

# EYSEND

# Assessment Tool

*'Steps to Success'*



Walsall Council

PROUD OF OUR PAST OUR PRESENT AND FOR OUR FUTURE

## PSED – Social Emotional, Mental Health and Well Being

*At this level the child is mostly passive before, during and after experiences and activities*

### STEP 1

0 – 1 month

#### **Making Relationships**

Reflex response to sounds (voice, silly noise, music) close to child's ear.

S/he may sometimes show innate reflex responses such as rooting, sucking action.

#### **Self Confidence and Self Awareness**

No awareness of self as being separate from environment

S/he may show discomfort/pain/hunger by changes in movement/ facial expression or may cry.

#### **Managing Feelings and Behaviour**

Calms in response to gentle soothing sounds, touch or rocking to soothe when upset

Is happy/content when needs are met but has no understanding of what happy is.

#### **Play**

This will be care giver led and provide a wide range of sensory experiences.

**Ideas to help me develop and grow... (this list is not exhaustive, these are ideas to prompt your own creativity and personal knowledge of the child)**

- Provide Music for Interaction  
Experience 1:1 social interaction games
- Provide massage experiences (head, foot, hand, whole body)
- Needs a key worker approach to build attachment
- Sensory fabric interaction – silks, nets, feathers
- Gentle body contact (rocking, swaying)

**PSED – Social Emotional Mental Health and Well Being**

*At this level, the child shows reflex responses to activities and experiences and may be passive or resistant*

**STEP 2**

**0 – 1 month**

**Making Relationships**

Fleeting awareness of people in close proximity through interactions

Fleeting attention to a familiar face

Looks towards familiar face when talked to – fleeting

Demonstrate fleeting awareness to adult in response to 1:1 social interaction games

Demonstrate mostly reflex response to positive touch (not just care routines)

Demonstrate mostly reflex response to massage

**Self Confidence and Self-Awareness**

No awareness of self as being separate from environment

Smiles to show contentment – may be full or sleeping

Practising innate reflexes – sucking, looking towards sounds, startle to sudden sound/movement

**Managing Feelings and Behaviour**

May cry/vocalise to have needs met e.g. if in pain or hungry

Reflex responses to sensory stimuli e.g. grasping finger placed on palm

Is generally soothed in response to gentle rocking, soothing sounds from carer

**Play – care giver play**

Needs regular repeated playful adult led experiences

- Intensive interaction
- Movement and massage activities
- Care giver play
- Music for interaction
- Importance of repetition of activities
- Needs a key worker approach to build attachment.
- Sensory fabric play – feathers, nets, silks

## PSED – Social Emotional, Mental Health and Well Being

*At this level, reflex responses are still evident but there is now an emerging awareness of people and objects and sensory stimuli.*

### STEP 3

1 – 2 months

#### **Making Relationships**

Fixates briefly on a familiar face.

Emerging alertness and awareness of 1:1 social interaction games with an adult.

Shows intermittent response to positive touch e.g. will accept a cuddle by relaxing as held.

Shows intermittent awareness responses to massage.

Will stop crying briefly when comforted by a familiar adult e.g. by cuddling/rocking.

#### **Self Confidence and Self Awareness**

Social smile in response to an interaction from a very familiar adult.

No awareness of self as being separate from their environment.

S/he will show intermittent responses to positive touch e.g. accepting a cuddle.

Child will smile in response to positive interaction from a familiar adult.

Will briefly stop crying when comforted by adult/carer e.g. by a touch, cuddle/soothing voice.

#### **Managing Feelings and Behaviour**

Will cry/vocalise to get needs met and stop when adults meets needs.

Emerging awareness of sensory stimuli.

#### **Play – Care giver play**

Still some reflex responses but an emerging awareness of people and objects and sensory stimuli.

- Practitioner-led play
- Needs regular repeated playful adult led experiences
- Music for interaction
- Repeated activities are important
- Needs a key worker approach
- Practitioners to be emotionally resilient and respond to the emotional needs of the child

## PSED – Social Emotional, Mental Health and Well Being

*The child begins to anticipate interactions with familiar people, events and objects*

### STEP 4

2 – 4 months

#### **Making Relationships**

Smiles responsively to familiar adult smiling at them

May begin to respond positively and begin to anticipate familiar repeated positive interactions (e.g. rhymes/tickles/cuddles)

The child will make intermittent eye contact and may reach out for attention

Enjoys being with other people and may cry when interaction stops

Enjoys varied playful movements and facial expressions

Watches adult's face in interactions – may reach to adult's face

#### **Self-confidence and Self-Awareness**

Moves arms and legs when excited

Child vocalises to show if happy or not (e.g. laugh or squeal)

Smiling and laughing out loud

Shows enjoyment of what they like and dislike by smiling/laughing/crying

#### **Managing feelings and behaviour**

Be soothed by familiar touch, cuddles and calming sounds

Will react and may get upset if an object is taken away

Reactively pushes away/resists disliked activities/experiences/objects

Play – adult led exploratory/manipulative play

More consistent response to care giver play

- Adult led exploratory play and early interaction play
- Music for interaction
- Needs a key worker approach to build a secure attachment and maintain a consistent approach

## PSED – Social Emotional, Mental Health and Well Being

*At this level the child is anticipating sounds and actions in repeated rhymes and playful interactions such as 'peekaboo' and tickles. The child is using vocalisations, making eye contact, facial expression and reaching out to engage with familiar adults and objects. Share joint attention in play/ interaction games.*

## STEP 5

4 – 6 months

### **Making Relationships**

Responds with excitement to simple interaction games like peekaboo.

Shows enjoyment of playful interaction rhymes and cuddles.

Vocalises in response to repetitive playful interactions.

Shows excitement when familiar adult approaches.

### **Self confidence and self awareness.**

Raises hands to be picked up.

Looks at reflection in mirror showing interest in the image in the mirror (not known it is a reflection of self).

### **Managing Feelings and Behaviour**

Able to calm with gentle rocking, touching and soothing sounds.

Show enjoyment by squealing or smiling or laughing or screaming with frustration.

May begin to self soothe.

Play – exploratory and manipulative play.

Reach and explore wider range of toys and objects – both hands.

Starts to hit and shake things.

Mouths toys.

Takes an object offered by an adult.

- Provide opportunities for exploratory play – hit, shake, mouth
- Exaggerated repetitive anticipatory on body play such as 'Round and round the Garden', tickles, Peepo with cloths and from behind furniture/toys.
- Provide opportunities to enable the child to develop self-awareness – through songs and actions
- Intensive interaction
- Music interaction

## PSED – Social Emotional, Mental Health and Well being

*At this level the child will begin to initiate interactions (i.e. seeking out attention) by reaching out, vocalising and making sustained eye contact with the adult.*

*Child will copy and repeat a behaviour that produced a response such as blowing raspberries.*

*Established anticipated behaviour shown for repeated experience/activity.*

*May protest at being separated from familiar adult (parents) and also display some shyness when around new people.*

## STEP 6

6 – 9 months

### **Making Relationships**

Will put arms up to be lifted and comforted by familiar adult

More interest in people than in things.

Maintain interaction with an adult led by child.

Shift gaze between object and person – may be more object focused.

Reach for toy/activity from 2.

Shows anticipation if adult pauses before high points in rhymes.

Reacts with enthusiasm to repeated games/songs.

May laugh/chuckle/squeal in play.

### **Self-confidence and self-awareness**

Will watch events going on around them with interest.

Excited playing repetitive games.

Showing increased interest in looking at self in mirrors (not knowing it is their reflection yet).

### **Managing Feelings and Behaviour**

Awareness of strangers – may cry when new person comes, recognises familiar carers.

Responds to emotional tones in adult voice and face (happy/sad)

Responds positively to animated praise.

Shows excitement when playing peek a boo type games.

### **Play – object/people play**

Will follow adult finger point to look at object.

Toys may be a shared focus of play.

Will mouth toys and pass hand to hand.

Show anticipation of familiar toys and social activities when adult pauses e.g. peek a boo.

Enthusiastic about repeated rough and tumble games.

- Develop joint attention in play interactions – use of body language, pause, anticipation
- Object/people play (shaking and banging, mouthing objects)
- Adult to facilitate 1:1 social interaction games e.g. peek a boo

## PSED – Social Emotional, Mental Health and Well Being

*At this level the child will switch attention between object and adult. The child will relate two objects together in play activities and imitate sounds and actions in play. There will be some awareness of unfamiliar people and checking back to the main carer for reassurance.*

## STEP 7

9 – 12  
months

### **Making Relationships**

Copies facial expressions and actions of adults.

Will offer toys and then retract.

Likes to be in sight of familiar people.

Hold up toy in order to enlist adult interaction or will eye point/finger point to share.

Begins to participate in peekaboo type rhymes.

Initiates interaction with familiar adults.

### **Self Confidence and Self Awareness**

Immediately responds to own name.

Will seek comfort from adult if upset or hurt.

Will begin to show some pleasure in own achievements, responding to praise from adults.

### **Managing Feelings and Behaviour**

Will cast items and watch effect.

Stiffens body and vocalises to resist/protest.

May show annoyance and frustration.

Understands 'no'

Understanding and will follow routines with some prompts.

### **Play – imitating in coordinated joint play**

Switches attention between object and adult – co-ordinated joint attention play.

Play social games such as peekaboo.

Imitates actions e.g. clapping.

Explores cause and effect toys.

Continues to mouth toys and objects.

Finds hidden toys, plays pat a cake games.

Container play – taking in and out of boxes and bowls.

- Develop joint/shared attention play
- Establish 3 way interaction – child, adult, object/toy
- Social referencing –will check back to adult in new situations for reassurance.
- Brief imitation e.g. knocking down bricks and peek a boo
- Exploring cause and effect



## PSED – Social Emotional, Mental Health and WellBeing

## STEP 8

12 – 15  
months

*At this level, the child engages in coordinated joint play with adult actively switching attention from toy to adult and back again. The child may resist/ protest using body and voice. Social referencing is evident, checking back for reassurance by looking towards the adult/carer giver in new situations.*

### **Making Relationships**

Plays peekaboo and imitate hand clapping.

Points to objects of interest that are out of reach.

Actively switches attention from adult to object and back again.

Begins to show interest in what others are doing.

### **Self Confidence and Self Awareness**

Distinguishes between strangers and familiar people – e.g. clinging/ hiding face.

Social referencing – will look to carer for reassurance in new situations.

Shows more interest in looking at faces in the mirror, especially their own.

Is developing awareness of possessions belonging to them.

Responds positively to praise given by adults.

Shows curiosity in people, objects and events.

### **Managing Feelings and Behaviour**

Will refuse to stop activity when determined.

Inconsistent behaviour – situation dependent.

Will protest in annoyance or resistance using body and vocally when told 'no'

Begins to understand that their actions will have an effect on others

### **Play – Coordinated joint play**

Beginnings of doll play – will put doll in cot.

Initiates rhymes and greetings.

Puppet play – will point and laugh.

Will take turns rolling a ball.

Give and take games – objects and vocally.

Puts objects to mouth less often.

Gives toy to adult on request.

- Interaction games with opportunities to participate
- Turn taking games
- Action rhymes
- Provide opportunities for co-ordinated joint play
- Provide activities which require the child to consistently switch attention between adult and object
- Practitioner extends play opportunities by extending child's starting point. e.g. kiss doll, hug teddy – beginnings of functional play (15mths)
- Offer favoured and non-favoured play opportunities

## PSED – Social Emotional, Mental Health and Well Being

*At this level the child plays contentedly alone but still likes to know the adult is close by. Beginning to imitate the use of familiar everyday functional objects imitating familiar activities.*

*Displays rigid attention in activities of own choosing and may resist when time to stop*

## STEP 9

15 – 18  
months

### **Making Relationships**

Seeks to gain attention in variety of way

Builds relationships with special people, wary of unfamiliar people

Emotionally dependent on carer may alternate between clinging and resistance.

Exchanges toys with peers both co-operatively and in conflict

Responds differently to adults and children

### **Self Confidence and Self Awareness**

Remembers where objects belong

Plays alone but still likes familiar adult near by

Learns own voice and actions have effects on others

Engages another person to help achieve a goal e.g. Get object out of reach

Uses pointing with eye gaze to share interest/make requests

### **Managing Feelings and Behaviour**

Still cast objects but less often

Growing ability to self soothe – may use comforter

Begins to understand yes/no and some boundaries

### **Play – Functional Object Play – Beginnings of pretend play**

Treats dolls and teddies as real babies

Can play with dolls and functional objects and relates these to self/another person

Begins to imitate simple activities e.g. feed doll then give drink

Engages in simple functional play e.g pushing a car, pretending to empty a cup

- Functional object play
- Begins pretend play
- New ways of problem solving
- Gives toys to adults
- Plays alongside others but not with them
- Can be possessive of toys
- Joint interactive play with adults continues-taking turns playing ball, imitation actions in play
- Opportunities for turn taking
- Support to engage in play activities that involve peers

## PSED – Social Emotional, Mental Health and Well Being

## STEP 10

18 – 24  
months

*At this level the child has a developing sense of self and begins to recognise their reflection in a mirror. The child is supported in taking turns and imitating actions in playful exchanges with adults. The child will play alongside other peers but not with them unless directly supported by an adult, still seeking reassurance from care giver in new situations.*

### **Making Relationships**

Playing alongside other (plays alone or watches others)

Plays cooperatively with familiar adult e.g. rolling a ball back and forth

Acts out familiar routines in play – pretend play

Begins to respond to familiar peers differently showing a preference

Using functional objects purposefully in play (hairbrush /telephone/ teapot).

Will join in familiar rhymes with adult

### **Self Confidence and Self Awareness**

Gaining independence but still likes to be near carer – will follow around

Refers to self by name and talks to self in long monologues in play

Gradually able to engage in pretend play with toys

Developing sense of self, Touches and explores own body

Begins to be aware of gender differences

Uses familiar adult as secure base to explore environment will return for reassurance

Will say 'No' to adult

### **Managing Feelings and Behaviour**

Will get frustrated if can't do something themselves – tantrums

Protective of own toys (says mine when others try to play with their toys)

May be demanding of adult attention and can be jealous of others getting adult attention

Will look concerned of others are crying

Respond to a few boundaries with support – learning right from wrong through consequences

Behaviour can be imitated from previous observations

### **Play – parallel play**

Early symbolic play

Take turns with adults but not sharing toys with peers

May call self by name in play, No longer takes toys to mouth

Acts out familiar actions in play

Exchanges toys both cooperatively and in conflict with peers

Imitates everyday activities in play

Chatters to self during play

- Practical play and imitating adults.
- Objects and people can be represented symbolically in play
- Starts to develop an imagination through practical play
- Beginnings of familiar pretend play (toy kitchen, picnics etc.)
- Asserts own will and demands attention

<b>Independence – Health and self care</b>		<b>STEP 1</b>
<i>At this level the child is fully dependent on adult/carer for all needs to be met</i>		<b>0 – 1 month</b>
<p>Demonstrates reflex responses to being touched</p> <p>May startle in response to touch, movement or sounds</p> <p>May show sensitivity to touch to mouth, face, hands, soles and abdomen, but is mostly passive</p> <p>Will show reflex rooting action and swallowing actions especially when cheek is touched</p> <p>Will show varied sleep patterns – may sleep for long periods through the day</p> <p>May cry to show hunger or discomfort</p>	<ul style="list-style-type: none"> <li>• Experience touch and support for a range of personal care</li> </ul>	

<b>Independence – Health and Self Care</b>		<b>STEP 2</b>
<i>At this level the child is fully dependent on adult/carer for all needs to be met</i>		<b>0 – 1 month</b>
<p>Fully dependent on adult/carer for needs to be met. Some reflex responses but mostly passive.</p> <p>Reflex responses to being touched.</p> <p>May startle in response to touch, sound</p> <p>May show sensitivity to touch on the mouth, face, hands, soles and abdomen, but mostly passive</p> <p>Will show reflex rooting, sucking, and swallowing actions</p> <p>Varied sleep patterns – may have periods of sleep in daytime</p> <p>Will show reflex rooting, sucking and swallowing actions, especially when cheek is touched</p> <p>Cries to show hunger or discomfort</p>	<ul style="list-style-type: none"> <li>• Experience touch and support for a range of personal care needs/ massage</li> </ul>	

<b>Independence – Health and Self-Care</b> <i>The child shows awareness/passive acceptance of touch and support for a range of personal needs.</i>	<b>STEP 3</b> <b>1 – 2 months</b>
<p>Shows awareness of personal care routines e.g. clothes on/off (may be positive or negative)</p> <p>Emerging awareness of oral care and oral stimulation (if appropriate)</p> <p>May have varied sleep pattern continues – having periods of sleep through the day</p> <p>Mostly passive but some emerging awareness of personal care – bathing and dressing routines.</p>	<ul style="list-style-type: none"> <li>• Adult-led movement to music (This little piggy for example)</li> <li>• Face and body massage and touch</li> <li>• Hand on hand finger pressure and finger rhymes</li> </ul>

<b>Independence – Health and Self-care</b> <i>The child continues to be dependent on adult to support needs. Some acceptance/emerging anticipation of and enjoyment in personal care routines supported by familiar adult/carer.</i>	<b>STEP 4</b> <b>2 – 4 months</b>
<p>Tongue moves forward and back to suck</p> <p>Sucks and swallows during feeding (liquids)</p> <p>Eager anticipation of food when hungry</p> <p>May suck/lick lips in response to food preparation</p> <p>May show anticipation of being fed/given a drink/being picked up</p> <p>Emerging acceptance of oral hygiene and oral stimulation</p> <p>Varied sleep patterns</p> <p>Shows some enjoyment of bathing and care routines</p> <p>Fixes gaze on carer's face when fed – contented purposeful gaze</p>	<ul style="list-style-type: none"> <li>• Keep to structure and routine.</li> <li>• Ensure all care- giving experiences are enjoyable/as enjoyable as possible.</li> <li>• Positive use of language, gesture and facial expressions.</li> </ul>

<p><b>Independence – Health and Self Care</b></p> <p><i>Child is developing interest in routines and accepts coactive support. Shows interest in food, sometimes exploring with their hands. Will repeatedly open mouth as they see the loaded spoon. May make attempts to grasp a cup and is more accepting of oral hygiene routines.</i></p>	<p><b>STEP 5</b></p> <p><b>4 – 6 months</b></p>
<p>Showing an interest in food – looking/opening mouth in response to spoon.</p> <p>Beginning to take semi solid food – initially may spit out.</p> <p>Using back and forth tongue movements.</p> <p>Gradually learning to suck food from spoon.</p> <p>Will explore food with hands.</p> <p>May attempt to grasp cup/bottle.</p> <p>Developing acceptance of oral hygiene and oral stimulation.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for early food play and utensils to grasp and explore.</li> </ul>

<p><b>Independence – Health and Self-Care</b></p> <p><i>Child is beginning to anticipate aspects of personal care and self-help routines and continues to engage coactively to complete some actions, with some attempts at doing things with greater independence. Responds to and thrives on positive contact from familiar people.</i></p>	<p><b>STEP 6</b></p> <p><b>6 – 9 months</b></p>
<p>Begins to eat thicker pureed or mashed food.</p> <p>Will have strong reaction to new tastes and textures.</p> <p>Back and forth tongue movements.</p> <p>Will anticipate spoon on seeing it held before him/her.</p> <p>Will suck food from spoon (held by adult/carer).</p> <p>Attempts to grasp/hold own bottle/cup to drink (needs support).</p> <p>Will drink from a cup held by adult.</p> <p>May hold spoon but cannot use it.</p> <p>Will pull off shoes (pull on ones) and socks.</p> <p>May still have varied sleep pattern – may have a little nap in the daytime.</p> <p>Anticipation of personal care routines.</p> <p>Anticipation of oral hygiene and oral stimulation.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for messy food play</li> <li>• Lots of adult modelling of everyday activities – both adult and child have a spoon at mealtimes for example</li> <li>• Providing a differentiated range of cups and beakers to promote independence</li> <li>• Lots of use of positive facial expressions and body language from adults, even when children find new experiences challenging.</li> <li>• Make every opportunity a positive learning experience</li> </ul>

<b>Independence – Health and Self Care</b> <i>The child is attempting to eat/drink with more independence by attempting to hold spoon/cup. More awareness of and involvement in dressing needs e.g. actively moving arm or foot in anticipation to assist. Responds to and thrives on positive physical contact from familiar people.</i>	<b>STEP 7</b> <b>9 – 12 months</b>
<p>Finger feeds</p> <p>Drinks from a cup with lid with some help.</p> <p>Tries to grasp a spoon while being fed.</p> <p>May make a messy attempt to feed self with a spoon (by 12 months).</p> <p>May begin to hold, bite and chew small pieces of food e.g. biscuit or banana.</p> <p>Munches chopped food at side of mouth.</p> <p>Helps with dressing by holding an arm out for sleeve/foot for shoe.</p> <p>May attempt to pull off shoes/socks.</p> <p>Tolerates having hands washed and dried/face wiped/nose wiped and may be supported to do this with help.</p>	

<b>Independence – Health and Self Care</b> <i>Beginning to drink and eat with less assistance. Attempting to use functional objects with greater skill and accuracy and attempting to assist in dressing and personal hygiene needs.</i>	<b>STEP 8</b> <b>12 – 15 months</b>
<p>Can finger feed effectively.</p> <p>Plays and explores with food.</p> <p>Holds, bites and chews small pieces of food – but may spill bits from mouth as does not completely close mouth when chewing.</p> <p>Will attempt to feed self with spoon – lip closure not maintained so may still spill from mouth from spoon.</p> <p>Holds and drinks from cup with lid with less assistance.</p> <p>Allows support to wipe own face/wash hands (coactively).</p> <p>Will help with dressing and undressing by holding arm out for sleeve/foot for shoe.</p> <p>Attempts functional use of objects e.g. spoon/hairbrush/toothbrush.</p> <p>Has no awareness or understanding of danger.</p>	

<h3>Independence – Health and Self Care</h3> <p><i>More awareness of personal needs and will co-operate when prompted. Attempts to do more for themselves. Supported to make healthy choices whilst developing own likes and dislikes for certain food and drink. Is willing to try new food textures and tastes, and can hold a cup with both hands and drinks without much spilling. Toileting needs may be made evident by child becoming restless due to discomfort from being soiled or wet.</i></p>	<h3>STEP 9</h3> <p>15 – 18 months</p>
<p>Begin to feed self with spoon/competent at finger feeding May play with food Will hold cup with both hands and drinks well without spilling too much Holds spoon and takes to mouth and licks it Able to take loaded spoon to mouth Will take off own hat, socks, shoes ( needs help to replace) Helps with dressing/undressing e.g may hold out arm for a sleeve and foot for a shoe Will actively co-operate with nappy changing e.g lift legs/lies still Beginning to make toileting needs known by becoming a little restless</p>	<ul style="list-style-type: none"> <li>• Allow opportunities for child to do tasks for themselves.</li> </ul>

<h3>Independence – Health and Self Care</h3> <p><i>Becoming more involved in and more independent in some of their own personal care skills e.g. using a spoon, a cup with some spilling. May still needing some guidance and help from adult/carer. Developing more awareness of toileting needs. Continues to make know likes and dislikes of food and drink.</i></p>	<h3>STEP 10</h3> <p>18 – 24 months</p>
<p><b>NOTE: Between 18 months and 3years food phobias are common (i.e. reluctance to try new foods)</b></p> <p>Will finger feed and use spoon independently Developing own likes and dislikes in food and drink Chews with lips closed – may still spill Will continue to play with food and try new tastes and textures Drinks from open cup independently and replaces on table without spilling Is able to ask for food when hungry Can take own shoes and hat on and off Will communicate when soiled/wet and an awareness of what toilet/ potty is for Shows desire to help with hygiene routines Sleep patterns more regular and may start dropping daytime naps Emerging awareness of being wet/ soiled Assists more with own dressing and undressing</p>	<ul style="list-style-type: none"> <li>• Becoming more independent about food likes/dislikes and self-feeding.</li> </ul>



<b>Physical Development</b>		<b>STEP 1</b>
<i>At this level, the child does not have control over their own movements</i>		<b>0 – 1 month</b>
<p><b>Moving</b> No control over any movements so any physical activity is supported by adult/carer. All involuntary/reflex action.</p> <p><b>Handling</b> No control over movements. All physical movements are involuntary or facilitated by others. Make reflex action to close hand when object/finger placed on hand. Passively accept coactive exploration of objects.</p>	<ul style="list-style-type: none"> <li>• Experience gentle whole body/part body movement. Activities – yoga/water movement</li> <li>• Physio programmes</li> <li>• Experience massage: hand, head, feet, whole body</li> <li>• Experience a range of tactile materials and objects on hands and experience adults touch on hands</li> </ul>	

<b>Physical Development</b>		<b>STEP 2</b>
<i>Children at this level display strong reflex movements and have limited control over head movements.</i>		<b>0 – 1 month</b>
<p>Reflex actions in response to touch. Unintentionally holds objects reflex grasp</p> <p><b>Moving</b> Strongly involuntary, reflex movements of arms and legs May keep hands in tight fists Shows limited or no head control – pulled to sit has head lag unless supported</p> <p><b>Handling</b> May unintentionally hold an object placed in hand very briefly – reflex grasp Release grasp without awareness of doing so – reflex action Brings hands within range of eyes and mouth – mouthing of hands At rest, holds hand in fist; grasps a finger when placed in their hand.</p>	<ul style="list-style-type: none"> <li>• Stimulating palm play with a range of tools and materials.</li> <li>• Promoting sensory development and reflex responses through light, sound and touch play.</li> <li>• Wrist and ankle rattles.</li> <li>• Opportunity to explore their own space and environment.</li> </ul>	

## Physical Development

*Children at this level still have uncontrolled movements but they are now beginning to have some intentional head movements. Still have strong reflex actions in response to touch. May open hands more and bring hands to mouth (reflex).*

## STEP 3

1 – 2 months

### Moving

Makes jerky uncontrolled movements

Moves head to side while lying in prone

Shows limited head control

May make attempt to lift head in prone momentarily

Reflex movements

Lying on back, keeps head to one side

### Handling

Will briefly hold an object placed in hand – reflex grasp

Will release grasp without awareness of doing so – reflex action

Will bring hands within range of eyes and mouth – will mouth hands/fingers and any objects in hand

Holds hand in a fist; grasps a finger when placed in their hand.

- Adult support is needed to maintain safe and comfortable positioning
- Stimulating palm play with a range of tools and materials.
- Promoting sensory development and reflex responses through light, sound and touch play.

## Physical Development

*Children at this level are now making more intentional movements such as exploring their own hands and feet and beginnings of rolling over.*

*Will briefly reach/swipe towards and hold an object with awareness before dropping. May transfer an object from one hand to another but not intentionally.*

## STEP 4

2 – 4 months

### Moving

Be able to sit with support

Begin to play with their own hands and feet

Roll over from tummy to back

Lying on tummy pushes up on arms and lifts head in prone

While lying on back attempts to reach for a toy held above their chest – midline

Watches movement of own hands

Lying supine, brings head to midline

Increased head control – can hold head steady for short periods

Lift head in prone

Kick legs

### Handling

Mouthing hands and attempting to reach and grasp at objects with both hands

Clasps hands and brings to mouth

Bring objects to mouth

Hold and shake a rattle – not necessarily looking at it

Swipe at dangling objects in front of them

Transfer a toy from one hand to the other

Reach and attempt to grasp and briefly hold toy – may use two hands

Move fists from close to open

- Offer physical support to encourage independence
- Offer light and sound stimulation to encourage intentional movement – e.g rattles, baby gym, wrist rattles and foot finders
- Brief periods of tummy time
- Practitioner to respond to subtle clues from the child's body language to facilitate their next step
- Offer a range of safe sensory items to mouth, chew and explore

## Physical Development

*At this level, children at this level have now developed good head control. They are sitting with support and rolling over.*

*At this level, child reaches and explore for toys with both hands and will now intentionally transfer from one hand to another.*

## STEP 5

4 – 6 months

### Moving

Purposefully kick their arms and legs.

Fully raise head and prop up on elbows when lying on tummy.

Roll over from tummy to back (5 months) and back again (6 months)

Whilst standing with support may briefly accept weight with legs (weight bear)

May sit with support

Enjoys a variety of movements (e.g. bouncing on adult's knee/being swung)

Able to play on tummy for short periods.

Good Head Control.

### Handling

Firmly grasp fingers, toys and will 'rake' small objects to bring them closer.

Will mouth hands/toys to explore.

Hold and shake an object – may not readily release an object.

Explore own feet and hands.

Transfers an object from one hand to the other.

Uses both hands to explore toys.

Reaches out to grasp and hold with both hands – will scoop with both hands.

Drops object when offered another.

- Baby gyms, kick boards
- Tummy time
- Provide opportunities to use both hands and mouth to explore toys – i.e in mid-line, and supporting the child by putting objects in both hands

## Physical Development

*Children at this level have developed independent movement and can now use their bodies to access their immediate environment by reaching and rolling and beginning to crawl and weight bear.*

*Will reach out and grab toy with more accuracy and pick up items using a whole hand grasp palmer.*

*Beginnings of thumb and finger.*

## STEP 6

6 – 9 months

### Moving

Can sit unaided for longer periods. Good head control.

When hands held will pull to sitting.

Can roll front to back then back to front.

Lifts head and chest higher when lying on tummy supported by hands.

Lies on tummy and reaches for toys.

May begin to crawl nearer 9 months and may pull to stand.

Weights bears when held and tries to bounce legs in supported standing.

Moves in and out of various positions – sitting, tummy hands and knees.

### Handling

Will reach out and shake rattle when offered – may look at it at same time. Mouths objects.

Raking finger grasp for a very small object.

Will reach out and grab toy with accuracy – single handed reach around 5 months.

Pick up items using whole hands, may begin to use thumb and finger to grasp objects.

Explore objects by mouthing and passing objects from hand to hand.

## Physical Development

*Children at this level can now successfully crawl, stand and begin to cruise  
Can make use of thumb and finger to pick up objects. Will hold an object in each hand and bang together.*

## STEP 7

9 – 12  
months

### Moving

Crawl on hands and knees.

Sits unsupported on the floor and can adjust body position when leaning forward to pick up a toy without losing balance.

Pulls self to sit and pulls to stand (around 9 months) then sits back down again (nearer 12 months).

Make take some steps if aided or cruising.

Rolling over and over.

### Handling

Will hold item in each hand and bang together.

Begins to point at small objects with isolated finger

Will point to items of interest

Will pick up small objects with finger tips – inferior pincer grasp

Will grasp string on toy, prod, poke, snake, bang toys.

Able to put small toys in large container.

Release an object from grasp by dropping.

Manipulate toys increasingly complex ways – moving from hand to hand and turning over.

- Resources to promote thumb finger/inferior pincer grasp
- Songs with clapping hand actions
- Provide resources to encourage child to use both hands freely, and toys which require one hand to steady whilst the other hand completes action
- Provide a range of safe sensory items for child to continue to mouth and explore

## Physical Development

*Children at this level are now attempting to walk and confidently getting around by their own means.*

*Good controlled pincer grip when picking up and replacing small items. Manipulating toys with push buttons. Will point to items of interest (isolating a finger)*

## STEP 8

12 – 15 months

### Moving

Will sit on floor unaided for longer periods.

Will move around the floor by wriggling/rolling /commando/crawling (hands and knees)/bottom shuffling.

Emerging independent walking – Takes a few steps – unsteady wide gait (walking alone around 15 months with wide gait).

Can pull to stand and sit down again, cruise furniture.

Crawl up and downstairs.

Push and pull toys – mostly in straight lines.

Kneels unaided.

### Handling

Uses both hands to explore but may be showing preference for one hand.

Manipulates toys with interest using both hands and push button toys.

Hold objects in each hand and bang together.

Build a tower of 2 bricks, bang bricks together in each hand.

Reaching and grasping in one co-ordinated movement i.e. hand starts to open before picking up object.

Pointing to objects of interest, shaking toys to make a noise, pulling string to get toy.

Release objects from hand in order to give to another person.

- Provide activities to promote pincer grip when picking up and replacing small items

<b>Physical Developments</b> <i>Children at this level are now confidently walking ,negotiation pathways and beginning to run and climb</i> <i>More controlled pincer grip to pick up smaller items. Can manipulate toys in more complex ways (e.g. push, pull, bang)</i>		<b>STEP 9</b> <b>15 – 18 months</b>
<p><b>Moving</b></p> <p>Begins walking – initially holding adults hands/push along toys</p> <p>Sits from standing and can get back to feet independently</p> <p>Kneels unaided or with support</p> <p>Begins to run but difficulty negotiating obstacles and corners (near 18 months)</p> <p>Walks upstairs with help, goes down on bottom</p> <p>Pushes and pulls and carries large toys and can turn corners</p> <p>Will climb and attempt obstacles</p> <p>Will squat to pick up toys from floor</p> <p>Will try to kick large ball if shown</p> <p><b>Handling</b></p> <p>Picks up small objects on sight</p> <p>Will manipulate toys in different ways &amp; bangs them together</p> <p>Will build tower of 3 bricks</p>	<ul style="list-style-type: none"> <li>• Walking &amp; Climbing – Increased range of gross motor equipment play.</li> <li>• Offer activities to encourage more precise thumb/finger pincer grasp using either hand</li> </ul>	



## Physical Development

*Children at this level are now beginning to understand that things happen 'now' They are now walking and running with more accuracy. They are also beginning to throw and kick. Is able to pick up and put down tiny objects with accuracy.*

## STEP 10

18 – 24  
months

### Moving

Walks more independently and can stop and start and walk up and down stairs alone holding hand rail or adult hand (still may come down backwards on knees)

Can carry a toy whilst walking

Can back into a chair and sit down

Confident running & negotiate obstacles

Pushes and pulls toys with ease negotiation turns

Attempts to walk backwards – e.g. pulling handle of toy

Will climb on and off low level furniture, can throw smaller balls over hand

Will kick a ball and throw over arm

Squats to pick up a toy and stands without using hands as support

Propels trike with feet

### Handling

Will accurately pick up and put down tiny objects e.g. beads

Makes connections between movement and marks they make

Beginning to balance blocks to build a small tower 6+blocks

- Hand preference still emerging.
- Holds pencil with whole hand in a Palmer Grip.

<b>Cognition and Learning</b> <i>Pupils at this level have involuntary reflex movements. Mostly passive. Communication is pre-intentional.</i>	<b>STEP 1</b> <b>0 – 1 months</b>
<p><b>Literacy</b></p> <p><b>Stories and Rhymes</b> Experience and shows some emerging response and awareness to wide variety of on body interaction rhymes, story massage and sensory stories with an adult.</p> <p><b>Messy Play</b> Experience hand massage. Co-actively explore dry messy play – may be passive or resistant or show very fleeting response to sensation of materials and media on different body parts.</p>	<ul style="list-style-type: none"> <li>• On-body rhymes.</li> <li>• Touch relating to stories, themes and topics.</li> <li>• Black and White books.</li> </ul>
<p><b>Maths</b> Child may be passive or resistant in response to sensory experiences. They may show simple reflex responses for example, startling at sudden noises or movements.</p>	<ul style="list-style-type: none"> <li>• Experience a range of sensory stimuli.</li> <li>• Experiences indoors and outdoors.</li> <li>• Explore activities in dark and in light.</li> <li>• Treasure baskets.</li> </ul>

<b>Cognition and Learning</b> <i>Pupils at this level respond to external stimuli with innate reflex actions</i>		<b>STEP 2</b> <b>0 – 1 month</b>
<p><b>Literacy</b></p> <p><b>Stories and Rhymes</b></p> <p>Experience and show some emerging response and awareness to wide variety of on body interaction rhymes, story massage and sensory stories with an adult.</p> <p><b>Messy Play</b></p> <p>Experience hand massage</p> <p>Co-actively explore dry messy play – showing reflex action as they explore with adult.</p>	<ul style="list-style-type: none"> <li>• On body rhymes/touch relating to stories, topics and themes.</li> <li>• Looking at black and white and bright simple books with an adult</li> <li>• To encounter a range of music in different contexts /experience feeling music/different sounds through vibrations in furniture, cushions, toys and instruments</li> <li>• Offer sounds/different musical instruments from different angles to encourage child to turn and move in response to sounds</li> <li>• Experience a wide range of messy play</li> </ul>	
<p><b>Maths</b></p> <p>Child may be intermittently passive, alert or resistant in response to sensory experiences.</p> <p>The child may show simple reflex responses for example, startling at sudden noises or movements.</p>	<ul style="list-style-type: none"> <li>• Treasure basket</li> <li>• Experiences indoors and outdoors</li> <li>• Explore activities in dark and in light</li> <li>• Offer experiences of light up/sound/vibrating toys.</li> <li>• Offer co-active exploration of materials and media on different body parts. Look at bright coloured objects.</li> </ul>	

<b>Cognition and Learning</b> <i>Pupils at this level begin to show emerging awareness of experiences and stimuli through their own bodies as it is presented.</i>		<b>STEP 3</b> <b>1 – 2 months</b>
<p><b>Literacy</b></p> <p>Stories and rhymes experience and show some emerging response and awareness to wide variety of on body interaction rhymes, story massage and sensory stories with an adult</p>	<ul style="list-style-type: none"> <li>• On body rhymes</li> <li>• Story massage/ hand massage/body massage with a range of pressures and textures</li> <li>• Sensory stories</li> <li>• Bright board books/ tactile books – co-active exploration</li> <li>• Experience a wide range of messy play: Co-actively explore wet/ dry messy play showing emerging awareness of media</li> </ul>	
<p><b>Maths</b></p> <p>Show emerging awareness of visual stimuli, tactile stimuli, vibratory stimuli, olfactory stimuli, and tastes</p> <p>Objects within the visual field</p> <p>Encounter co-active movements</p>	<ul style="list-style-type: none"> <li>• Treasure baskets – Stimulate the seven senses.</li> <li>• Repetition of activities</li> <li>• Offer opportunities to develop interest in light up/sound/vibrating toys and stimuli.</li> <li>• Experience eye gaze at experimental level</li> <li>• Lycra swing</li> </ul>	

<b>Cognition and Learning</b> <i>Pupils at this level show an awareness of experiences and stimuli and is able to repeat their own actions using their own body.</i>	<b>STEP 4</b> <b>2 – 4 months</b>
<p><b>Literacy</b></p> <p><b>Stories and Rhymes</b></p> <p>Show interest in interaction rhymes/story massage/sensory stories by reaching out to explore sensory elements.</p> <p>May anticipate familiar repetitive sounds/actions.</p> <p>Show interest by looking/reaching at shared board books.</p>	<ul style="list-style-type: none"> <li>• Interactive rhymes</li> <li>• Story massage/on body rhymes/sensory stories with coactive exploration</li> <li>• Sensory stories with coactive exploration</li> <li>• Experience looking at bright board books co-actively</li> <li>• Experience a wide range of messy play: Explore wet/dry messy play with both hands showing awareness of media.</li> <li>• Experience hand massage.</li> <li>• Offer objects to grasp.</li> </ul>
<p><b>Maths</b></p> <p>Pupil will grasp an object and track objects.</p> <p>Will engage in co-active exploration of objects</p> <p>Shows consistent interest in a variety of objects</p> <p>Allow co-active exploration</p>	<ul style="list-style-type: none"> <li>• Promote eye gaze through tracking activities – use of light, sound and smell</li> <li>• Treasure baskets</li> <li>• Offer stimuli relating to environmental changes e.g. location and weather.</li> <li>• Offer a range of sensory stimulating objects and materials to explore with a range of body parts.</li> <li>• Offer repetitions of sounds that the child makes.</li> </ul>

<b>Cognition and Learning</b> <i>Pupils at this level show an awareness of experiences and stimuli and is able to repeat their own actions with objects. Pupils search for an object within their visual field.</i>		<b>STEP 5</b> <b>4 – 6 months</b>
<p><b>Literacy</b></p> <p><b>Stories and Rhymes</b></p> <p>Show interest in interaction rhymes/story massage/ sensory stories by reaching out to explore sensory elements. May anticipate familiar repetitive sounds/ actions, show interest by looking/reaching at shared board books.</p>	<ul style="list-style-type: none"> <li>• Sensory stories/interaction rhymes/ on body rhymes</li> <li>• Explore tactile/sensory board books/bright picture books</li> <li>• Exploring using different Media and Materials to encourage child to reach out and feel for objects.</li> <li>• Encourage child to hold objects in different ways</li> <li>• Provide objects of different sizes to allow child to explore how their hands can work in different ways – e.g – palmar, pincer</li> <li>• Sensory exploration in wet/dry/ messy play showing an interest by repeating actions.</li> <li>• Experience hand massage.</li> </ul>	
<p><b>Maths</b></p> <p>Explores objects and toys using different actions.</p> <p>Follow an object falling and watch when it rests in their visual field.</p> <p>Begin to understand cause and effect.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for activities with a falling/passing quality – car play, ball play, encouraging child to watch as toys and objects pass by.</li> <li>• Strokes on the back of the hand to promote release of objects.</li> <li>• Peepo games</li> <li>• Cause and effect toys. Pop-Up and switch toys</li> <li>• Encourage child to explore objects from different positions and angles.</li> <li>• Treasure baskets</li> <li>• Use of Intensive Interaction to develop awareness of sounds and movements being imitated by another person. Develop shared attention.</li> <li>• Offer examples of instruments getting louder and quieter to encourage differentiated responses.</li> </ul>	

<b>Cognition and Learning</b> <i>Pupils at this stage show the ability to make a purposeful action to achieve a desired goal.</i>		<b>STEP 6</b> <b>6 – 9 months</b>
<p><b>Literacy</b></p> <p><b>Stories &amp; Rhymes</b></p> <p>Maintain attention in interaction rhymes/story massage/sensory stories/looking at picture books (adult directed).</p> <p>Turn some pages &amp; actively explore sensory stories, show preference for rhymes/stories and imitate some actions.</p>	<ul style="list-style-type: none"> <li>• Sensory stories/interactive rhymes/ on body rhymes/story massage/ Experience hand massage.</li> <li>• bright and textured board books</li> <li>• Messy Play – Sensory exploration in wet/dry messy food play. Raking action</li> </ul> <p>(whole hand) in messy play and purposeful actions in media. Encourage child to notice range of marks made by movements.</p> <ul style="list-style-type: none"> <li>• Water play to encourage the child to notice the movements the water makes when they touch or disturb the water with feet or objects.</li> <li>• Encourage poking and prodding and moving fingers indifferent ways in edible Doh</li> <li>• Music for Interaction</li> <li>• Encourage vocalisations and exploration of sound and movement through Intensive Interaction.</li> </ul>	
<p><b>Maths</b></p> <p><b>Using and Applying</b></p> <p>Pupil will knock down tower of bricks.</p> <p>They will begin to search for hidden or dropped items and recognises partly hidden objects.</p> <p>Child will place car or ball on ramp and watch it roll and pull a string toy to observe effects and will press down on press and go toy.</p> <p>Drops one object if offered another.</p> <p>Directs attention to objects presented within 15-30cm. If drops objects, searches for vaguely with eyes/hands or forgets it.</p>	<ul style="list-style-type: none"> <li>• Cause and effect – High to low toys</li> <li>• Treasure Baskets</li> <li>• Offer hand over hand support to encourage imitation of every day actions such as a wave ‘bye bye’</li> <li>• Encourage replacing objects into containers (wide neck)</li> <li>•</li> <li>•</li> </ul>	

<b>Cognition and Learning</b> <i>Pupils at this level show the ability to remember a previously learnt skills to make an informed action to achieve a desired goal.</i>		<b>STEP 7</b> <b>9 – 12 months</b>
<p><b>Literacy</b></p> <p><b>Stories &amp; Rhymes</b></p> <p>Maintain attention in interaction rhymes/story massage/sensory stories/looking at picture books (adult directed).</p> <p>Turn some pages and actively explore sensory stories, show preferences for rhymes/stories and imitate some actions.</p>	<ul style="list-style-type: none"> <li>• Sensory stories</li> <li>• Nursery and action rhymes/on-body rhymes</li> <li>• Story massage</li> <li>• Wide range of board and picture books</li> <li>• Messy Play – Experience hand massage, Sensory exploration in wet/dry messy play – poke, smear, pat, use both hands. Explore paint and range of mark markers – variety of surfaces and textures.</li> </ul>	
<p><b>Maths</b></p> <p><b>Using and applying</b></p> <p>Pupil will search for a hidden object and if they drop an object they will search for it. Takes some enjoyment from casting objects and looks to where they have fallen.</p> <p>Take objects in and out of boxes.</p> <p>They explore simple cause and effect toys and begin to understand cause and effect e.g. push button, pop up toys.</p> <p>Developing depth perception.</p>	<ul style="list-style-type: none"> <li>• Causes and effect toys – providing an increasing range of opportunities for children to generalise their learning, press button, pull string, push ball</li> <li>• Continue to develop object permanence – posting games, pop-up games</li> <li>• Offer photographs of family members and strangers to explore recognition</li> <li>• Show objects relating to routines – e.g – show them their coat when it's time to go outside.</li> <li>• Offer different environments to explore and play in – inside, outside, tents, in the dark with torches and light toys.</li> </ul>	



<b>Cognition and Learning</b> <i>Pupils at this level will use previously acquired skills to solve a range of simple problems.</i>		<b>STEP 8</b> <b>12 – 15 months</b>
<p><b>Literacy</b></p> <p><b>Stories and Rhymes</b></p> <p>Show interest, some anticipation and begin to join in a wide range of rhymes and books/sensory stories. Points to specific images when being read to by an adult, turn several pages, sometimes holding the book the right way up.</p>	<ul style="list-style-type: none"> <li>• Sensory stories</li> <li>• Nursery and action rhymes – Encourage children to use their bodies and voices to imitate actions and sounds in stories and rhymes.</li> <li>• Model and explore how objects can be used in different ways – e.g – hit, shake, scrape etc.</li> <li>• Wide range of pictures, books and stories – relate to community and celebrations they have experienced in real life.</li> <li>• Messy Play/Early Mark Making: Experience hand massage, sensory exploration in Wet/ Dry Messy play – prod, poke, smear, pat. Both hands; Explore paint and a range of mark makers – variety of surfaces.</li> </ul>	
<p><b>Maths</b></p> <p><b>Using and Applying</b></p> <p>Pupil will search for objects in their usual places.</p> <p>Pupils will start to match identical objects and match objects to pictures.</p> <p>Show an interest in posting shapes into shape sorters, playing with ring stackers, nesting and stacking cups. They will also begin to put one brick on top of another.</p>	<ul style="list-style-type: none"> <li>• Extend resources to consolidate awareness of cause and effect play</li> <li>• Offer Forest School type activities – encourage exploration of natural environment and combining objects and materials in a range of ways in a range of contexts. Offer choices and opportunities to select.</li> <li>• Model that different objects are used for different purposes. E.g. – A whisk for whisking, a jug for pouring etc.</li> </ul>	

<b>Cognition and Learning</b> <i>Pupils at this level persevere to combine and use the skills they have learnt in a variety of situations.</i>	<b>STEP 9</b> <b>15 – 18 months</b>
<p><b>Literacy</b></p> <p><b>Stories &amp; Rhymes</b></p> <p>Shows interest, some anticipation and begins to join in a wide range of rhymes &amp; books/sensory stories. Points to specific images when being read to by an adult, turns several pages, sometimes holding the book the right way up.</p> <p><b>Messy Play/Early Mark Making</b></p> <p>Sensory exploration in Wet/Dry Messy play – prod, poke, smear, pat, using both hands.</p> <p>Explore paint &amp; a range of mark makers-variety of surfaces – scribbles, dots, often pronated grip (grip will change) Wide range of media, tools and surfaces. Wide range of media, tools and surfaces.</p>	<ul style="list-style-type: none"> <li>• Sensory Stories,</li> <li>• Use Nursery &amp; action rhymes to motivate and encourage participation through hand over hand support to imitate actions. Encourage whole body movement to music.</li> <li>• Wider range of picture board books and stories</li> <li>• Offer pictures and objects relating to themselves &amp; their family. Discuss trips and past events and celebrations with visual aids such as photos and videos.</li> <li>• Widen range of messy play opportunities: Whole body messy play, Introduce Junk Modelling</li> </ul>
<p><b>Maths</b></p> <p><b>Using and Applying</b></p> <p>Completes inset puzzles of up to 6 pieces with pictures in spaces.</p> <p>Shows an enjoyment in sorting activities, starts to sort identical objects. Can also match pictures from a bigger choice.</p> <p>Building a tower of 2-3 blocks and explores properties and possibilities of toys.</p> <p>Has a developing understanding that -objects exist when out of sight and will search for objects not in their usual place.</p> <p>Enjoys playing with containers and taking items in and out – learning about shape and size.</p>	<ul style="list-style-type: none"> <li>• Offer opportunities to access resources with repeated sounds, sights and actions when adult demonstrates several times. Physical, gestural, verbal support to model use of toys with buttons, flaps and simple mechanisms so that the child may begin to learn how to operate them independently.</li> <li>• Offer resources where objects are in parts and require compiling back together, e.g. Mr and Mrs Potato Head, Popoids, train tracks.</li> <li>• Use Makaton signs and photographs to support instructions relating to familiar routines and encourage independence.</li> <li>• Use sensory motivators such as ice, hand fans, water sprays and hand fans to experience different weather types whilst supported by visual clues relating to the weather. Real-life experience opportunities as weather changes with visual reinforcement of signs and pictures.</li> </ul>

<b>Cognition and Learning</b> <i>Pupils at this level are beginning to discriminate (visual and auditory) and classify a range of objects, materials, pictures by single criteria. They can sequence and order simple familiar stories and events. They can predict what may happen next in a familiar activity/story. To express a simple idea and act on it. Children can select a symbol from a choice of relevant symbols to complete a sentence or add to make a list or a sequence of steps involved in a process but within the activity.</i>	<b>STEP 10</b> <b>18 – 24 months</b>
<p><b>Literacy</b></p> <p><b>Reading</b></p> <p>Show a sustained interest and some anticipation in a wide range of rhymes &amp; books/ print. Begin to respond to who, what, where</p> <p>Questions by pointing and naming 50+ specific images.</p> <p>Turn several pages together &amp; hold book/texts the right way up.</p> <p><b>Writing</b></p> <p>Make a range of purposeful marks in messy play and spontaneous scribbles with mark makers and tools (may swap hands when holding tools)</p>	<ul style="list-style-type: none"> <li>• Nursery &amp; action rhymes</li> <li>• Begin to respond to questions</li> <li>• Wide range// of picture board and paper books, stories &amp; print</li> <li>• Finger gym</li> <li>• Dough dance</li> </ul>
<p><b>Maths</b></p> <p><b>Using and Applying</b></p> <p>Will explore construction toys and is able to join pieces together. Building towers of up to 6 blocks.</p> <p>Explore sorting objects by type and colour into two and three sets.</p> <p>Complete inset puzzles of up to 8 pieces with no picture in space and attempt big piece jigsaws.</p> <p>Know things exits when out of sight.</p> <p>Begin to encounter and listen to number of songs.</p>	

<b>Communication Speech and Language</b> <i>Pupils at this level may have involuntary reflex movements. Communication is pre-intentional.</i>		<b>STEP 1</b> <b>0 – 1 months</b>
<p><b>Understanding</b></p> <p>Facial expression, body movements and vocalising shows how child is feeling.</p>	<ul style="list-style-type: none"> <li>• To experience adult talking/singing to child.</li> <li>• To experience positive touch (story massage/ on-body rhymes)</li> <li>• On Body Signs</li> <li>• Physical response to child's sounds and movements.</li> </ul>	
<p><b>Expression</b></p> <p>May express needs when hungry, tired, content or in pain by crying/ vocalising/body movement/facial expression.</p> <p>May show reflex responses to a range of sensory stimuli (7 senses) – may be fleeting.</p> <p>Children may have reflex actions positively, negatively or passively to immediate sensations.</p>	<ul style="list-style-type: none"> <li>• Repetitive experiences are very important.</li> <li>• Use of Intensive Interaction – echoing child's sounds and movements</li> <li>• Experience pre-intentional communication and reflex and fleeting responses.</li> </ul>	
<p><b>Attention</b></p> <p>May startle reflex to sudden loud sounds and touch/movement.</p>		
<p><b>Use</b></p> <p>Mostly passive to close proximity and interactions from adult/carer.</p>		

<b>Communication Speech and Language</b> <i>Pupils at this level may give intermittent reactions to stimuli present.            Communication is pre-intentional.</i>		<b>STEP 2</b> <b>0 – 1 month</b>
<p><b>Understanding</b></p> <p>May be still or turn fleetingly to a familiar adults voice</p> <p>Show reflex response to a range of sensory stimuli e.g. movement of arms and legs in response</p> <p>Emerging social smile</p> <p>Will begin fleeting exploration of the environment by exploring the faces of trusted adults.</p>	<ul style="list-style-type: none"> <li>• On Body Signing</li> <li>• Objects of Reference to touch and explore</li> <li>• Child experiences songs, cuddles/ positive touch, rocking, tickles.</li> <li>• Use of smells to promote understanding of contexts and activities.</li> </ul>	
<p><b>Expression</b></p> <p>May express needs when hungry, uncomfortable, tired, content or in pain by crying or vocalising/body movement/facial expression</p> <p>Express contentment by movement of facial expression/vocalising</p> <p>Show reflex response from experiencing a range of sensory stimuli</p> <p>Show intermittent reflex responses to experiences of social stimuli and familiar adults talking to them by becoming still or increasing movements.</p> <p>Pupils have reflex response to immediate sensations.</p>	<ul style="list-style-type: none"> <li>• Intensive Interaction</li> <li>• Music for interaction</li> <li>• Repetition of activities is very important.</li> </ul>	
<p><b>Attention</b></p> <p>Startled reflex response to sound – adults voice/music/ambient sounds</p> <p>Startled reflex to sudden loud sounds and touch/movement</p> <p>Fleeting attention to familiar/unfamiliar face/voice</p>		
<p><b>Use</b></p> <p>Fleeting mutual gaze/eye in 1:1 activities</p>		

<b>Communication Speech and Language</b> <i>Pupils at this level will have fleeting responses to stimuli. They are beginning to develop early two way interaction with people and objects. Communication is pre-intentional.</i>		<b>STEP 3</b> <b>1 – 2 months</b>
<p><b>Understanding (may still have reflex response)</b></p> <p>An emerging awareness of an adult talking/singing to them</p> <p>An emerging awareness to a range of sensory stimuli (sound, smell, taste, touch, sight, movement)</p> <p>Still when hears familiar voice close by</p> <p>An emerging awareness of positive touch e.g. cuddles/rocking/tickles/On Body Signing (may still be reflex response or stilling)</p>	<ul style="list-style-type: none"> <li>• On Body Signing</li> <li>• Objects Of Reference to touch, mouth and explore</li> <li>• Use of smells to promote understanding of a range of learning experiences</li> <li>• Use of auditory clues to promote understanding of transitions and routines.</li> </ul>	
<p><b>Expression</b></p> <p>Express needs when hungry, uncomfortable, content, tired or in pain by crying/vocalising/body movement/facial expression</p> <p>Show an increase or decrease in activity level when experiencing a range of sensory stimuli</p> <p>Show intermittent responses to experiences of social stimuli and familiar adults talking to them by becoming still or increasing/decreasing movements (may still be reflex)</p> <p>May make a small turn of head or eyes to a familiar face/voice</p> <p>Make pre-speech lip tongue movements in a response to adults talk</p> <p>May smile at a familiar happy face – social smile</p> <p>May make own vocalisations when content</p>		
<p><b>Attention</b></p> <p>Alerts and attends to some sound – adults voice/music/ambient sounds (may startle – reflex action)</p> <p>Startle reflex to sudden movement or touch or sudden sound</p> <p>Fleeting intermittent attention to familiar face/voice</p> <p>Turn towards an object when presented close by (light up noisy)</p> <p>Begins to track a slow moving object held within 30 cm from face (light up/sound)</p>	<ul style="list-style-type: none"> <li>• Experience pre-intentional communication and reflex and fleeting responses.</li> <li>• Music for interaction</li> <li>• Repetition of activities</li> <li>• Peepo play</li> <li>• Intensive Interaction</li> <li>• Use of verbal intonation – change the tone, volume and sound of spoken sounds to gain and maintain attention</li> </ul>	
<p><b>Use</b></p> <p>Briefly engage in mutual gaze in 1:1 activities</p>		

<b>Communication Speech and Language</b> <i>Pupils at this level will show emerging intentional behaviour and the beginning of anticipatory communication</i>		<b>STEP 4</b> <b>2 – 4 months</b>
<p><b>Understanding</b></p> <p>Shows awareness of familiar music/sound/interactions/different sensory stimuli by increase/decrease of movement, facial expression or by stilling.</p> <p>Recognises familiar faces/voices/objects and may become excited/smile as they approach (turn towards/increase movement/smile).</p> <p>Responds and begins to anticipate to familiar routines and people (turn towards/increase/decrease movement/smile)</p> <p>Will watch face when being talked to/sung to.</p> <p>Begins following (by watching) adult movements around room.</p> <p>Defensive blink in anticipation of a stimuli presented in close proximity.</p>	<ul style="list-style-type: none"> <li>• Objects of Reference to touch, mouth and explore</li> <li>• Body signing</li> <li>• Songs and rhymes with movement</li> <li>• Puppet play</li> </ul>	
<p><b>Expression</b></p> <p>Smiles/stills/vocalises in response to a familiar voice or face.</p> <p>Cries/vocalises with intention to get needs met.</p> <p>Increase/decrease activity in response to touch/sound movement.</p> <p>Laugh/chuckle/vocalises to show enjoyment.</p> <p>Express interest in new faces and objects by looking.</p> <p>Cries/vocalises differently to get different needs met (e.g. hungry/ tired).</p> <p>Becomes more communicative and expressive with face and body.</p> <p>Emerging responsive vocalisations</p>	<ul style="list-style-type: none"> <li>• Intensive Interaction – respond to child’s sounds and gestures. Offer new sounds such as blowing raspberries, ‘pop’ sounds with finger in mouth, explore the range of sounds and shapes that can be made by the mouth.</li> </ul>	
<p><b>Attention</b></p> <p>Alerts/attends briefly to sounds in the environment.</p> <p>Fixate on and track objects for a couple of seconds.</p> <p>Turn toward sound/voice.</p> <p>Maintain eye contact with familiar adult for longer periods.</p> <p>Makes eye contact.</p> <p>Shows interest in faces.</p> <p>Watches a moving face.</p>	<ul style="list-style-type: none"> <li>• Mirror Play</li> <li>• Provide a range of exaggerated facial expressions</li> <li>• Model positive behaviour</li> <li>• Providing a range of intonation and tone</li> <li>• Intensive interaction – imitate and be led by child’s movements and sounds</li> </ul>	
<p><b>Use</b></p> <p>Consistently express response to being content, uncomfortable, sad, tired, hungry, irritable.</p> <p>Vocalise to attract attention.</p> <p>Listens to voice of adult and makes own sounds when talked to.</p>		

<b>Communication Speech and Language</b> <i>Pupils at this level will show anticipatory behaviour with an object or a person.            Beginnings of shared joint attention and early 3 way interaction.</i>		<b>STEP 5</b> <b>4 – 6 months</b>
<p><b>Understanding</b></p> <p>Listen and respond to changes in intonation and facial expression from familiar adult.</p> <p>Listen and begin to respond to an adult imitating their sounds/ movements.</p> <p>Turns to familiar voice across the room.</p> <p>Begins to anticipate repetitive sounds, actions in repetitive rhymes, e.g. peekaboo or tickles.</p>		
<p><b>Expression</b></p> <p>Starting to experiment with sounds by making single vowel and consonant sounds when babbling – oh/ah/b/m (mono-syllabic babbling such as ba, da, goo)</p> <p>Imitates speech sounds (proto-conversations)</p> <p>Plays with voice. e.g. blow raspberries</p> <p>Makes different sounds to express how feeling</p> <p>Expresses likes and dislikes through vocalisation and gesture</p> <p>Vocalises, laughs and squeals in response to repetitive playful interactions.</p> <p><b>Attention</b></p> <p>Visually insatiable</p> <p>Tracks objects</p> <p>Is attracted to bright colours and patterns</p> <p>Studies people’s faces-sustained gaze</p> <p>Makes eye contact with familiar people during an interaction-sustained</p> <p>Notices toys that make sounds (may look or reach for)</p> <p><b>Use</b></p> <p>May make vocalisations to imitate sounds made by adult</p> <p>May begin to babble and take turns making noises with an adult</p> <p>Makes repetitive sounds</p> <p>Vocalises to get attention</p>	<ul style="list-style-type: none"> <li>• Objects of Reference to touch, mouth and explore. Adults to offer objects in eye line to track.</li> <li>• On Body Signing</li> <li>• Photos of self and family</li> </ul> <p><b>Anticipatory</b></p> <ul style="list-style-type: none"> <li>• 2 way interaction with a toy/person.</li> <li>• 3 way interaction – share joint attention/follow joint attention</li> <li>• Bubble Play</li> </ul>	



<b>Communication Speech and Language</b> <i>Pupils at this level will have emerging 3-way interaction and intentional communication.</i>		<b>STEP 6</b> <b>6 – 9 months</b>
<p><b>Understanding</b></p> <p>Shows understanding of routines and anticipation of familiar activities and events.</p> <p>Responds to ‘no’ given with intonation.</p> <p>Looks to where adult is pointing.</p> <p>Responds to gesture cues and emotional tones of voice.</p> <p>Turns to locate person talking even when not in view and listens attentively.</p> <p>Shows understanding and responds to common names e.g. own name, mummy, daddy, cup, and biscuit.</p> <p>Reacts to ‘where’s mummy/daddy’ by looking around.</p> <p>Understands ‘no’, ‘goodbye’</p>	<ul style="list-style-type: none"> <li>• Offer choices</li> <li>• Labelling onomatopoeic sounds in play ‘bang, splash, plop’</li> <li>• Allow additional processing time and give time for quiet to promote response</li> <li>• Offer early emotional responses through facial expression and tone of voice</li> </ul>	
<p><b>Expression</b></p> <p>Begins to use polysyllabic babbles – repeats vowels and consonants (babababab, lalalalal).</p> <p>Wide range of vocalisations to self and others imitating some sounds made by others e.g. baba dada, vowel and consonant together.</p> <p>Stops own sound to listen to adults and responds to adults sounds/ gestures.</p> <p>Will protest when expected outcome doesn’t happen.</p> <p>Brings things to show adult.</p> <p>Displays own feelings/likes and dislikes.</p>	<ul style="list-style-type: none"> <li>• Offer sounds to extend the child’s vocalisations and pause for imitation.</li> </ul>	
<p><b>Attention</b></p> <p>Initiates contact with adult.</p> <p>Attends to adult when they say hello/bye.</p> <p>Sustained single channelled attention when exploring toys.</p> <p>Turns to the sound of a familiar voice across the room.</p>	<ul style="list-style-type: none"> <li>• Intentional communication</li> <li>• Early 3 way interaction</li> <li>• Anticipatory play</li> </ul>	
<p><b>Use</b></p> <p>Directs attention to self and to get something.</p> <p>Enjoys making sounds and knows s/he made them.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	

<b>Communication Speech and Language</b> <i>Pupils at this level will have established 3 way interaction and clear intentional communication. Shows understanding of some single words in context/ familiar activities and situations and routine instructions (change).</i>		<b>STEP 7</b>  <b>9 – 12 months</b>
<p><b>Understanding</b></p> <p>Will wave bye when asked.</p> <p>Knows own name and responds.</p> <p>Will get familiar objects as part of routine.</p> <p>Responds to familiar requests in context e.g. give me.</p> <p>Use functional objects on self and others.</p> <p>Will copy actions.</p> <p>Understands names of familiar objects and people in context.</p>	<ul style="list-style-type: none"> <li>• Objects of reference clue bag to support all verbal instructions and transitions</li> </ul>	
<p><b>Expression</b></p> <p>Wider range of vocal sounds/babbling in conversational tones and some symbolic noises e.g. brum, moo.</p> <p>Imitate playful sounds e.g. coughing/lip smacking sounds.</p> <p>Gestures, gone, more, stop, like, dislike, no.</p> <p>Copies sounds, noises and some words.</p> <p>Vocalisations with meaning.</p> <p>Vocalises to gain attention – listens and then vocalises again.</p>	<ul style="list-style-type: none"> <li>• Extend use of environmental sounds in play</li> <li>• Adult pauses in play to promote request for continuation from child</li> </ul>	
<p><b>Attention</b></p> <p>Brief focussed attention – own choice of activity.</p> <p>Looks between objects and people – gaze switching.</p> <p>Visually very attentive to people, objects and happenings in the environment.</p> <p>Attentive to everyday sounds, particularly voices.</p> <p>Will turn to search out/localise sounds above and below ear level.</p>	<ul style="list-style-type: none"> <li>• Feely bag play</li> <li>• Choice making with real objects to reinforce use of words</li> <li>• Simple picture book of key words, familiar everyday items</li> </ul>	
<p><b>Use</b></p> <p>Will direct communication to comment on object/event.</p>		

<b>Communication Speech and Language</b> <i>Pupils at this level will be able to understand a range of words Information Carrying Words (approx. 20) and uses a limited range of single words. Demonstrates rigid attention for periods up to 3 minutes in a range of activities of their own choosing and is beginning to attend to activities of an adults choosing for up to 1 minute. Able to use functional objects on self.</i>	<b>STEP 8</b> <b>12 – 15 months</b>
<b>Understanding</b> Will get familiar object/item without need for routine. Understand some single words of objects, actions, animals, clothes, body parts, food. Understands simple commands with a gesture/in context e.g. no, sit, give it to, show me, come Knows names of familiar people and will turn to look for them when named. Immediately responds to own name. Can use functional objects on self and may be on dolls. Recognises familiar people approaching from a distance. Recognises familiar songs and tries to join in.	
<b>Expression</b> Can name some familiar and functional objects. Will ask for more/again Uses long babble strings/jargon mixed with real words in conversational tones. Recognises familiar tunes and tries to join in.	
<b>Attention</b> Focus attention – own choice. Will follow the gaze of an adult (joint visual attention) Switches attention between object and adult (coordinated joint attention) Locates sounds from any direction. Interested in pictures Outdoors will watch movement of people and animals or vehicles for prolonged periods.	<ul style="list-style-type: none"> <li>• Adults to reinforce names of items and saturate with language rich experiences</li> </ul>
<b>Use</b> Will point and babble to gain attention and express needs and wants.	

<b>Communication Speech and Language</b> <i>Pupils at this level will be able to understand a range of words ICW (50+) and uses a range of single word. Demonstrates rigid attention for periods up to 5 minutes in a range of activities of their own choosing and is beginning to attend to activities of adult's choosing for up to 3 minutes. Able to use functional objects on others/toys.</i>		<b>STEP 9</b>  <b>15 – 18 months</b>
<p><b>Understanding</b></p> <p>Understanding of 50+ single words in context</p> <p>Shows understanding of 3-5 body parts on self and others</p> <p>Understands negatives ( no/not + another word)</p> <p>Can respond to where/show me questions in context</p> <p>Points to things of interest in environment</p> <p>Will respond to basic commands in context &amp; developing understanding of others body language/gesture</p> <p>Will point to body parts &amp; join in action rhymes</p> <p>Imitates actions</p> <p>Points to familiar objects and people when asked</p> <p>Understands and follows simple instruction e.g. don't touch</p>		
<p><b>Expression</b></p> <p>Vocab of 6- 20 words</p> <p>Single words used for range of reasons – labelling, requests, comments, questions, copies words.</p> <p>Experiments with using sounds and words for range of purposes E.g. – bye, no, more, again.</p> <p>Chats/babbles to self in play with conversational intonations and emotion may have own personal words for items.</p> <p>Uses sounds in play e.g. 'brum' for car</p> <p>Points to/shares interest/joint attention</p>		
<p><b>Attention</b></p> <p>Single channelled attention</p> <p>Easily distracted by noises or other people</p> <p>Strong exploratory impulse</p> <p>Attends to pictures in books for 2-3 mins</p> <p>Watches with interest what is going on, outside through a window</p>	<ul style="list-style-type: none"> <li>• Words &amp; Ideas</li> <li>• 1 word level</li> <li>• Ask – where is/show me...</li> <li>• Initiating joint attention</li> <li>• Functional use of toys</li> </ul>	
<p><b>Use</b></p> <p>Will initiate interactions</p> <p>Joins in singing – May not know all words</p> <p>Communicates needs and wishes by pointing and vocalising</p>		

<b>Communication Speech and Language</b> <i>Pupils at this level will be able to use a range of words (50+) and beginning to use 1-2 words utterances. Discriminate and recall 2 sounds, pictures and objects.</i> <i>Show an understanding of what, who, where, which, and begin to understand some simple concepts.</i>		<b>STEP 10</b> <b>18 – 24 months</b>
<b>Understanding</b> Recognises familiar adults in photos (may still not recognise self) Will imitate actions in play and songs Carries out simple instructions and follows a series of 2 word level commands e.g. shut the door Selects familiar objects by name and will go and find objects Hands familiar object to adult when requested (even if more than one option is available)	<ul style="list-style-type: none"> <li>• Total Communication</li> </ul>	
<b>Expression</b> Uses up to 20 words by 18mths/50+ words (by 2yrs) – nouns, verbs, adjective Will say people's names and name familiar objects & pictures; body parts, animals, clothes, food, toys Starting 2 word level to comment and describe in simple sentences Ask lots of questions and names of objects, people Joins in nursery rhymes and actions songs Begins to talk about people and things that are not present		
<b>Attention</b> Listens and enjoys rhymes and stories with rhythmic patterns Rigid attention – in own chosen activity May appear not to hear – engrossed	<ul style="list-style-type: none"> <li>• 1-2 word level</li> <li>• Joining words &amp; ideas</li> <li>• Ask show me, where is it?</li> <li>• Early symbolic play</li> <li>• Joins in nursery rhymes</li> </ul>	
<b>Use</b> Ask lots of questions		

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