

EYSEND Assessment Tool

Progress Record



Walsall Council

PROUD OF OUR PAST OUR PRESENT AND FOR OUR FUTURE

EYSEND Assessment Tool

Progress Record

Name:	D.O.B:	Age in Months:
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Portage/Setting:

Start Date:	End Date:
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Key Worker:

Early Response

SEN Support

EHCP

NYE – Not Yet Emerging

E – Emerging

D – Developing

S – Secure

Term 1:	Term 2:	Term 3:
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PSED – Social, Emotional, Mental Health and Well Being <i>At this level the child is mostly passive before, during and after experiences and activities</i>	STEP 1 0 – 1 month		
	Term 1	Term 2	Term 3
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.			

PSED – Social, Emotional, Mental Health and Well Being <i>At this level, the child shows reflex responses to activities and experiences and may be passive or resistant</i>	STEP 2 0 – 1 month		
	Term 1	Term 2	Term 3
Making Relationships.			
Fleeting awareness of people in close proximity through interactions no more than a few inches away			
Fleeting attention to a familiar face			
Looks towards familiar face when talked to – fleeting			
Demonstrate fleeting awareness to adult/sound/smell/touch			
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			

PSED – Social, Emotional, Mental Health and Well Being	STEP 3		
<i>At this level, reflex responses are still evident but there is now an emerging awareness of people and objects and sensory stimuli.</i>	1 – 2 months		
	Term 1	Term 2	Term 3
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.			

PSED – Social, Emotional, Mental Health and Well Being <i>The child begins to anticipate interactions with familiar people, events and objects</i>	STEP 4 2 – 4 months		
	Term 1	Term 2	Term 3
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			

PSED – Social, Emotional, Mental Health and Well Being <i>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.</i>	STEP 5 4 – 6 months		
	Term 1	Term 2	Term 3
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.			

<p>PSED – Social, Emotional, Mental Health and Well-being</p> <p><i>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.</i></p> <p><i>Child will copy and repeat a behaviour that produced a response such as blowing raspberries.</i></p> <p><i>Established anticipated behaviour shown for repeated experience/activity.</i></p> <p><i>May protest at being separated from familiar adult (parents) and also display some shyness when around new people.</i></p>	<p>STEP 6</p> <p>6 – 9 months</p>		
	Term 1	Term 2	Term 3
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.			
Shows anticipation of familiar toys and social activities when adult pauses e.g. peek a boo.			
Enthusiastic about repeated rough and tumble games.			

PSED – Social, Emotional, Mental Health and Well Being <i>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.</i>	STEP 7 9 – 12 months		
	Term 1	Term 2	Term 3
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.			

PSED – Social, Emotional, Mental Health and Well Being	STEP 8 12 – 15 months		
<i>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.</i>			
	Term 1	Term 2	Term 3
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.			

PSED – Social, Emotional, Mental Health and Well Being <i>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.</i> <i>Displays rigid attention in activities of own choosing and may resist when time to stop.</i>	STEP 9 15 – 18 months		
	Term 1	Term 2	Term 3
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 nearby.			
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.			

PSED – Social, Emotional, Mental Health and Well Being <i>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.</i>	STEP 10 18 – 24 months		
	Term 1	Term 2	Term 3
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.			

PSED – Social, Emotional, Mental Health and Well Being <i>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.</i>	STEP 10 18 – 24 months		
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.			

Independence – Health and self-care <i>At this level, the child is fully dependent on adult/carer for all needs to be met.</i>	STEP 1 0 – 1 month		
	Term 1	Term 2	Term 3
Demonstrates reflex responses to being touched.			
May startle in response to touch, movement or sounds.			
May show sensitivity to touch to mouth, face, hands, soles and abdomen, but is mostly passive.			
Will show reflex rooting action and swallowing actions especially when cheek is touched.			
Will show varied sleep patterns – may sleep for long periods through the day.			
May cry to show hunger or discomfort.			

Independence Health and Self Care <i>At this level the child is fully dependent on adult/carer for all needs to be met</i>	STEP 2 0 – 1 month		
	Term 1	Term 2	Term 3
Fully dependent on adult/carer for needs to be met. Some reflex responses but mostly passive.			
Reflex responses to being touched.			
May startle in response to touch, sound.			
May show sensitivity to touch on the mouth, face, hands, soles and abdomen, but mostly passive.			
Will show reflex rooting, sucking, and swallowing actions.			
Varied sleep patterns – may have periods of sleep in daytime.			
Will show reflex rooting, sucking and swallowing actions, especially when cheek is touched.			
Cries to show hunger or discomfort.			

Independence – Health and Self-Care <i>The child shows awareness/passive acceptance of touch and support for a range of personal needs.</i>	STEP 3 1 – 2 months		
	Term 1	Term 2	Term 3
Shows awareness of personal care routines e.g. clothes on/off (may be positive or negative).			
Emerging awareness of oral care and oral stimulation (if appropriate).			
May have varied sleep pattern continues – having periods of sleep through the day.			
Mostly passive but some emerging awareness of personal care – bathing and dressing routines.			

Independence – Health and Self-care <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>	STEP 4 2 – 4 months		
	Term 1	Term 2	Term 3
Tongue moves forward and back to suck.			
Sucks and swallows during feeding (liquids).			
Eager anticipation of food when hungry.			
May suck/lick lips in response to food preparation.			
May show anticipation of being fed/given a drink/being picked up.			
Emerging acceptance of oral hygiene and oral stimulation.			
Varied sleep patterns.			
Shows some enjoyment of bathing and care routines.			
Fixes gaze on carer's face when fed – contented purposeful gaze.			

Independence – Health and Self Care <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>	STEP 5 4 – 6 months		
	Term 1	Term 2	Term 3
Showing an interest in food – looking/opening mouth in response to spoon.			
Beginning to take semi solid food – initially may spit out.			
Using back and forth tongue movements.			
Gradually learning to suck food from spoon.			
Will explore food with hands.			
May attempt to grasp cup/bottle.			
Developing acceptance of oral hygiene and oral stimulation.			

Independence Health and Self-Care <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>	STEP 6 6 – 9 months		
	Term 1	Term 2	Term 3
Begins to eat thicker pureed or mashed food.			
Will have strong reaction to new tastes and textures.			
Back and forth tongue movements.			
Will anticipate spoon on seeing it held before him/her.			
Will suck food from spoon (held by adult / carer).			
Attempts to grasp / hold own bottle / cup to drink (needs support).			
Will drink from a cup held by adult.			
May hold spoon but cannot use it.			
Will pull off shoes (pull on ones) and socks.			
May still have varied sleep pattern – may have a little nap in the daytime.			
Anticipation of personal care routines.			
Anticipation of oral hygiene and oral stimulation.			

Independence – Health and Self Care	STEP 7		
<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>	9 – 12 months		
	Term 1	Term 2	Term 3
Finger feeds.			
Drinks from a cup with lid with some help.			
Tries to grasp a spoon while being fed			
May make a messy attempt to feed self with a spoon (by 12 months).			
May begin to hold, bite and chew small pieces of food e.g. biscuit or banana.			
Munches chopped food at side of mouth.			
Helps with dressing by holding an arm out for sleeve / foot for shoe.			
May attempt to pull off shoes / socks.			
Tolerates having hands washed and dried / face wiped / nose wiped and may be supported to do this with help.			

Independence – Health and Self Care	STEP 8		
<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>	12 – 15 months		
	Term 1	Term 2	Term 3
Can finger feed effectively.			
Plays and explores with food.			
Holds, bites and chews small pieces of food – but may spill bits from mouth as does not completely close mouth when chewing.			
Will attempt to feed self with spoon – lip closure not maintained so may still spill from mouth from spoon.			
Holds and drinks from cup with lid with less assistance.			
Allows support to wipe own face / wash hands (coactively).			
Will help with dressing and undressing by holding arm out for sleeve / foot for shoe.			
Attempts functional use of objects e.g. spoon / hairbrush / toothbrush.			
Has no awareness or understanding of danger.			

Independence – Health and Self Care <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>	STEP 9 15 – 18 months		
	Term 1	Term 2	Term 3
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.			

Independence – Health and Self Care <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>	STEP 10 18 – 24 months		
	Term 1	Term 2	Term 3
NOTE: Between 18 months and 3 years food phobias are common (i.e. reluctance to try new foods).			
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.			

Physical Development <i>At this level, the child does not have control over their own movements.</i>	STEP 1 0 – 1 month		
	Term 1	Term 2	Term 3
Moving.			
No control over any movements so any physical activity is supported by adult/carer. All involuntary/reflex action.			
Handling.			
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.			

Physical Development <i>Children at this level display strong reflex movements and have limited control over head movements.</i>	STEP 2 0 – 1 month		
	Term 1	Term 2	Term 3
Reflex actions in response to touch. Unintentionally holds objects reflex grasp.			
Moving.			
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.			
Handling.			
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.			

Physical Development <i>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).</i>	STEP 3 1 – 2 months		
	Term 1	Term 2	Term 3
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.			

Physical Development <i>Children at this level are now making more intentional movements such as exploring their own hands and feet and beginnings of rolling over.</i> <i>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.</i>	STEP 4 2 – 4 months		
	Term 1	Term 2	Term 3
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			

Physical Development <i>At this level, children at this level have now developed good head control. They are sitting with support and rolling over.</i> <i>At this level, child reaches and explore for toys with both hands and will now intentionally transfer from one hand to another.</i>	STEP 5 4 – 6 months		
	Term 1	Term 2	Term 3
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.			

Physical Development <i>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.</i> <i>Will reach out and grab toy with more accuracy and pick up items using a whole hand grasp palmer.</i> <i>Beginnings of thumb and finger.</i>	STEP 6 6 – 9 months		
	Term 1	Term 2	Term 3
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 <i>Children at this level can now successfully crawl, stand and begin to cruise</i> <i>Can make use of thumb and finger to pick up objects. Will hold an object in each hand and bang together.</i>	STEP 7 9 – 12 months		
	Term 1	Term 2	Term 3
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.			

Physical Development <i>Children at this level are now attempting to walk and confidently getting around by their own means.</i> <i>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)</i>	STEP 8 12 – 15 months		
	Term 1	Term 2	Term 3
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.			

Physical Development <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>	STEP 9 15 – 18 months		
	Term 1	Term 2	Term 3
Moving.			
Begins walking – initially holding adult's hands / push along toys.			
Sits from standing and can get back to feet independently.			
Kneels unaided or with support.			
Begins to run but difficulty negotiating obstacles and corners (near 18 months).			
Walks upstairs with help, goes down on bottom.			
Pushes and pulls and carries large toys and can turn corners.			
Will climb and attempt obstacles.			
Will squat to pick up toys from floor.			
Will try to kick large ball if shown.			
Handling.			
Picks up small objects on sight.			
Will manipulate toys in different ways & bangs them together.			
Will build tower of 3 bricks.			

Physical Development <i>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.</i>	STEP 10 18 – 24 months		
	Term 1	Term 2	Term 3
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.			

Cognition and Learning <i>Pupils at this level have involuntary reflex movements. Mostly passive. Communication is pre-intentional.</i>	STEP 1 0 – 1 month		
	Term 1	Term 2	Term 3
Literacy.			
Stories and Rhymes.			
Experience and shows some emerging response and awareness to wide variety of on body interaction rhymes, story massage and sensory stories with an adult.			
Messy Play			
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.			
Maths.			
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.			

Cognition and Learning <i>Pupils at this level respond to external stimuli with innate reflex actions</i>	STEP 2 0 – 1 month		
	Term 1	Term 2	Term 3
Literacy.			
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.			
Messy Play.			
Experience hand massage.			
Co-actively explore dry messy play – showing reflex action as they explore with adult.			
Maths.			
Child may be intermittently passive, alert or resistant in response to sensory experiences.			
The child may show simple reflex responses for example, startling at sudden noises or movements.			

Cognition and Learning <i>Pupils at this level begin to show emerging awareness of experiences and stimuli through their own bodies as it is presented.</i>	STEP 3 1 – 2 months		
	Term 1	Term 2	Term 3
Literacy.			
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.			
Maths.			
Show emerging awareness of visual stimuli, tactile stimuli, vibratory stimuli, olfactory stimuli, and tastes.			
Objects within the visual field.			
Encounter co-active movements.			

Cognition and Learning <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>	STEP 4 2 – 4 months		
	Term 1	Term 2	Term 3
Literacy.			
Stories and Rhymes.			
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.			
Maths.			
Pupil will grasp an object and track objects.			
Will engage in co-active exploration of objects.			
Shows consistent interest in a variety of objects.			
Allow co-active exploration.			

Cognition and Learning <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>	STEP 5 4 – 6 months		
	Term 1	Term 2	Term 3
Literacy.			
Stories and Rhymes.			
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.			
Maths.			
Explores objects and toys using different actions.			
Follow an object falling and watch when it rests in their visual field.			
Begin to understand cause and effect.			

Cognition and Learning <i>Pupils at this stage show the ability to make a purposeful action to achieve a desired goal.</i>	STEP 6 6 – 9 months		
	Term 1	Term 2	Term 3
Literacy.			
Stories & Rhymes.			
Maintain attention in interaction rhymes / story massage / sensory stories / looking at picture books (adult directed).			
Turn some pages & actively explore sensory stories, show preference for rhymes / stories and imitate some actions.			
Maths.			
Using and Applying.			
Pupil will knock down tower of bricks.			
They will begin to search for hidden or dropped items and recognises partly hidden objects.			
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.			
Drops one object if offered another.			
Directs attention to objects presented within 15-30cm. If drops objects, searches for vaguely with eyes/hands or forgets it.			

Cognition and Learning	STEP 7		
<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>	9 – 12 months		
	Term 1	Term 2	Term 3
Literacy.			
Stories & Rhymes.			
Maintain attention in interaction rhymes / story massage / sensory stories / looking at picture books (adult directed).			
Turn some pages and actively explore sensory stories, show preferences for rhymes / stories and imitate some actions.			
Maths.			
Using and applying.			
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.			
Take objects in and out of boxes.			
They explore simple cause and effect toys and begin to understand cause and effect e.g. push button, pop up toys. Developing depth perception.			

Cognition and Learning	STEP 8		
<i>Pupils at this level will use previously acquired skills to solve a range of simple problems.</i>	12 – 15 months		
	Term 1	Term 2	Term 3
Literacy.			
Stories and Rhymes.			
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.			
Maths.			
Using and Applying.			
Pupil will search for objects in their usual places.			
Pupils will start to match identical objects and match objects to pictures.			
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.			

Cognition and Learning <i>Pupils at this level persevere to combine and use the skills they have learnt in a variety of situations.</i>	STEP 9 15 – 18 months		
	Term 1	Term 2	Term 3
Literacy.			
Stories & Rhymes.			
Shows interest, some anticipation and begins to join in a wide range of rhymes & 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.			
Messy Play / Early Mark Making.			
Sensory exploration in Wet / Dry Messy play – prod, poke, smear, pat, using both hands.			
Explore paint & 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.			
Maths.			
Using and Applying.			
Completes inset puzzles of up to 6 pieces with pictures in spaces.			
Shows an enjoyment in sorting activities, starts to sort identical objects. Can also match pictures from a bigger choice.			
Building a tower of 2-3 blocks and explores properties and possibilities of toys.			
Has a developing understanding that objects exist when out of sight and will search for objects not in their usual place.			
Enjoys playing with containers and taking items in and out – learning about shape and size.			

Cognition and Learning <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>	STEP 10 18 – 24 months		
	Term 1	Term 2	Term 3
Literacy.			
Reading.			
Show a sustained interest and some anticipation in a wide range of rhymes & books/ print. Begin to respond to who, what, where.			
Questions by pointing and naming 50+ specific images.			
Turn several pages together & hold book / texts the right way up.			
Writing.			
Make a range of purposeful marks in messy play and spontaneous scribbles with mark makers and tools (may swap hands when holding tools).			
Maths.			
Using and Applying.			
Will explore construction toys and is able to join pieces together. Building towers of up to 6 blocks.			
Explore sorting objects by type and colour into two and three sets.			
Complete inset puzzles of up to 8 pieces with no picture in space and attempt big piece jigsaws.			
Know things exits when out of sight.			
Begin to encounter and listen to number of songs.			

Communication, Speech and Language <i>Pupils at this level may have involuntary reflex movements. Communication is pre-intentional.</i>	STEP 1 0 – 1 month		
	Term 2	Term 2	Term 3
Understanding.			
Facial expression, body movements and vocalising shows how child is feeling.			
Expression.			
May express needs when hungry, tired, content or in pain by crying/vocalising/body movement/facial expression.			
May show reflex responses to a range of sensory stimuli (7 senses) – may be fleeting.			
Children may have reflex actions positively, negatively or passively to immediate sensations.			
Attention.			
May startle reflex to sudden loud sounds and touch/movement.			
Use.			
Mostly passive to close proximity and interactions from adult/carer.			

Communication, Speech and Language <i>Pupils at this level may give intermittent reactions to stimuli present. Communication is pre-intentional.</i>	STEP 2 0 – 1 month		
	Term 1	Term 2	Term 3
Understanding.			
May be still or turn fleetingly to a familiar adult's voice.			
Show reflex response to a range of sensory stimuli e.g. movement of arms and legs in response.			
Emerging social smile.			
Will begin fleeting exploration of the environment by exploring the faces of trusted adults.			
Expression.			
May express needs when hungry, uncomfortable, tired, content or in pain by crying or vocalising / body movement / facial expression.			
Express contentment by movement of facial expression / vocalising.			
Show reflex response from experiencing a range of sensory stimuli.			
Show intermittent reflex responses to experiences of social stimuli and familiar adults talking to them by becoming still or increasing movements.			
Pupils have reflex response to immediate sensations.			
Attention.			
Startled reflex response to sound – adult's voice / music / ambient sounds.			
Startled reflex to sudden loud sounds and touch / movement.			
Fleeting attention to familiar / unfamiliar face / voice.			
Use.			
Fleeting mutual gaze/eye in 1:1 activities			

Communication, Speech and Language <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>	STEP 3 1 – 2 months		
	Term 1	Term 2	Term 3
Understanding (may still have reflex response).			
An emerging awareness of an adult talking/singing to them.			
An emerging awareness to a range of sensory stimuli (sound, smell, taste, touch, sight, movement).			
Still when hears familiar voice close by.			
An emerging awareness of positive touch e.g. cuddles/rocking/tickles/On Body Signing (may still be reflex response or stilling).			
Expression.			
Express needs when hungry, uncomfortable, content, tired or in pain by crying/vocalising/body movement/facial expression.			
Show an increase or decrease in activity level when experiencing a range of sensory stimuli.			
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).			
May make a small turn of head or eyes to a familiar face/voice.			
Make pre-speech lip tongue movements in a response to adults talk.			
May smile at a familiar happy face – social smile.			
May make own vocalisations when content.			
Attention.			
Alerts and attends to some sound – adults voice/music/ambient sounds (may startle – reflex action).			
Startle reflex to sudden movement or touch or sudden sound.			
Fleeting intermittent attention to familiar face/voice.			
Turn towards an object when presented close by (light up noisy).			
Begins to track a slow moving object held within 30 cm from face (light up/sound).			
Use.			
Briefly engage in mutual gaze in 1:1 activities.			

Communication, Speech and Language <i>Pupils at this level will show emerging intentional behaviour and the beginning of anticipatory communication</i>	STEP 4 2 – 4 months		
	Term 1	Term 2	Term 3
Understanding.			
Shows awareness of familiar music/sound/interactions/different sensory stimuli by increase/decrease of movement, facial expression or by stilling.			
Recognises familiar faces/voices/objects and may become excited/smile as they approach (turn towards/increase movement/smile).			
Responds and begins to anticipate to familiar routines and people (turn towards/increase/decrease movement/smile).			
Will watch face when being talked to/sung to.			
Begins following (by watching) adult movements around room.			
Defensive blink in anticipation of a stimuli presented in close proximity.			
Expression.			
Smiles/stills/vocalises in response to a familiar voice or face.			
Cries/vocalises with intention to get needs met.			
Increase/decrease activity in response to touch/sound movement.			
Laugh/chuckle/vocalises to show enjoyment.			
Express interest in new faces and objects by looking.			
Cries/vocalises differently to get different needs met (e.g. hungry/tired).			
Becomes more communicative and expressive with face and body.			
Emerging responsive vocalisations.			
Attention.			
Alerts/attends briefly to sounds in the environment.			
Fixate on and track objects for a couple of seconds.			
Turn toward sound/voice.			
Maintain eye contact with familiar adult for longer periods.			
Makes eye contact.			
Shows interest in faces.			
Watches a moving face.			
Use.			
Consistently express response to being content, uncomfortable, sad, tired, hungry, irritable.			
Vocalise to attract attention.			
Listens to voice of adult and makes own sounds when talked to.			

Communication, Speech and Language <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>	STEP 5 4 – 6 months		
	Term 1	Term 2	Term 3
Understanding.			
Listen and respond to changes in intonation and facial expression from familiar adult.			
Listen and begin to respond to an adult imitating their sounds/ movements.			
Turns to familiar voice across the room.			
Begins to anticipate repetitive sounds, actions in repetitive rhymes, e.g. peekaboo or tickles.			
Expression.			
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)			
Imitates speech sounds (proto-conversations)			
Plays with voice. E.g. blow raspberries.			
Makes different sounds to express how feeling.			
Expresses likes and dislikes through vocalisation and gesture.			
Vocalises, laughs and squeals in response to repetitive playful interactions.			
Attention.			
Visually insatiable.			
Tracks objects.			
Is attracted to bright colours and patterns.			
Studies people's faces-sustained gaze.			
Makes eye contact with familiar people during an interaction-sustained.			
Notices toys that make sounds (may look or reach for).			
Use.			
May make vocalisations to imitate sounds made by adult.			
May begin to babble and take turns making noises with an adult.			
Makes repetitive sounds.			
Vocalises to get attention.			

Communication, Speech and Language <i>Pupils at this level will have emerging 3-way interaction and intentional communication.</i>	STEP 6 6 – 9 months		
	Term 1	Term 2	Term 3
Understanding.			
Shows understanding of routines and anticipation of familiar activities and events.			
Responds to 'no' given with intonation.			
Looks to where adult is pointing.			
Responds to gesture cues and emotional tones of voice.			
Turns to locate person talking even when not in view and listens attentively.			
Shows understanding and responds to common names e.g. own name, mummy, daddy, cup, and biscuit.			
Reacts to 'where's mummy/daddy' by looking around.			
Understands 'no', 'goodbye'			
Expression.			
Begins to use polysyllabic babbles – repeats vowels and consonants (babababab, lalalalal).			
Wide range of vocalisations to self and others imitating some sounds made by others e.g. baba dada, vowel and consonant together.			
Stops own sound to listen to adults and responds to adults sounds / gestures.			
Will protest when expected outcome doesn't happen.			
Brings things to show adult.			
Displays own feelings / likes and dislikes.			
Attention.			
Initiates contact with adult.			
Attends to adult when they say hello / bye.			
Sustained single channelled attention when exploring toys.			
Turns to the sound of a familiar voice across the room.			
Use.			
Directs attention to self and to get something.			
Enjoys making sounds and knows s/he made them.			

Communication, Speech and Language <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>	STEP 7 9 – 12 months		
	Term 1	Term 2	Term 3
Understanding.			
Will wave bye when asked.			
Knows own name and responds.			
Will get familiar objects as part of routine.			
Responds to familiar requests in context e.g. give me.			
Use functional objects on self and others.			
Will copy actions.			
Understands names of familiar objects and people in context.			
Expression.			
Wider range of vocal sounds / babbling in conversational tones and some symbolic noises e.g. brum, moo.			
Imitate playful sounds e.g. coughing / lip smacking sounds.			
Gestures, gone, more, stop, like, dislike, no.			
Copies sounds, noises and some words.			
Vocalisations with meaning.			
Vocalises to gain attention – listens and then vocalises again.			
Attention.			
Brief focussed attention – own choice of activity.			
Looks between objects and people – gaze switching.			
Visually very attentive to people, objects and happenings in the environment.			
Attentive to everyday sounds, particularly voices.			
Will turn to search out/localise sounds above and below ear level.			
Use.			
Will direct communication to comment on object / event.			

Communication, Speech and Language <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>	STEP 8 12 – 15 months		
	Term 1	Term 2	Term 3
Understanding.			
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.			
Expression			
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.			
Attention.			
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.			
Use.			
Will point and babble to gain attention and express needs and wants.			

Communication, Speech and Language <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>	STEP 9 15 – 18 months		
	Term 1	Term 2	Term 3
Expression.			
Vocab of 6- 20 words.			
Single words used for range of reasons – labelling, requests, comments, questions, copies words.			
Experiments with using sounds and words for range of purposes E.g. - bye, no, more, again.			
Chats / babbles to self in play with conversational intonations and emotion may have own personal words for items.			
Uses sounds in play e.g. 'brum' for car.			
Points to / shares interest / joint attention.			
Attention.			
Single channelled attention.			
Easily distracted by noises or other people.			
Strong exploratory impulse.			
Attends to pictures in books for 2-3 mins.			
Watches with interest what is going on, outside through a window.			
Use.			
Will initiate interactions.			
Joins in singing – May not know all words.			
Communicates needs and wishes by pointing and vocalising.			

Communication, Speech and Language <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. Show an understanding of what, who, where, which, and begin to understand some simple concepts.</i>	STEP 10 18 – 24 months		
	Term 1	Term 2	Term 3
Understanding.			
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).			
Expression.			
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.			
Attention.			
Listens and enjoys rhymes and stories with rhythmic patterns.			
Rigid attention – in own chosen activity.			
May appear not to hear – engrossed.			
Use.			
Ask lots of questions.			

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