Sessions attended: _____

Key worker: _____ Date: _____ Key worker _____ Date: _____

Key worker: _____ Date: _____ Key worker: _____ Date: _____

EAL: ☐ Nationality and languages: _____

SEN: ☐ Date: _____ Child in Care: ☐ Date: _____ Pupil Premium / 2 Year Funded: ☐

Highlight skills the child has acquired using a different colour for each date. Record each date and corresponding colour below.

Date/initials	Colour	Date/initials	Colour	Date/initials	Colour	Date/initials	Colour	Date/initials	Colour	Date/initials	Colour	Date/initials	Colour

Date/initials	Colour	Date/initials	Colour	Date/initials	Colour	Date/initials	Colour	Date/initials	Colour	Date/initials	Colour	Date/initials	Colour

This tool can be used to support observations and target setting for individual children, or as a reference guide for expected ages and stages from birth to five years.

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Age	Communication and Language	Personal, Social and Emotional	Physical
0 – 3 months	<u>Listening, Attention and Understanding</u> • Quietens or alerts in response to the sound of speech • Moves eyes towards a sound source especially a voice • Gazes at faces and copies some facial movements from an adult e.g. sticking out tongue, opening mouth and widening eyes <u>Speaking</u> • Uses different cries for different needs • Smiles in response to being spoken to • Makes cooing, gurgling and laughing sounds in response to someone else e.g. when spoken to or smiled at • Makes soft sounds when awake and content	<u>Self-Regulation</u> • Comforted when held, rocked, spoken or sung to with soothing voice <u>Managing Self</u> • Shows pleasure at being tickled and other physical interactions by laughing and gurgling • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention • Expresses discomfort, hunger or thirst through crying and non-verbal communication <u>Building Relationships</u> • Interacts with adults when held face-to-face by smiling, looking and moving • Recognises and is most responsive to main carer's voice e.g. face brightens and activity increases when familiar carer appears • Shows pleasure in cuddles and being held e.g. by calming, snuggling in, smiling, gazing at carer's face or stroking carer's skin	<u>Gross Motor Skills</u> • Turns head in response to light, sounds, familiar voices, moving objects and adult movements • Makes large, smooth movements with arms and legs • Controls head more confidently e.g. head does not fall back when pulled to sit • Attempts to lift head when lying on tummy <u>Fine Motor Skills</u> • Grasps object when placed in hand e.g. adult finger • Shows an interest in own hands • Brings hands together in the midline of the body

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Age	Communication and Language	Personal, Social and Emotional	Physical
4 - 6 months	<u>Listening, Attention and Understanding</u> - Is alert to things happening around the room and deliberately moves head to gaze around - Turns immediately to main carer's voice even if they are not in view - Plays by exploring objects with hands and mouth - Turns head towards different sounds in the environment e.g. a rattle or bell <u>Speaking</u> - Vocalises to self and others in a tuneful, sing-song way - Laughs, chuckles and squeals aloud in play - Starts a 'conversation' with a familiar adult by making sounds	<u>Self-Regulation</u> - Expresses a range of emotions such as pleasure, fear and excitement through facial expression, vocalisations and body language - Responds to other people's feelings, facial expressions and tones of voice by mirroring this e.g. is upset when another child is upset or smiles when someone smiles <u>Managing Self</u> - Friendly with strangers (but may show some shyness or anxiety especially if carer is out of sight) <u>Building Relationships</u> - Shows delight in response to active play with an adult e.g. being lifted up and down - Reacts enthusiastically to often-repeated games e.g. a familiar rhyme	<u>Gross Motor Skills</u> - Rolls over from front to back and back to front - Reaches out to explore own feet e.g. when lying on back lifts legs into vertical position and grabs one or both feet - Kicks strongly when lying down - Pulls to sitting position from lying down with adult holding hands e.g. lifts own head up and tenses arms to lift body to sitting position - Sits upright with adult supporting balance - Bears weight on feet and bounces up and down actively when held with feet on a hard surface - Pushes up with straight arms when lying on tummy <u>Fine Motor Skills</u> - Takes objects to mouth - Reaches out to grab an object using both hands or one hand - Drops toy if another one is offered

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Age	Communication and Language	Personal, Social and Emotional	Physical
7 - 9 months	<u>Listening, Attention and Understanding</u> - Attends eagerly to familiar sounds, words and rhymes e.g. by looking, making body movements and vocalising - Loves to look around the environment at people, objects and things happening - Looks intently at a person talking, but stops responding if speaker turns away - Enjoys noisy toys and takes pleasure in repeating activities to make sounds - Sustains interest for up to a minute in looking at pictures named by an adult - Explores objects in play by inspecting, hitting and shaking them - Shows understanding of simple cause and effect in play e.g. pulls a string to bring a toy to them - Watches a toy being hidden and looks for it (object permanence) - Lifts arms in anticipation of being picked up - Responds with appropriate arm movements when adult says 'bye bye' or 'up' etc - Appears to recognise names of key people e.g. looks around when asked 'where's mummy?' <u>Speaking</u> - Babbles tunefully using repetitive sounds in a 'sing song' tone - Copies playful voice sounds such as blowing raspberries or smacking lips from an adult - Makes sounds deliberately to communicate their feelings with others e.g. to show annoyance or friendliness - Indicates wants non verbally e.g. puts arms up when wanting to be picked up	<u>Self-Regulation</u> - Is quickly soothed if upset on separation from main carer <u>Managing Self</u> - Shows an interest in and keen to explore the environment - Enjoys throwing objects over side of cot or chair <u>Building Relationships</u> - Seeks to gain the attention of others e.g. by reaching, vocalising and making eye contact - Builds relationships with special people e.g. seeks out key carers for closeness or play - Gets excited when hears familiar voices coming e.g. by kicking legs, waving arms or making noises - Engages in interactive 'peek a boo' games with adults	<u>Gross Motor</u> - Makes progress moving along the floor by wriggling, crawling, bottom shuffling or rolling - Sits without support on the floor - Pulls to standing by holding on to furniture or adult for a few moments <u>Fine Motor</u> - Passes toy from one hand to the other - Picks up objects between finger and thumb with simple pincer grasp* - Holds own bottle or cup - Grasps finger foods and brings to mouth - Pokes and takes more interest in toys



* simple
pincer grasp

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Age	Communication and Language	Personal, Social and Emotional	Physical
10 - 12 months	<u>Listening, Attention and Understanding</u> - Looks to where another person points - Looks with interest when adults are talking together, appearing to listen - Stops and looks when hears own name - Understands everyday familiar phrases such as 'clap hands', 'no' and 'bye bye' - Shows understanding of a few everyday object words e.g. 'find your <u>shoes</u>', 'get the <u>spoon</u>?' (1 key word) - Finds some body parts when adult names them e.g. 'nose' 'tummy' 'feet' - Knows how familiar objects should be used and acts this out in play e.g. tries to brush own hair with a brush or holds a phone to ear <u>Speaking</u> - Uses some meaningful gestures in the right way e.g. shakes head to tell you 'no' or waves goodbye - Engages in periods of loud and non-stop babble which are starting to sound like real words e.g. mamamam, bababa - Takes turns in 'conversations', babbling back to an adult or copying playful sounds e.g. 'uh oh!' - Uses a range of vowel and consonant sounds in vocalisations	<u>Self-Regulation</u> - Seeks out familiar adult to share big feelings and for support when feeling tired, worried or frustrated - Starts to be able to soothe self when upset, maybe using a comfort object <u>Managing Self</u> - Points to objects of interest then looks back to an adult for a reaction - Knows that own voice and actions have effects on others e.g. shouts to get attention or repeats an action that makes people laugh - Shows and offers toys or objects to other people - Actively co-operates with nappy changing routine e.g. lies still, holds legs up <u>Building Relationships</u> - Likes to be in sight and hearing of familiar people - Enjoys sharing simple play activities with adults - Recognises some familiar songs and interactive rhymes and tries to join in with movements or vocalisations e.g. 'round and round the garden' - Joins in with give and take games e.g. rolling a ball back and forth with a familiar adult	<u>Gross Motor</u> - Gets from lying to sitting without help - Moves rapidly around the floor by crawling or bottom shuffling - Walks around the room holding on to furniture (cruising) - Walks forwards and sideways with adult holding one or both hands - Stands alone for a few moments - When sitting, can lean forward to pick up small toys <u>Fine Motor</u> - Picks up small objects using a neat pincer grasp* - Holds a brick in each hand and bangs them together - Attempts to use a spoon, guiding towards mouth but food may fall off



* neat pincer grasp

Date of Birth:

[illegible]

- * palmar grasp

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Age	Communication and Language	Personal, Social and Emotional	Physical
16 - 18 months	<u>Listening, Attention and Understanding</u> - Pays attention to short, simple stories and songs which include repetition - Appears to understand a few new words each week - Copies simple pretend actions from an adult in play e.g. copies feeding a teddy or drinking from an empty cup <u>Speaking</u> - Says 10 - 20 single words spontaneously and in the right context (words may be unclear in their pronunciation) - Enjoys nursery rhymes and tries to join in with singing - Echoes words back to adults - Uses sounds in play which are related to the object or action (symbolic sounds) e.g. 'choo choo' 'woof' or 'uh oh!' - Copies familiar expressions in the right context e.g. 'oh dear' 'all gone' - Demands a desired object by pointing and urgent vocalisation (or words), checking back to see if the adult has noted the request  * delicate pincer grasp	<u>Self-Regulation</u> - Is eager to be independent e.g. tries to put own shoes on but may easily become frustrated <u>Managing Self</u> - Seeks help from another person to achieve a goal e.g. to fix a broken toy or to get an object out of reach - Willing to try new food textures and tastes - Helps to get undressed <u>Building Relationships</u> - Is contented to play alone but prefers to be near familiar people - Explores new environments but returns to familiar adult for cuddles or reassurance - Exchanges toys with peers cooperatively or in conflict e.g. may hand a teddy to another child then snatch it back	<u>Gross Motor</u> - Walks steadily without help - Walks well carrying a toy or object - Kneels upright - Walks upstairs holding an adult's hand - Crawls downstairs backwards on their stomach - Squats to pick up toys or objects from the floor and stands again while holding on - Shows awareness that their movements can make marks e.g. makes deliberate footprints in sand - Climbs into adult sized chairs <u>Fine Motor</u> - Begins to balance a few blocks to build a small tower - Picks up very small objects using a delicate pincer grasp* - Posts small balls in a shape sorter - Drinks from an open cup but may spill a little sometimes - Feeds self with a spoon

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Age	Communication and Language	Personal, Social and Emotional	Physical
19 - 24 months	<u>Listening, Attention and Understanding</u> - Recognises and responds appropriately to a number of familiar sounds or auditory cues e.g. signal for tidy-up time or a knock on the door - Can concentrate on a task of own choosing but may need to ignore everything else to do so - Engages in simple pretend play spontaneously e.g. washes doll in a bath or makes a dinosaur eat leaves - Understands instructions containing 2 key words e.g. find <u>teddy's nose</u> (when shown a teddy and a doll) - Finds familiar people in photographs when asked - Finds familiar objects in pictures or books when asked e.g. 'where's the <u>dog</u>?' or 'find the <u>apple</u>' - Understands a few verbs (action words) e.g. can follow instructions like '<u>jump</u>', '<u>brush</u> teddy' or '<u>clap</u>' <u>Speaking</u> - Puts two words together to say simple phrases e.g. 'ball gone' 'mummy nose' 'more bubbles' - Refers to self by own name - Is eager to hear the names of objects and people - Says 50+ single words spontaneously and in the right context (words may be unclear in their pronunciation) - Learns new words rapidly and tries to include them in their talking - Uses 'yes' and 'no' in response to simple questions or comments - Appears to be using a <u>range</u> of speech sounds (although sounds in words may not be accurate)	<u>Self-Regulation</u> - Is aware of other people's feelings and emotions (developing empathy) e.g. shows concern if another child cries, or becomes excited if an adult talks in an animated way - Responds to familiar and appropriate boundaries with support <u>Managing Self</u> - Demonstrates sense of self as an individual e.g. may say 'no' to an adult trying to help them, or may strongly defend own possessions - Attempts to wash and dry own hands but may need help to do this fully - Indicates to an adult wet or soiled nappy or pants - Shows enjoyment of some foods and dislike of others <u>Building Relationships</u> - Plays happily alongside other children (parallel play) - Is keen to copy daily household activities from adults (simultaneous play) e.g. wiping the table alongside adult	<u>Gross Motor</u> - Runs safely, stopping and starting with ease - Pushes and pulls toys easily - Throws small ball over-hand and forwards without falling over - Squats with steadiness to pick up or play with an object on the ground, and can stand again without holding on <u>Fine Motor</u> - Builds tower of 6+ blocks - Inserts two or three shapes into a shape sorter or puzzle - Makes spontaneous scribbles using a pencil, including circular and side to side movements - Turns pages in a book - Drinks well without spilling

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Age	Communication and Language	Personal, Social and Emotional	Physical
25 - 30 months	<u>Listening, Attention and Understanding</u> - Shows an interest in sound play during stories and singing e.g. repetition, rhythm and rhyme - Enjoys listening to familiar stories which have pictures - Carries out sequences of simple pretend play e.g. kisses dolly, puts dolly in cot, covers dolly and rocks cot - Plays symbolically, pretending one object stands for something else e.g. pretends a brick is a car or a saucepan is a hat - Identifies everyday objects by their use e.g. when asked 'which one do you <u>eat</u> with?' will point to spoon - Follows longer instructions in familiar here-and-now situations e.g. 'tidy up then we'll read a story' - Understands simple questions e.g. 'who's that?' 'where is...?' - Identifies a range of verbs in pictures e.g. 'who's <u>eating</u>?' 'who is <u>climbing</u>?' - Understands the adjectives 'big' and 'little' <u>Speaking</u> - Says 3+ words together in simple sentences e.g. 'daddy go work' - Asks lots of simple questions e.g. 'what's that?' 'where is...?' - Has a growing vocabulary of 200+ different words - Frequently comments on things happening in the environment - Uses different types of words including nouns, verbs and adjectives e.g. 'banana' (noun), 'sleeping' (verb), 'hot' (adjective) - Begins to add grammatical endings to words e.g. 'jump<u>ing</u>' or 'cat<u>s</u>' (plural) - Begins to talk about people and things that are not present	<u>Self-Regulation</u> - Separates from main carer with the support and encouragement of another familiar adult - Begins to show awareness that some things are theirs, some things are shared, and some things belong to other people <u>Managing Self</u> - Recognises self in photographs - Can tell adults when hungry or tired or when they want to rest or play - Shows awareness of bladder and bowel urges - Shows awareness of what a potty or toilet is used for - Helps actively with dressing e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt <u>Building Relationships</u> - Is interested in watching other children play and joins in briefly, although may not share toys	<u>Gross Motor</u> - Climbs large play apparatus well - Kicks a large ball - Stands on tiptoes when shown what to do - Jumps with both feet together from a low step - Walks upstairs and downstairs holding on for support, putting both feet on a step before moving on - Sits on tricycle and steers (may not yet pedal) <u>Fine Motor</u> - Draws lines and circles when copying an adult - Eats skilfully with a spoon and fork - Mainly uses a preferred hand when picking up or using objects

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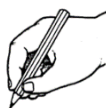
Age	Communication and Language	Personal, Social and Emotional	Physical
31 - 36 months  * simple tripod grasp	<u>Listening, Attention and Understanding</u> - Switches focus between tasks if an adult uses a prompt to gain their attention e.g. a touch on the arm or name call - Listens eagerly to stories and requests favourites over and over - Anticipates and joins in repeated phrases in rhymes and stories e.g. 'row row row your boat gently down the stream. If you see a crocodile...<u>don't forget to scream!</u>' - Acts out scenarios using pretend materials as though real things e.g. has a tea party with Play Doh ® food - Understands instructions containing 3 key words e.g. '<u>wash dolly's feet</u>' (when shown a teddy, doll, brush and sponge) - Understands 'in', 'on' and 'under' (prepositions) e.g. can put teddy 'in' 'on' and 'under' a box when asked - Understands a number of adjectives (describing words) e.g. 'which one is cold/dirty/wet' - Understands plurals e.g. finger vs fingers <u>Speaking</u> - Says sentences of 4-6 words - Adds grammatical endings to words but may over-use these e.g. 'I <u>sawed</u> the sheeps' - Holds simple conversations but may jump from topic to topic - Briefly talks about past or future events i.e. not just the here-and-now - Asks questions including 'where' and 'who' - Uses sounds at the end and middle of words e.g. 'bus' 'ha<u>t</u> 'ba<u>b</u>y' - Uses lips sounds (p, b) front sounds (t, d) and nasal sounds (m, n) in their speech pronunciation - Is usually understood by familiar adults but may still have immaturities in their pronunciation - Includes the correct number of syllables (beats) in words	<u>Self-Regulation</u> - Is aware that some actions and words can hurt others (seeing another person's perspective) e.g. says 'that's Jack's car' to a child who is taking a toy from Jack - Can inhibit own actions e.g. stop themselves doing something they know they shouldn't - Has a growing ability to distract self when upset e.g. by engaging in a new play activity <u>Managing Self</u> - Expresses own preferences - Likes to receive praise - Enjoys being helpful - Talks to self while playing - Clearly communicates their need for the toilet or potty during the day - Can pull trousers down independently - Starts to use the toilet or potty independently some of the time - Washes own hands but may need help to dry them fully - Begins to recognise danger and seeks help from significant adults <u>Building Relationships</u> - Recognises how key people feel and will try to do something to support them e.g. 'Mummy sad. Need a cuddle' - Is interested in friendship and may have a special friend - Joins in with other children's play for short periods, starting to share toys	<u>Gross Motor</u> - Can sit with feet crossed at ankles - Rides tricycle using pedals - Climbs upstairs and downstairs with one foot on each step - Walks downstairs, two feet on each step while carrying an object - Walks backwards and sideways - Catches a large ball between extended arms or two hands - Can stand on one foot for a few seconds <u>Fine Motor</u> - Begins to use simple tripod grasp* (grasping objects by use of the thumb and first two fingers) - Shows control in using hands for pouring, twisting/turning, rolling, and unwrapping objects e.g. turns a tap, rolls playdough into sausages, pours water into cup - Builds tower of 8+ blocks - Paints with large brush covering whole paper with colour

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Age	Communication and Language	Personal, Social and Emotional	Physical
37 - 48 months	<u>Listening, Attention and Understanding</u> - Focuses attention on one thing at a time but can independently stop what they are doing to listen (switches attention) - Sustains attention and listens to longer stories, then can recall familiar stories later - Plays make-believe games with other children e.g. acts out domestic activities in the home corner - Understands instructions containing 4 key words e.g. put the <u>big spoon</u> under the <u>table</u> (when shown a big and little spoon, big and little cup, table and chair) - Answers questions about the past, present and future e.g. 'what happened yesterday?' 'where are you going tomorrow?' - Can answer simple 'how' or 'why' questions appropriately - Understands negatives (no, not) e.g. 'who is <u>not</u> wearing a hat?' - Can sort objects into simple groups and links vocabulary by groupings e.g. 'apples and pears are fruit' <u>Speaking</u> - Uses sentences of 5-8 words or longer - Links sentences together using connectives 'and' and 'because' - Asks lots of questions including 'why', 'when' and 'how' - Tells simple events from the past in the correct order - Uses talk to anticipate or predict what might happen e.g. 'be careful, it will break' 'tomorrow we could go to the zoo' - Uses talk in pretending that objects stand for something else in play e.g. 'This box is my castle' - Readily learns new words from their experiences, including specific labels for things e.g. 'spider monkey' Uses sounds 's' 'f' 'sh' 'k' 'g' in their speech pronunciation but may make errors with 'r' 'th' 'ch' 'j' and consonant clusters e.g. 'sp' 'fl'	<u>Self-Regulation</u> - Is able to accept a delay when their needs are not immediately met, and understands that wishes may not always be met - Tries to work out what is right and what is wrong in terms of behaviour <u>Managing Self</u> - Is confident in new social situations e.g. greets new people - Communicates freely about own home and community - Shows confidence in asking for help - Likes to be independent and may be strongly self-willed - Shows understanding of how equipment and tools are to be used safely - Independently manages own toileting needs most of the time - Washes and dries own hands - Can dress and undress with help for fastenings like buttons and laces <u>Building Relationships</u> - Cooperates with other children in play, sharing toys and resources - Initiates play activities and invites others to join in - Understands the need for taking turns but may need adult help to do so - Shows friendly behaviour, initiating conversations and forming relationships with familiar people - Listens to and talks to others during play - Shows sympathy and sensitivity to other children in distress	<u>Gross Motor</u> - Walks up and down stairs easily - Hops on one foot - Stands and runs on tip-toes - Can sit cross-legged - Can catch, kick, throw and bounce a ball - Experiments with different ways of moving e.g. crawling, stamping, slithering - Runs skilfully, turning corners and adjusting speed to avoid obstacles - Jumps off an object and lands appropriately - Climbs ladder on play equipment <u>Fine motor</u> - Uses a pen/pencil with a controlled tripod grasp* - Handles one-handed tools and equipment with control e.g. makes snips in paper with child scissors - Shows a preference for a dominant hand - Copies some recognisable letters - Is able to draw a stick person - Copies an adult to build towers of different shapes and sizes using blocks



* controlled tripod grasp

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Age	Communication and Language	Personal, Social and Emotional	Physical
49 - 60 months	<u>Listening, Attention and Understanding</u> - Shares attention between two things for a short time (dual-channelled) i.e. can do something and listen at the same time - Occupies self for a sustained period of time in an activity of own choosing - Enjoys stories and can follow without pictures or prompts - Enjoys dramatic role play games with others e.g. dressing up and playing superheroes - Creates imaginative scenes using miniature objects (small-world play) - Follows instructions involving a two-part sequence e.g. 'wash your hands then choose a piece of fruit from the snack table' - Understands concepts of time and sequence e.g. 'first' 'last' 'before' 'after' e.g. 'before you get your coat, find your shoes' - Understands and enjoys humour e.g. nonsense rhymes, simple jokes and riddles <u>Speaking</u> - Links ideas and sentences, sticking to a main topic - Retells short familiar stories and several nursery rhymes - Uses past, present and future tenses with grammar that is generally correct e.g. 'is playing' 'has played' 'will play' - Uses accurate pronouns e.g. 'he' 'she' 'they' 'his' 'her' 'him' - Asks the meaning of new words, including abstract words, then tries to use them e.g. 'what does journey mean?' - Uses talking to help work out problems, share feelings and organise ideas - Uses talking in play to define roles, imagine situations and introduce a storyline or narrative - Pronounces most words correctly except perhaps 'th' 'r' and 'difficult' words with sound clusters e.g. 'squirrel' 'escalator'	<u>Self-Regulation</u> - Understands that their actions can affect other people e.g. becomes upset when they realise they have upset someone - Can solve problems without aggression - Is aware of set boundaries and behaviour expectations in different settings - Uses sensible and controlled behaviours most of the time <u>Managing Self</u> - Speaks to others confidently to express own needs, wants, interests and opinions - Can describe self in positive terms and talk about own abilities - Has definite likes and dislikes - Is usually dry and clean during the day - Shows some understanding of the importance of exercise, food, sleep and hygiene for good health - Shows some appropriate safety measures without supervision - Transports and stores equipment safely <u>Building Relationships</u> - Likes to ensure rules and fairness in play - Likes to direct play activities but will also adapt play to include the ideas of others - Chooses own friends - Tries to resolve conflicts e.g. by finding a compromise - Asks appropriate questions of others - Initiates conversations, clearly taking account of what others have to say - Takes turns in simple conversations - Is tender and protective of younger children and pets	<u>Gross Motor</u> - Stands balanced on one foot with arms folded - Touches toes with knees straight - Jumps up, forwards and backwards - Travels with confidence and skill around, under, over and through obstacles and play equipment - Is able to walk on a narrow line <u>Fine Motor</u> - Has good pencil control when writing letters, drawing or colouring - Can draw a recognisable person with head, body, arms, legs and face features - Cuts a strip of paper neatly - Constructs elaborate models when shown e.g. makes a castle from Duplo ® - Uses a knife and fork competently (but may still need to have meat cut up) - Manages some buttons and fastenings when dressing

Appendix 1

Early Learning Goals

Age	Communication and Language	Personal, Social and Emotional	Physical
Early Learning Goals	<u>Listening, Attention and Understanding</u> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <u>Speaking</u> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	<u>Self-Regulation</u> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <u>Managing Self</u> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <u>Building Relationships</u> Children at the expected level of development will: - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs	<u>Gross Motor</u> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <u>Fine Motor</u> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing

Appendix 2

Characteristics of Effective Learning

Playing and Exploring: <i>engagement</i>	Active Learning: <i>motivation</i>	Thinking Creatively and Critically: <i>thinking</i>
<u>Finding out and exploring</u> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <u>Playing with what they know</u> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <u>Being willing to 'have a go'</u> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error	<u>Being involved and concentrating</u> • Showing a deep drive to know more about people and their world • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <u>Keeping on trying</u> • Persisting with activity or toward their goal when challenges occur • Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) • Bouncing back after difficulties <u>Enjoying achieving what they set out to do</u> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation)	<u>Having their own ideas</u> • Thinking of ideas that are new and meaningful to the child • Playing with possibilities • Visualising and imagining ideas • Finding new ways to do things <u>Making links</u> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <u>Choosing ways to do things</u> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Flexibly changing strategy as needed • Reviewing how well the approach worked

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