

### Early Support Early Years Developmental Journal Steps 1-12

	Personal, Social and Emotional	Communication	Physical	Thinking
<b>Step 1</b>  <b>(EYFS stage 0-11 months)</b>	Enjoys the company of others.	Cries to express needs – for example, when hungry, or in discomfort. [EX]	Turns head to the side when placed on tummy.	Moves hanging rattle or soft toy while moving arms or legs.
	Looks at faces.	Uses sounds – for example, gurgling and cooing to communicate when relaxed. [EX]	Opens mouth to feed when corner of mouth is touched.	When lying on back or propped up, moves eyes to follow face or toy moving slowly from side to side, close to face.
	Copies facial expressions and mouth shapes – for example, sticking out tongue, opening mouth and widening eyes.	Turns eyes and/or head towards you when you speak and/or use lively facial expressions [LA]	Sucking is strong and rhythmic with coordinated swallowing.	Turns eyes and or head towards new sounds.
	Is comforted by touch.	Action/behaviour shows reaction to sounds eg. startle to loud sounds. move limbs. [L&A]	Lifts head clear of ground.	Is startled by sudden noise.
	Is comforted by people's faces.	Smiles/quietens to familiar voice/face [U]	Looks steadily at things for short periods (5 seconds or more).	<b>Shows interest in new experiences – for example, when you show a new toy.</b>
	Smiles at people.		Presses down foot/straightens body when held standing on a hard surface.	
	<b>Holds eye contact briefly (5 seconds or more).</b>		<b>Makes smooth movements with arms and legs, which gradually become more controlled.</b>	
<b>Step 2</b>  <b>(EYFS stage 0-11 months)</b>	Gains physical and emotional comfort from 'snuggling in'.	Makes sounds in response when you talk.[EX]	Able to control head when supported in an upright position; head does not flop forwards or backwards.	Shows interest in small objects or the detail of a toy – for example, will gaze at small beads in a rattle.
	Makes sounds and movements to initiate interaction with another person.	Turns quickly to your voice across the room.[LA]	When lying on tummy, lifts head up and uses forearms to support.	Reacts with sudden behaviour change when a face or object disappears suddenly from view.
	Calms from being upset when held, rocked, spoken or sung to with soothing voice.	Shows excitement at sound of approaching voices, footsteps or other familiar sounds.[LA]	Uses movement and senses to focus on, reach for and grasp objects.	Looks around a room with interest; visually scans environment for new and interesting objects and events.
	Holds eye contact during interactions with a familiar person.	Reacts by smiling, looking and moving when you interact.[LA]	Closes hand firmly around objects placed in palm.	Smiles with pleasure at recognisable Playthings.
	<b>Recognises and is most responsive to main carer; face brightens, activity increases when familiar carer appears.</b>	Becomes excited in anticipation of play/interaction eg. waves arms, vocalises [LA]	Sits with support.	Shows interest in moving pictures and sound – for example, on television.
		Copies non-speech sounds eg. coos, squeals, shrieks [EX]	<b>Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands.</b>	Can shift visual attention by looking from one object to another and back again.
		Uses different sounds/cries to show hunger, pain etc [EX]		<b>Repeats actions that have an effect – for example, kicking or batting a mobile to create movement, shaking a rattle so it makes a sound again.</b>

Step 3  (EYFS stage 0-11 months)	Personal, Social and Emotional	Communication	Physical	Thinking
	Shows pleasure at being tickled and other physical games.	Looks carefully at person talking.	Rolls over from front to back, from back to front.	Plays with and explore objects by touching them, looking at them, bringing them to the mouth and listening to the sounds they make.
	Laughs and gurgles.	Stops communicating if speaker turns away.	When lying on back, lifts legs into vertical position and grasps feet.	Persistently and deliberately reaches out for toys.
	Likes cuddles and being held – for example, calms, snuggles in, smiles, gazes at carer’s face or strokes carer’s skin.	Enjoys listening to nursery rhymes.	Can lift head and chest and support self with straight arms and flat hands when lying on tummy.	Notifies changes in groupings of objects, pictures and sounds - example they may look puzzled, unsettled or stop what they are doing.
	Shows pleasure at return of familiar carer.	Responds to changes in tone of voice.	<b>Picks up and explores objects – for example, by holding to mouth.</b>	<b>Shows anticipation and enjoyment of familiar caring routines and simple games ,for example, sucks or licks lips in response to sounds of preparation for feeding or gets excited upon seeing spoon or other eating utensil or familiar toy.</b>
	<b>Shows emotional responses to other people’s emotions – for example, smiles when smiled at and becomes distressed if hears another child crying.</b>	<b>Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used.</b>		
Step 4  (EYFS stage 0-11 months & 8-20 months)	Smiles at image of self in mirror; shows a developing understanding and awareness of themselves.	Begins to develop and use some consonant sounds – for example, ‘g’, ‘m’, ‘p’, ‘d’.	Sits unsupported on the floor.	Plays with objects, by banging, shaking, turning them around in their hands.
	Takes turns in interactions with others; quietens when other person talks.	Begins to develop and use vowel sounds – for example, ‘aa’.	Passes toys from one hand to the other.	Reacts to familiar sounds or sights by changes in behaviour – for example, extends arms and legs, smiles, searches with eyes when hears the vacuum cleaner, running bath, footsteps.
	Makes own sounds when talked to, especially when a smiling face is used by parent.	Understands words they hear a lot and that are said with gestures – for example, “all gone” and “bye bye”.	Pulls to standing, holding on to furniture or person for support.	Shows interest in toys and other things that incorporate technology.
	Uses voice or gesture to refuse - for example, by pushing object away, shaking head.	Uses simple sounds or gestures to mean a particular thing – for example, “da” for daddy.	Can move from a sitting position to hands and knees (crawl position).	Can release toy from grasp if attention disturbed.
	Lifts arms in anticipation of being picked up.	Uses voice to gesture to attract attention.	Moves around on the floor by wriggling.	<b>Watches toy being hidden and tries to find it.</b>
	<b>Shows attachment to special people – for example, by being distressed when they are separated, staying close and showing affection.</b>	<b>Babbles by repeating a series of the same sounds – for example, “ba-ba-ba”, “ma-ma-ma”.</b>	<b>When sitting, can lean forward to pick up small toys.</b>	

Step 5	Personal, Social and Emotional	Communication	Physical	Thinking
(EYFS stage 8-20 months)	Seeks to gain attention in a variety of ways, drawing others into social Interaction.	Responds to own name by turning or looking up at whoever said their Name.	Crawls, bottom shuffles or rolls continuously to move around.	Shows excitement during turn-taking games such as peek-a-boo – for example, claps hands as their turn gets closer.
	Likes to be close to adult and may cry and try to follow (by looking, reaching or crawling) when familiar adult leaves room.	Recognises some family names such as Mummy, Daddy, names of other carers, brothers and sisters, or pets, and will turn to look when the name is said.	Holds own bottle or sipper cup.	Looks towards the floor when object is dropped by other people and looks for objects they drop themselves.
	Is wary of strangers.	Asks for favourite games using sounds or gestures – for example, playing peek-a-boo, saying “Boo” or hiding face in hands.	Picks up small objects between thumb and fingers.	Explores new objects in an orderly way to investigate cause and effect – for example can pull on a string to get the connected toy.
	Builds relationships with special people – for example, by showing affection or holding your attention by vocalising.	Copies the speech of others, especially the vowels and ‘ups and downs’ (intonation).	Enjoys making marks in damp sand, paste or paint.	Understands the meaning of some sounds – for example, hears a telephone ring and looks at the telephone.
	Points to draw other people’s attention to things of interest.	Babbles, using varied consonants and vowels – for example, “baga”, “maba”.	Throws toys or objects deliberately.	Anticipates what will happen next – for example, expects to be fed if placed in high chair and may become distressed if the expected routine doesn’t happen.
	Shows interest in the activities of others and responds differently to children and adults – for example, may be more interested in watching children than adults or may pay more attention when children talk to them.	<b>Points to objects and people, using first finger.</b>	Stretches out with one hand to grasp toy if offered.	Stays absorbed in activities and can ignore distractions for at least 30 seconds.
	Enjoys finding their nose, eyes or tummy as part of naming games.		Opens mouth for spoon.	Imitates and improvises actions they have observed – for example, clapping or Waving.
	<b>Follows with gaze when an adult directs attention to an object by looking and pointing – for example, when an adult points to a bus and says “Look at the bus” and the child looks at the bus.</b>		Can let go of things – for example, to drop something or give it to you.	<b>Struggles to get objects that are out of reach and pulls a mat towards them to make a toy or object come closer.</b>
			Can reach and grasp a moving object by moving towards where the object will go.	
			<b>Actively cooperates with nappy changing- for example lies still, holds legs up.</b>	

Step 6 (EYFS stage 8-20 months)	Personal, Social and Emotional	Communication	Physical	Thinking
	Looks to familiar adult to check if not sure about something – for example, looks at you to check your reaction if a stranger tries to pick them up.	Takes part in a simple ‘conversation’ with an adult, focusing on things happening in the here and now or frequent events that are about to happen – for example, meals or bath time.	Starts to communicate urination and bowel movements.	Knows there are different ways to play with different toys – for example, that a ball is for rolling or throwing and a car is for pushing.
	Uses familiar adult for ‘emotional refuelling’ when feeling tired, stressed or frustrated – for example, stops playing to have a cuddle or sits quietly snuggled in on your lap for a few minutes.	Uses sounds instead of words to represent different objects - for example “brmm” for ‘car’, “yum” for ‘dinner’, “dodi” for ‘dummy’.	Pulls self up to standing against furniture and can lower self back down again.	Realises one object can act as a container for another – for example, puts smaller objects inside bigger ones and removes them again.
	Clings to special person and hides face when feeling scared or overwhelmed.	Voice has the ‘ups and downs’ (intonation) of the language spoken at home even though individual words may not be clear.	Walks around furniture lifting one foot and stepping sideways (cruising).	Interested in things that go together – for example, cup and saucer.
	Gets distressed and anxious if left somewhere without their familiar adult.	Responds to familiar words and short sentences based on familiar routines – for example, runs to the door when an adult holds their keys and says “It’s time to go”.	Walks with one or both hands held by adult.	Recognises favourite toys, games and activities – for example, sees character in favourite book and brings same toy for you to play with.
	Uses comfort toy or object to calm self.	<b>Uses approximately five different words without any help.</b>	Grasps finger foods and brings them to mouth.	Experiments – for example, if two things don’t fit together one way then tries another way.
	<b>Uses other person to help achieve a goal – for example, to get an object that’s out of reach or activate a wind-up toy.</b>		Attempts to use spoon or other utensil; can guide towards mouth but food often falls off.	<b>Engages in simple pretend play with soft toys – for example, hugs and kisses teddy or pretends to be asleep by covering self with a blanket and closing eyes.</b>
			Holds an object in each hand and brings them together in the middle – for example, holds two blocks and bangs them together.	
			Holds pen or crayon using a whole hand (palmar) grasp and scribbles with different strokes.	
			<b>Takes first few steps; feet wide apart, uneven steps, arms raised for balance.</b>	

Step 7 (EYFS stage months & 8-20 months)	Personal, Social and Emotional	Communication	Physical	Thinking
	Starts interaction with, and plays alongside, other children.	Understands and follows simple instructions in context – for example, “Give me the ball” or “Kiss Daddy night-night”.	Builds tower of two blocks.	Remembers where objects belong.
	Explores new toys and environments, but looks back to you regularly to ‘check in’.	When asked, can show simple body parts on self by pointing at them on self or others – for example, hair, eyes, ears and nose.	Walks with shorter steps and legs closer together, no longer needs to hold arms up for balance.	Actively explores objects using different senses – for example, links together different ways of handling objects; shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.
	Responds to a small number of boundaries, with encouragement and support.	Copies expressions they hear a lot – for example, “Oh dear” or “All fall down”.	Walks up steps holding hand of adult.	Shows understanding that things exist, even when out of sight; will refer to, request or search for objects that are not currently in sight.
	Reacts to an audience – for example, repeats an activity or action which is received positively by a smile, or which is laughed at, applauded or cheered.	Enjoys nursery rhymes and shows they are listening by trying to join in with actions or sounds.	Comes downstairs backwards on knees (crawling).	Enjoys playing with objects of different sizes that go together – for example, stacking cups.
	<b>Is aware of other people’s feelings – for example, looks concerned if hears crying, or looks excited if hears a familiar happy voice.</b>	Uses different single words to comment on what’s happening – for example, says “Bird” if they see one in the garden.	Accepts new textures and tastes – for example, larger pieces of food and different types.	<b>Matches shape of piece to hole – for example, in a shape sorter.</b>
		<b>Recognises and will identify many objects and pictures (by pointing) when asked questions – for example, “Where’s the ball?”.</b>	Shows awareness of what a potty or toilet is used for.	
			Develops own likes and dislikes in food and drink and may refuse disliked food or drink.	
			Takes off easily removed clothes – for example, socks.	
			Turns knobs and removes easy screw lids.	
			<b>Signals wet or soiled nappy or pants.</b>	

Step 8 (EYFS stage 16-26 months)	Personal, Social and Emotional	Communication	Physical	Thinking
	Helps with dressing – for example, holds out arm for sleeve or foot for shoe.	Is learning new words almost every day.	Holds cup with both hands and drinks without much spilling.	Matches objects with parts that fit together – for example, puts lid on teapot.
	Can tolerate brief separations from special people.	Uses words for actions as well as objects and people.	Is aware of where clothes are kept – for example, outdoor coat and shoes by the door.	Uses understanding of cause and effect – for example, straightens up a tower of blocks if it starts to wobble.
	Expresses emotions and seeks reaction – for example, may cry at a minor injury and ask for help or comfort.	Listens and responds to simple information or instructions out of context – for example, “Ben, find your car” or “Ali, put your teddy in bed”.	Gets onto child’s chair without assistance, either backwards or sideways.	Shows a curiosity about how things work – for example, looks closely at the parts of a mechanical toy.
	Starts to share and ‘give and take’.	Begins to use words to refer to people and things that are not present.	Brushes own hair.	Is interested in pushing and pulling things.
	Plays ball cooperatively with an adult - for example, may kick or roll the ball back and forth.	Sings or gestures along with favourite action rhymes, although words may not be clear.	Can kick a large ball.	Builds simple structures.
	<b>Uses a familiar adult as a secure base from which to explore independently in new environments – for example, goes away to play and interact with others, but returns for a cuddle if becomes anxious.</b>	<b>Says two words together - for example “teddy sleeping”, “more juice”.</b>	<b>Starts to help with dress and hygiene routines.</b>	Shows interest in toys with buttons, flaps and simple mechanisms.
				Asks for a desired object by pointing, which may be accompanied by vocalisations or single words, checking back to adult that request has been noticed.
				<b>Can organise and categorise objects – for example, putting all red things and all blue things in separate piles.</b>

<b>Step 9</b>  <b>(EYFS stage</b> <b>16-26</b> <b>months &amp;</b> <b>22-36</b> <b>months)</b>	<b>Personal, Social and Emotional</b>	<b>Communication</b>	<b>Physical</b>	<b>Thinking</b>
	Understands that some things are theirs, some things are shared, and some things belong to other people.	Repeats words or phrases from familiar stories.	Runs safely on whole foot, stopping and starting easily and avoiding obstacles.	Copies everyday actions in play – for example, brushing doll's hair, cleaning dolls' house, feeding teddy toy food.
	Actively draws others into social interaction.	Fills in the missing word or phrase in a known rhyme, story or game – for example, 'Humpty Dumpty sat on a...'	Squats steadily to rest or play with object on the ground and rises to feet without using hands.	Makes pretend sequences – for example, pouring pretend tea then drinking, washing then drying a doll, getting in a toy car and going to work.
	Hands a toy to an adult for assistance when unable to get it to work; sees adult as someone who can help.	Understands simple instructions involving two people or objects such as "Get Mummy's shoes" or "Find Jacob's car".	Feeds self competently with spoon.	Creates and experiments with blocks, colours and marks.
	Spends time in groups of other children engaged in own play, but watching the other children.	Uses words to ask for help – for example, when washing hands.	Drinks well without spilling.	Tries to work out problems by thinking first – for example, how to switch something on or how to get something that's out of reach.
	<b>Demonstrates sense of self as an individual – for example, wants to do things independently, says "No" to adult.</b>	Uses 'adult' form of vowels (a, e, i, o, u) most of the time.	Puts on hat and slip-on shoes.	<b>Operates mechanical toys – for example, turns the knob on a wind-up toy, pulls back on a friction car, pushes button to open flap.</b>
		<b>Recognises and joins in with songs and actions – for example, 'The Wheels on the Bus'.</b>	Indicates need for toilet by behaviour – for example, dancing movements or holding self.	
			<b>Holds pencil between thumb and two fingers no longer using whole hand grasp.</b>	

Step 10 (EYFS stage 22-36 months)	Personal, Social and Emotional	Communication	Physical	Thinking
	Responds positively to a variety of familiar adults.	Learns new words very rapidly and uses them when communicating with other people.	Climbs confidently and uses nursery play climbing equipment.	Matches sets of identical objects; understands the idea of 'the same'.
	Shows affection towards other children and younger siblings.	Understands more complex sentences – for example, "Put your toys away and we'll read a book".	Builds a tower of up to six blocks.	Begins to develop sense of time; understands terms such as 'later', 'tomorrow' and 'yesterday'.
	Takes a lead in positive interactions with special people – for example, initiates interaction, shows spontaneous affection, can wait a little while before seeking others for comfort and security.	Shows sustained engagement and interaction when sharing a picture storybook with an adult.	Fits small shapes and objects into holes during posting activities.	Understands simple explanations and reasons given by others.
	Uses others as sources of information by asking questions.	Tries to repeat many things adults say, either saying the actual word or making a close match – for example, says "Um-beya" for 'umbrella'.	Takes off loose coat or shirt when undone.	Understands size differences (bigger, smaller and so on) – for example, selects the bigger or smaller object or picture when asked.
	Makes choices that involve challenge, when adults ensure their safety.	Uses a variety of question words – for example, 'what', 'where', 'who'.	Turns pages in a book one at a time.	Names two or three colours.
	<b>Shows understanding of some rules and routines.</b>	<b>Says three words together – for example, "go park today", "big red bus".</b>	Unzips front zipper on coat or jacket.	<b>Completes simple puzzle board with shapes that fit together.</b>
			Can undo Velcro fasteners.	
			<b>Shows control in holding and using hammers, books and mark-making Tools.</b>	



Step 11	Personal, Social and Emotional	Communication	Physical	Thinking
(EYFS stage 22-36 months & 30-50 months)	Demonstrates concern towards others who are upset – for example, offers favourite toy, pats arm or back, offers cuddle and so on.	Shows understanding of position words such as ‘in’, and ‘on’ – for example, carries out the action ‘Put dolly in the box’ or selects a picture correctly ‘Find the apple in the bag’.	Walks downstairs safely, two feet to each step while carrying a toy.	Seeks to learn basic skills in turning on some ICT equipment.  <i>EYFS</i>
	Seeks out others to share experiences.	Talks about ownership – for example, ‘my teddy’, ‘your book’, ‘the man’s car’.	Stands on one foot when shown.	Engages in imaginative play and role-play based on own experiences – for example  <i>EYFS</i> ‘driving a car’.
	Understands they have to share and take turns but might not always be willing to do so - for example, with toys.	Uses pronouns correctly – for example, ‘I’, ‘me’ and ‘you’.	Makes snips in paper with child scissors.	Shows curiosity about the world by asking questions and thinking about reasons why things happen.
	Participates and helps with familiar routines with help from adults – for example, dusting, setting table or putting away toys.	Knows full name.	Usually able to control bowel with occasional accidents.	Joins in with learning activities led by more able partner and can perform new actions after they have seen them demonstrated.
	Includes another child in their play sequence and may talk to them as they do so – for example, gives child a cup to drink from.	Says all or part of simple nursery rhymes.	Takes pleasure in personal hygiene including toileting.	Enjoys playing with small-world models such as a farm, a garage, or a train track.  <i>EYFS</i>
	<b>Recognises self in mirror or photo – for example, if looks in a mirror and sees dirt or food on face, tries to wipe it off, or points to self in photo when asked.</b>	<b>Listens eagerly to short stories, is able to talk about particular parts of them and requests favourites over and over again.</b>	Pulls up own trousers, and pulls up zipper.	Notifies deliberate mistake in story telling or rhyme.
			Can undo large buttons.	Uses and understands the logic of ‘if....then’ – for example ‘If I stand on a step, then I can reach the toy’, ‘If I eat my sandwich, then I can have some chocolate pudding’.
			Screws and unscrews toy nuts and bolts.	Repeats a two digit number sequence, e.g. 7, 2
			Able to blow – for example, candles or when cooling food.	<b>Is more organised, gathering together the toys they want to play with before starting play – for example, getting the doll and the tea set before starting to play tea-parties or</b>

				<b>getting the train and tracks and setting them out before playing trains.</b>
			<b>Catches a large ball</b>	

<b>Step 12</b>	<b>Personal, Social and Emotional</b>	<b>Communication</b>	<b>Physical</b>	<b>Thinking</b>
<b>(EYFS stage 30-50 months)</b>	Forms a special friendship with another child.	Uses sentences involving more than three words.	Holds pencil near its tip between first two fingers and thumb and uses it with good control to draw different shapes.	Puts three pictures in correct order to represent a sequence in a familiar activity or story.
	Is sometimes stubborn or negative and reacts with annoyance to frustration.	Understands uses of objects – for example, can give the right answer to “What do we use to cut things with?”.	Asks for toilet using voice, gesture or action – for example, leads adult to toilet and asks verbally or makes a sign.	Uses various building materials.
	Enjoys responsibility of carrying out small tasks such as carrying a bag back from the shops.	Can retell a simple past event in correct order – for example, “went down slide and hurt finger”.	Pulls down own pants when using the toilet.	Follows directions if not intently focused on own choice of activity.
	Regularly uses adults as sources of knowledge, comfort and shared activities.	Uses correct form of verbs such as ‘be’, ‘do’ and ‘have’ – for example, “I am hungry” rather than “I be hungry” or “I did that” rather than “I doed that”.	Rides tricycle, using pedals.	Shows awareness of danger – for example, is careful on playground equipment.
	Takes pride in appearance – for example, prefers certain clothes.	Talks about own life and favourite things.	Can jump forward about 60 cm (2 feet).	Builds stories around toys – for example, farm animals climbing an armchair ‘cliff’ and having to be rescued.
	<b>Shows independence in selecting and carrying out activities.</b>	Asks questions with yes/no answers – for example “Was he singing?”.	Puts arms into open-fronted coat or shirt when held up.	Notifies what adults do, copying what is observed and then doing it when the adult is not there.
		Says negative sentences – for example, “He wasn’t singing”.	<b>Washes and dries hands.</b>	Uses ICT to perform more complex functions, such as selecting a channel on the TV remote.  TV remote control
		<b>Uses a range of tenses to talk about past, present and future – for example, ‘play’, ‘playing’, ‘will play’ and ‘played’.</b>		Repeats a three digit number sequence – for example, 2, 8, 5.
				<b>Draws person with head and one or two other features or parts.</b>
