

Funded by



Department
for Education

Early Support

for children, young people and families

Practice Guide to the Early Years Developmental Journal



Contents

Introduction to Early Support and the Early Years Developmental Journal	1
Introduction to the Practice Guide to the Early Years Developmental Journal	2
Working in partnership.....	3
Getting started	4
Early Years Developmental Journal Record.....	5
Age Chart	6
Links with the EYFS.....	7
Links with P scales	8
Links with the Personal Child Health Record.....	9
Progress reviews in the early years	10
Checks at 2 years old.....	10
EYFS Profile.....	10

Introduction to Early Support and the Early Years Developmental Journal

Early Support is a way of working that aims to improve the delivery of services for children and young people with additional needs and disabilities and their families. It enables services to coordinate their activity better and provide families with a single point of contact and continuity through key working. Early Support ensures that service delivery is child, young person and family centered and focuses on enabling practitioners to work in partnership with children, young people and their families.

<http://www.ncb.org.uk/early-support>

The Early Support Early Years Developmental Journal helps families and practitioners to record, support and celebrate children's early development and to identify areas where extra help may be needed. It is for anyone wishing to better understand, follow and support a child's development, as well as the specific use for disabled children and those with additional needs. It is designed to support a key working approach and foster communication among all those involved in a child's development. The Early Years Developmental Journal is based on experience with the generic Developmental Journal that it replaces and extensive analysis of a wide range of developmental assessment tools, which include Bayley-II, Ages and Stages Questionnaire (ASQ-3), Developmental Rainbow, Mary Sheridan's 'From Birth to Five Years' and the NHS birth to five timeline.

The Early Years Developmental Journal is available as a free pdf download from Early Support's website: <http://www.ncb.org.uk/early-support/resources/developmental-journals/early-years-developmental-journal>

Introduction to the Practice Guide to the Early Years Developmental Journal

The Early Years Developmental Journal is intended as a useful resource for practitioners when monitoring progress, supporting assessments and providing a basis for communicating with parents and other practitioners. In particular it can support the statutory early years progress assessment and child health monitoring when a child is around 2 years of age. It is closely linked with the Early Years Foundation Stage (EYFS) Development Matters and with the Personal Child Health Record (PCHR or 'red book'). The Journal is also suitable for older children with special educational needs and disabilities, depending on their developmental level, and therefore the Journal's Steps have also been mapped onto P scales for use in schools.

Views from practitioners from different sectors were sought and taken into consideration during the development stage of the Early Years Developmental Journal. However, it is recognised that practitioners may have different priorities and requirements from such a resource than parents. This Practice Guide to the Early Years Developmental Journal has been produced to support practitioners and parents joint working in practice. In this document, there is supplementary information that both practitioners and parents may find useful along with the Early Years Developmental Journal Record, a single page Developmental Profile and a table that maps the Developmental Steps to approximate age ranges.

Working in partnership

In accordance with the statutory framework for the EYFS, in early years settings each child is assigned a key person. The key person's responsibility includes ensuring that the child's learning and care needs are met, supporting parents in guiding the child's development at home and helping parents in seeking further support where appropriate. Thus, the envisaged scenario is an early years practitioner working in partnership with the child's parents to support development.

The way of working promoted in the EYFS is similar to that taken by Early Support. At the heart of Early Support is a key working approach for children and young people with special educational needs and disabilities and their families. Key working aims to ensure the provision of holistic care and support to meet the individual requirements and aspirations of a child or young person and their family. Key working can be fulfilled by a wide range of practitioners, from health, education, social care, the community or the voluntary sector, or by parents or the young people themselves. This means it becomes a way of working rather than an additional service. The main functions of key working are:

- Providing emotional and practical support to the child or young person and family;
- Being a single point of regular and consistent contact, and co-ordinating services and practitioners around the child or young person and family;
- Supporting a single planning and joint assessment process;
- Providing information and advice, and facilitating support.

Children and young people with special educational needs and disabilities often receive support from a number of different services – for example, Portage, speech and language therapy and physiotherapy. Here, the practitioner offering key working support can make a significant difference by working with the team around the family, providing a single point of contact and co-ordinating complex support packages.

The Early Years Developmental Journal is designed to support the key working approach and promote partnership working by valuing what everyone knows about the child including families, the child or young person and the different practitioners involved. The Journal is particularly useful because it encourages everyone involved with a child to use the same language and it provides one set of information that can be shared and used by the team around the child.

The Early Years Developmental Journal can provide a rich source of information when a practitioner meets a family for the first time. Looking through the Developmental Steps gives a detailed account of children's development and their current level of ability. The Developmental Profile depicts a child's overall progress at a glance. The Key Indicator chart may also be useful as this is an abridged version of the items within the Journal and can provide information as to whether children have 'achieved' key developmental milestones.

Getting started

You may work with families who already use the Early Years Developmental Journal. You may also feel it is appropriate to introduce it to some families who have not started to use it or are not aware of it. It may be helpful to introduce Early Support to place the Journal in context and also to signpost families to other resources they may find helpful – for example, Early Support has produced information booklets for parents and young people and these cover a wide range of topics.

If families have not encountered the Early Years Developmental Journal before, they may need some guidance in getting started. It's important to explain the ethos of Early Support and the Journal: this includes placing families at the centre of the team around the child, partnership working, continuous monitoring of children's development and celebration of the things children *can* do.

Before you introduce the Journal to families, you will probably want to make sure you are familiar with it. When you feel confident about this, you may wish to go through the How to Use guide together with the family or to leave it with them and discuss it when you next meet. To select the starting point, you may wish to consult the Age Chart and consider the child's chronological age and approximate developmental level. You can also use the Key Indicators; take a look at the Key Indicator chart and select the 'highest' Step that contains a Key Indicator that the child can do. You can also read the Step Summaries to find one that corresponds to the child's current developmental level. You may need to start on different Steps for the different Areas of Development and it may be helpful to make the first entries in the Journal together with the family.

Using the Developmental Journal as a basis for discussion at future meetings can be an effective way of sharing information about the child's progress. You may wish to encourage parents to use the 'Questions we want to ask' page to note down anything they may like to talk to you about in between meetings. If the family are in contact with other practitioners, then it's a good idea to encourage the use of the Journal with them too. This can help communication amongst the team around the child and provide you and other practitioners with additional information.

The Developmental Profile is a quick, at-a-glance summary of the valuable and detailed information contained in the Journal. In this Practice Guide, we have included a one-page Developmental Profile; this can be found towards the end of this document. Steps can be marked as completed when children have 'achieved' most of the items. This decision will depend on each individual child and families may need some support in judging when their child has 'completed' a Step. Some items may not be appropriate for a child due to their unique profile of strengths and needs but it may be that, together with the family, you can identify an alternative behaviour that demonstrates the same underlying skill. This may be particularly relevant for the Key Indicators. When deciding if a child has completed a Step, it may be helpful to take a look at the next Step, both the items and the Step Summary. If you feel that these reflect the child's current level, then it may be time to move on.

If a family does not have access to a computer, it may be helpful to suggest local facilities where they can access computers, such as libraries, or for you to print the materials for them. It may also be appropriate to signpost families to, or liaise with, translation support services and different cultural or faith groups.

Early Years Developmental Journal Record

The Early Years Developmental Journal presents behaviours i.e. ways in which children act, the things they do and the skills they show, and it structures these in a series of Developmental Steps. These behaviours can be dated as *emerging*, *developing* or *achieved* and comments can be added. Each Developmental Step is introduced by a short summary of what's going on for children during that period of development, and includes ideas for activities that parents can do with their child. There are also pages for parents to personalise the Journal, note down questions and record achievements. Overall, this results in a comprehensive resource for families.

Some practitioners may also feel that the Early Years Developmental Journal, as it stands, is a valuable and worthwhile resource for them to complete too. However the Journal may be longer than some practitioners need. To this end, we have produced the Early Years Developmental Journal Record, which can be found towards the end of this document. The Record is a set of tables that list the items by Area of Development and have columns to mark emerging, developing or achieved. There is also a blank column that you may wish to use for other terms that you or your service use to describe development – for example, this may be 'exceeding' in line with the EYFS Early Learning Goals. The Record also notes where the item is included in the PCHR, EYFS Development Matters and EYFS Profile.

The Early Years Developmental Journal Record aims to complement the 'full' version of the Journal and may be particularly useful where the family is the primary user of the Journal and practitioners would also like a record of the child's progress.

Age Chart

In the Early Years Developmental Journal each Developmental Step is related to an EYFS stage in the Step Summary section. Although it is not included in the Journal, each Developmental Step also corresponds to an approximate age-range in typical development. For practitioners, assessing a child's developmental level is often necessary for report-writing, acquiring financial support and selecting appropriate support packages or intervention. Therefore we have included this Age Chart in the Practice Guide to show the corresponding age-range and EYFS stage for each Developmental Step.

It is important to remember that there is a great deal of variation from child to child throughout development, especially in the early years, and it is not unusual for a typically developing child to be at a Step that is not exactly in line with their chronological age. The Early Years Developmental Journal age-ranges are narrower at the earlier Steps and they also overlap, highlighting that the Steps are not discrete events that happen at exactly the same time for all children.

If a child has a special educational need or disability and is developing at a slower rate than seen in typical development, providing age-equivalents to parents can be a sensitive topic. However sometimes these can be useful for parents and indeed, they may request this information. When discussing the corresponding typically developing age-range with parents, practitioners are well-placed to talk about a child's relative strengths and weakness, what they *can* do as well as what they can't do, the wide variation typically seen in development and the context surrounding the child.

Developmental Step	Typical development age-range	EYFS stage
Step 1	0-3 months	0-11 months
Step 2	2-5 months	0-11 months
Step 3	4-7 months	0-11 months
Step 4	6-10 months	0-11 and 8-20 months
Step 5	9-13 months	8-20 months
Step 6	12-16 months	8-20 months
Step 7	15-19 months	8-20 and 16-26 months
Step 8	18-22 months	16-26 months
Step 9	21-25 months	16-26 and 22-36 months
Step 10	24-31 months	22-36 months
Step 11	30-36 months	22-36 and 30-50 months
Step 12	35-41 months	30-50 months
Step 13	40-51 months	30-50 and 40-60 months
Step 14	50-60+ months	40-60 months

Links with the EYFS

A revision of the EYFS was published in September 2012 and the Early Years Developmental Journal was produced to align with this. The aim was for the Early Years Developmental Journal to supplement the EYFS without replicating it.

The EYFS has three prime areas of learning and development, which are described as “particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive”. These areas are: Personal, Social and Emotional Development, Communication and Language and Physical Development. There are also four ‘specific’ areas, which are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The Early Years Developmental Journal adopted a similar structure for its Areas of Development, of which there are four: Personal, Social and Emotional, Communication, Physical and Thinking. The former three map onto the prime areas of learning and development in the EYFS. Thinking is a category that has been added to reflect the importance of cognitive skills and incorporates the problem-solving and reasoning skills that underlie so much of development.

Some of the Early Years Developmental Journal items are also present in the EYFS Development Matters and these items are indicated with an icon in the main Journal and by the initials ‘EYFS’ in the Early Years Developmental Journal Record. The Early Years Developmental Journal Record also notes where an item corresponds to an Early Learning Goal with the initials ‘ELG’ – although it is worth noting that these items may also correspond to an item within Development Matters as well as an Early Learning Goal. Most of the Early Years Developmental Journal items in Personal, Social and Emotional, Communication and Physical are included in the corresponding prime area in the EYFS. Where items in Thinking are also included in the EYFS, these mainly correspond to the specific area Understanding the World but they also map onto items in other EYFS areas as well.



Throughout the EYFS, there is a strong emphasis on parents and early years practitioners working in partnership. This is particularly relevant for the assessment points of the 2 year progress check and the EYFS profile, which highlight the importance of the contribution of parents. By using the Early Years Developmental Journal, parents and practitioners will already be working together, sharing information and communicating effectively.

Links with P scales

P scales describe attainment across eight levels for children who are in Year 1 of school or above and working below level 1 of the National Curriculum. They are a tool for assessing and tracking children's progress in school. As well as being used for children in the early years, the Early Years Developmental Journal can be used for older children, who may be working at P scales.

Therefore the Early Years Developmental Journal may be useful to practitioners working in mainstream and special schools. Using the Journal to observe and record children's development may provide helpful information that can contribute to assessment of P scales. The Developmental Steps of the Journal can be roughly mapped across to the different P scales, providing practitioners with complementary and detailed information about children's behaviour at a given P scale. It is worth noting that this is not an exact mapping and Steps other than the ones specified may also contain relevant information for a given P scale. In particular, P7 maps onto material from Developmental Step 11 and P8 maps onto material from Steps 11 and 12.

P Scale	Early Years Developmental Journal Step(s)
P1(i)	1
P1(ii)	2
P2(i)	2-3
P2(ii)	3-4
P3(i)	5
P3(ii)	5
P4	6-7
P5	8-9
P6	10-11
P7	12-13
P8	14

Links with the Personal Child Health Record

A central component of the Healthy Child Programme is the monitoring of children's physical and psychological development from birth through the early years. The PCHR, or 'red book', is an important element in recording the growth and development of young children. The Early Years Developmental Journal provides a supplement to the PCHR enabling parents and practitioners to observe and record developmental progress in more detail. Some of the items in the Early Years Developmental Journal map onto items included in the PCHR and these are indicated with an icon of a red book. In the Early Years Developmental Journal Record, these items are indicated with the initials 'PCHR' – please note there are no such items in the Thinking Area of Development.



Progress reviews in the early years

Checks at 2 years old

In early years settings, a statutory EYFS progress check is carried out when children are aged between 2 and 3 years. The aim of this is to review development in the three prime areas of learning, inform parents about their child's development and identify any potential areas of concern. The child's key person would typically be expected to complete the review, along with contributions from parents and other practitioners. Ongoing assessment, knowledge and observations are highlighted to underlie the progress check.

As part of the Healthy Child Programme, health visitors carry out a health and development check between 2 and 2 ½ years. Amongst the aims of this is the assessment of a child's socio-emotional, language, physical and cognitive development.

The single integrated review is expected to be implemented in 2015 and aims to bring together the Healthy Child Programme review and the EYFS progress check. This integration of the health and education checks aims to provide parents with a holistic view of their child with the input of multiple practitioners and to facilitate additional support where appropriate.

Partnership working and keeping the family at the centre of the team around the child is at the heart of Early Support and the Early Years Developmental Journal. The Journal can be a valuable resource as it incorporates several factors considered important for progress checks: views from parents, input from practitioners in different services, an ethos of continuous observation and assessment, and the integration of different areas of development.

EYFS Profile

The EYFS Profile summarises and describes children's attainment at the end of the EYFS, i.e. the school year in which they turn five. Practitioners assess the child against 17 Early Learning Goals and the three learning characteristics of playing and exploring, active learning, and creating and thinking critically. To support the assessment process, practitioners are encouraged to draw on materials that illustrate the child's learning journey, observations of day-to-day interactions, along with information from parents and other adults involved with the child. Therefore the Early Years Developmental Journal is a valuable source of information that can support the EYFS Profile. The Early Years Developmental Journal Record also notes where an item corresponds to an Early Learning Goal.

The Early Years Developmental Journal uses the categories of emerging (seen for the first time), developing (seen sometimes) and achieved (seen often). This helps parents to become more aware of the signs of the first appearance of a new developmental achievement, to its consolidation and then recognition that the competence is established. For the EYFS Profile, the categories of emerging (not yet reaching expected levels), expected (meeting expected

levels of development) or exceeding (surpassing expected levels of development) are used to assess children's performance against the Early Learning Goals. The Early Years Developmental Journal category of 'emerging' maps onto the EYFS category of 'emerging', and the Journal category of 'achieved' maps onto the EYFS category of 'expected'. If practitioners wish to do so, they could use the blank column in the Early Years Developmental Journal Record to include the EYFS category of 'exceeding'.

**Practice Guide to the Early Years Developmental Journal:
 Developmental Profile**

Enter the date in the corresponding box when you have filled out the more detailed charts in the Journal and have ticked 'Achieved' for nearly all the items in a Step. Children are likely to be achieving new things in different Steps at any one time, so check backwards and forwards as well.

Child's name

Date of birth:

Area of Development	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14
Personal, social and emotional														
Communication														
Physical														
Thinking														

Step 10 is highlighted because this will be of particular relevance for developmental progress and health assessments when a child is 2 – 2 ½ years old.

Step 14 is highlighted because this will be of particular relevance to the Foundation Stage profile that is completed when children start school.

Child's name..... Date of birth.....

ITEM	E	D	A	
STEP 1 (EYFS stage 0-11 months)				
Enjoys the company of others <i>EYFS</i>				
Looks at faces <i>PCHR EYFS</i>				
Copies facial expressions and mouth shapes – for example, sticking out tongue, opening mouth and widening eyes <i>EYFS</i>				
Is comforted by touch <i>EYFS</i>				
Is comforted by people's faces <i>EYFS</i>				
Smiles at people <i>PCHR EYFS</i>				
Holds eye contact briefly (5 seconds or more) <i>EYFS</i>				
STEP 2 (EYFS stage 0-11 months)				
Gains physical and emotional comfort from 'snuggling in' <i>EYFS</i>				
Makes sounds and movements to initiate interaction with another person <i>EYFS</i>				
Calms from being upset when held, rocked, spoken or sung to with soothing voice <i>EYFS</i>				
Holds eye contact during interactions with a familiar person <i>PCHR</i>				
Recognises and is most responsive to main carer; face brightens, activity increases when familiar carer appears <i>EYFS</i>				
STEP 3 (EYFS stage 0-11 months)				
Shows pleasure at being tickled and other physical games <i>EYFS</i>				
Laughs and gurgles <i>PCHR EYFS</i>				
Likes cuddles and being held – for example, calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin <i>EYFS</i>				
Shows pleasure at return of familiar carer				
Shows emotional responses to other people's emotions – for example, smiles when smiled at and becomes distressed if hears another child crying <i>EYFS</i>				

ITEM	E	D	A	
STEP 4 (EYFS stages 0-11 months and 8-20 months)				
Smiles at image of self in mirror; shows a developing understanding and awareness of themselves				
Takes turns in interactions with others; quietens when other person talks				
Makes own sounds when talked to, especially when a smiling face is used by parent				
Uses voice or gesture to refuse - for example, by pushing object away, shaking head				
Lifts arms in anticipation of being picked up <i>PCHR EYFS</i>				
Shows attachment to special people – for example, by being distressed when they are separated, staying close and showing affection <i>EYFS</i>				
STEP 5 (EYFS stage 8-20 months)				
Seeks to gain attention in a variety of ways, drawing others into social interaction <i>EYFS</i>				
Likes to be close to adult and may cry and try to follow (by looking, reaching or crawling) when familiar adult leaves room <i>PCHR</i>				
Is wary of strangers <i>EYFS</i>				
Builds relationships with special people – for example, by showing affection or holding your attention by vocalising <i>PCHR EYFS</i>				
Points to draw other people’s attention to things of interest <i>EYFS</i>				
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 <i>EYFS</i>				
Enjoys finding their nose, eyes or tummy as part of naming games <i>EYFS</i>				
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 <i>EYFS</i>				
STEP 6 (EYFS stage 8-20 months)				
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 <i>EYFS</i>				
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 <i>EYFS</i>				
Clings to special person and hides face when feeling scared or overwhelmed				
Gets distressed and anxious if left somewhere without their familiar adult				
Uses comfort toy or object to calm self <i>EYFS</i>				
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 <i>EYFS</i>				



ITEM	E	D	A	
STEP 7 (EYFS stages 8-20 months and 16-26 months)				
Starts interaction with, and plays alongside, other children				
Explores new toys and environments, but looks back to you regularly to 'check in' <i>EYFS</i>				
Responds to a small number of boundaries, with encouragement and support <i>EYFS</i>				
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				
Is aware of other people's feelings – for example, looks concerned if hears crying, or looks excited if hears a familiar happy voice <i>EYFS</i>				
STEP 8 (EYFS stage 16-26 months)				
Helps with dressing – for example, holds out arm for sleeve or foot for shoe				
Can tolerate brief separations from special people				
Expresses emotions and seeks reaction – for example, may cry at a minor injury and ask for help or comfort				
Starts to share and 'give and take'				
Plays ball cooperatively with an adult - for example, may kick or roll the ball back and forth <i>EYFS</i>				
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 <i>EYFS</i>				
STEP 9 (EYFS stage 16-26 months and 22-36 months)				
Understands that some things are theirs, some things are shared, and some things belong to other people <i>EYFS</i>				
Actively draws others into social interaction <i>EYFS</i>				
Hands a toy to an adult for assistance when unable to get it to work; sees adult as someone who can help				
Spends time in groups of other children engaged in own play, but watching the other children				
Demonstrates sense of self as an individual – for example, wants to do things independently, says "No" to adult <i>EYFS</i>				
STEP 10 (EYFS stage 22-36 months)				
Responds positively to a variety of familiar adults				
Shows affection towards other children and younger siblings				
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 <i>EYFS</i>				
Uses others as sources of information by asking questions				
Makes choices that involve challenge, when adults ensure their safety				
Shows understanding of some rules and routines <i>EYFS</i>				

ITEM	E	D	A	
STEP 11 (EYFS stage 22-36 months and 30-50 months)				
Demonstrates concern towards others who are upset – for example, offers favourite toy, pats arm or back, offers cuddle and so on	EYFS			
Seeks out others to share experiences	EYFS			
Understands they have to share and take turns but might not always be willing to do so - for example, with toys	EYFS			
Participates and helps with familiar routines with help from adults – for example, dusting, setting table or putting away toys				
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				
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				
STEP 12 (EYFS stage 30-50 months)				
Forms a special friendship with another child	ELG			
Is sometimes stubborn or negative and reacts with annoyance to frustration				
Enjoys responsibility of carrying out small tasks such as carrying a bag back from the shops	EYFS			
Regularly uses adults as sources of knowledge, comfort and shared activities	ELG			
Takes pride in appearance – for example, prefers certain clothes				
Shows independence in selecting and carrying out activities				
STEP 13 (EYFS stage 30-50 months and 40-60 months)				
Is more outgoing towards strangers and more confident in new social situations – for example, in playgroup although may be anxious at first	ELG			
Understands that own actions affect other people – for example, becomes upset or tries to comfort another child when they realise they have upset them	ELG			
Has an awareness and pride in self as having own identity and abilities and welcomes praise	EYFS			
Can express wishes and needs clearly and understands when these are not immediately met	EYFS			
Often actively seeks sharing and fairness				
Shows care and concern for others, for living things and the environment	EYFS			
Enjoys joining in with family customs and routines	EYFS			
Is curious about others and can adapt behaviour to fit in with different events and social situations – for example, removing shoes and socks before going on slide after seeing others doing this	ELG			



ITEM	E	D	A	
STEP 14 (EYFS stage 40-60 months)				
Can describe self in positive terms and talk about own strengths and weaknesses <i>EYFS</i>				
Enjoys and joins in with shared play appropriately – for example, turn-taking and sharing <i>ELG</i>				
Understands and follows agreed values when in group situations with adults and children <i>ELG</i>				
Selects and uses activities and resources independently <i>ELG</i>				
Understands that people have different needs, views, cultures and beliefs, which need to be treated with respect <i>ELG</i>				
Understands that they can expect others to treat their needs, views, cultures and beliefs with respect				
Is confident and skilled in seeking comfort, reassurance and help from special people				
Enjoys talking about past experiences, the present and future plans <i>ELG</i>				
Knows about their culture and beliefs and those of other people				
Works as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously <i>ELG</i>				

Comments:

Child's name..... Date of birth.....

ITEM	E	D	A	
STEP 1 (EYFS stage 0-11 months)				
Cries to express needs – for example, when hungry, or in discomfort <i>EYFS</i>				
Uses sounds – for example, gurgling and cooing to communicate when relaxed <i>EYFS</i>				
Turns eyes and/or head towards you when you speak <i>EYFS</i>				
STEP 2 (EYFS stage 0-11 months)				
Makes sounds in response when you talk <i>EYFS</i>				
Turns quickly to your voice across the room				
Shows excitement at sound of approaching voices, footsteps or other familiar sounds				
Reacts by smiling, looking and moving when you interact <i>EYFS</i>				
STEP 3 (EYFS stage 0-11 months)				
Looks carefully at person talking <i>EYFS</i>				
Stops communicating if speaker turns away <i>EYFS</i>				
Enjoys listening to nursery rhymes				
Responds to changes in tone of voice				
Vocalises back when talked to (making own sounds) especially to familiar adult and when a smiling face is used <i>EYFS</i>				
STEP 4 (EYFS stages 0-11 months and 8-20 months)				
Begins to develop and use some consonant sounds – for example, 'g', 'm', 'p', 'd'				
Begins to develop and use vowel sounds – for example, 'aa'				
Understands words they hear a lot and that are said with gestures – for example, "all gone" and "bye bye"				
Uses simple sounds or gestures to mean a particular thing – for example, "da" for daddy				
Uses voice or gesture to attract attention				
Babbles by repeating a series of the same sounds – for example, "ba-ba-ba", "ma-ma-ma" <i>PCHR EYFS</i>				

ITEM	E	D	A	
STEP 5 (EYFS stage 8-20 months)				
Responds to own name by turning or looking up at whoever said their name				
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				
Asks for favourite games using sounds or gestures – for example, playing peek-a-boo, saying “Boo” or hiding face in hands				
Copies the speech of others, especially the vowels and ‘ups and downs’ (intonation)	<i>PCHR</i>	<i>EYFS</i>		
Babbles, using varied consonants and vowels – for example, “baga”, “maba”		<i>EYFS</i>		
Points to objects and people, using first finger				
STEP 6 (EYFS stage 8-20 months)				
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				
Uses sounds instead of words to represent different objects - for example “brmm” for ‘car’, “yum” for ‘dinner’, “dodi” for ‘dummy’		<i>EYFS</i>		
Voice has the ‘ups and downs’ (intonation) of the language spoken at home even though individual words may not be clear				
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”		<i>EYFS</i>		
Uses approximately five different words without any help	<i>PCHR</i>	<i>EYFS</i>		
STEP 7 (EYFS stages 8-20 months and 16-26 months)				
Understands and follows simple instructions in context – for example, “Give me the ball” or “Kiss Daddy night-night”		<i>EYFS</i>		
When asked, can show simple body parts on self by pointing at them on self or others – for example, hair, eyes, ears and nose				
Copies expressions they hear a lot – for example, “Oh dear” or “All fall down”		<i>EYFS</i>		
Enjoys nursery rhymes and shows they are listening by trying to join in with actions or sounds		<i>EYFS</i>		
Uses different single words to comment on what’s happening – for example, says “Bird” if they see one in the garden				
Recognises and will identify many objects and pictures (by pointing) when asked questions – for example, “Where’s the ball?”		<i>EYFS</i>		
STEP 8 (EYFS stage 16-26 months)				
Is learning new words almost every day		<i>EYFS</i>		
Uses words for actions as well as objects and people				
Listens and responds to simple information or instructions out of context – for example, “Ben, find your car” or “Ali, put your teddy in bed”				
Begins to use words to refer to people and things that are not present		<i>EYFS</i>		
Sings or gestures along with favourite action rhymes, although words may not be clear				
Says two words together - for example “teddy sleeping”, “more juice”	<i>PCHR</i>	<i>EYFS</i>		

ITEM	E	D	A	
STEP 9 (EYFS stage 16-26 months and 22-36 months)				
Repeats words or phrases from familiar stories <i>EYFS</i>				
Fills in the missing word or phrase in a known rhyme, story or game – for example, ‘Humpty Dumpty sat on a...’ <i>EYFS</i>				
Understands simple instructions involving two people or objects such as “Get Mummy’s shoes” or “Find Jacob’s car”				
Uses words to ask for help – for example, when washing hands				
Uses ‘adult’ form of vowels (a, e, i, o, u) most of the time				
Recognises and joins in with songs and actions – for example, ‘The Wheels on the Bus’ <i>EYFS</i>				
STEP 10 (EYFS stage 22-36 months)				
Learns new words very rapidly and uses them when communicating with other people <i>EYFS</i>				
Understands more complex sentences – for example, “Put your toys away and we’ll read a book” <i>EYFS</i>				
Shows sustained engagement and interaction when sharing a picture storybook with an adult				
Tries to repeat many things adults say, either saying the actual word or making a close match – for example, says “Um-beya” for ‘umbrella’				
Uses a variety of question words – for example, ‘what’, ‘where’, ‘who’ <i>EYFS</i>				
Says three words together – for example, “go park today”, “big red bus” <i>PCHR EYFS</i>				
STEP 11 (EYFS stage 22-36 months and 30-50 months)				
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’				
Talks about ownership – for example, ‘my teddy’, ‘your book’ ‘the man’s car’				
Uses pronouns correctly – for example, ‘I’, ‘me’ and ‘you’				
Knows full name				
Says all or part of simple nursery rhymes				
Listens eagerly to short stories, is able to talk about particular parts of them and requests favourites over and over again <i>ELG</i>				

ITEM	E	D	A	
STEP 12 (EYFS stage 30-50 months)				
Uses sentences involving more than three words				
Understands uses of objects – for example, can give the right answer to “What do we use to cut things with?”	<i>EYFS</i>			
Can retell a simple past event in correct order – for example, “went down slide and hurt finger”	<i>EYFS</i>			
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”				
Talks about own life and favourite things				
Asks questions with yes/no answers – for example “Was he singing?”				
Says negative sentences – for example, “He wasn’t singing”				
Uses a range of tenses to talk about past, present and future – for example, ‘play’, ‘playing’, ‘will play’ and ‘played’	<i>ELG</i>			
STEP 13 (EYFS stage 30-50 months and 40-60 months)				
Begins to use language for pretending and organising play – for example, “you be the mum and I be the baby”	<i>EYFS</i>			
Produces nearly all the consonant sounds accurately				
Easily understood by a range of people	<i>ELG</i>			
Retells stories in the correct sequence, drawing on language patterns of stories such as ‘Once upon a time’				
Understands ‘when’ and ‘why’	<i>ELG</i>			
Talks about what might happen next in a familiar situation				
Uses longer sentences to link more than one idea, for example “We walked to the park and we watched the ducks”	<i>ELG</i>			
STEP 14 (EYFS stage 40-60 months)				
Can produce most speech sounds, although may have difficulty with some consonant blends - for example, ‘tr’ in tree, ‘bl’ in blue				
Can pick out words that rhyme				
Shows an understanding of the elements of stories – for example, main character, sequence of events and story beginnings and endings				
Asks “Why?” frequently and considers replies	<i>EYFS</i>			
Adapts language to the needs of the listener	<i>ELG</i>			
Can pick out the first sound in a word				

Comments:

Child's name..... Date of birth.....

ITEM	E	D	A	
STEP 1 (EYFS stage 0-11 months)				
Turns head to the side when placed on tummy				
Opens mouth to feed when corner of mouth is touched				
Sucking is strong and rhythmic with coordinated swallowing				
Lifts head clear of ground <i>PCHR</i>				
Looks steadily at things for short periods (5 seconds or more)				
Presses down foot/straightens body when held standing on a hard surface				
Makes smooth movements with arms and legs, which gradually become more controlled <i>EYFS</i>				
STEP 2 (EYFS stage 0-11 months)				
Able to control head when supported in an upright position; head does not flop forwards or backwards <i>EYFS</i>				
When lying on tummy, lifts head up and uses forearms to support <i>EYFS</i>				
Uses movement and senses to focus on, reach for and grasp objects <i>EYFS</i>				
Closes hand firmly around objects placed in palm <i>PCHR</i>				
Sits with support <i>PCHR</i>				
Explores hands and fingers – for example, watches them, presses hands together, clasps and unclasps hands <i>PCHR EYFS</i>				
STEP 3 (EYFS stage 0-11 months)				
Rolls over from front to back, from back to front <i>PCHR EYFS</i>				
When lying on back, lifts legs into vertical position and grasps feet <i>EYFS</i>				
Can lift head and chest and support self with straight arms and flat hands when lying on tummy <i>EYFS</i>				
Picks up and explores objects – for example, by holding to mouth <i>EYFS</i>				
STEP 4 (EYFS stages 0-11 months and 8-20 months)				
Sits unsupported on the floor <i>PCHR EYFS</i>				
Passes toys from one hand to the other <i>EYFS</i>				
Pulls to standing, holding on to furniture or person for support <i>EYFS</i>				
Can move from a sitting position to hands and knees (crawl position)				
Moves around on the floor by wriggling				
When sitting, can lean forward to pick up small toys <i>EYFS</i>				



ITEM	E	D	A	
STEP 5 (EYFS stage 8-20 months)				
Crawls, bottom shuffles or rolls continuously to move around <i>PCHR EYFS</i>				
Holds own bottle or sipper cup <i>EYFS</i>				
Picks up small objects between thumb and fingers <i>PCHR EYFS</i>				
Enjoys making marks in damp sand, paste or paint <i>EYFS</i>				
Throws toys or objects deliberately				
Stretches out with one hand to grasp toy if offered				
Opens mouth for spoon <i>EYFS</i>				
Can let go of things – for example, to drop something or give it to you <i>PCHR</i>				
Can reach and grasp a moving object by moving towards where the object will go				
Actively cooperates with nappy changing- for example lies still, holds legs up <i>EYFS</i>				
STEP 6 (EYFS stage 8-20 months)				
Starts to communicate urination and bowel movements <i>EYFS</i>				
Pulls self up to standing against furniture and can lower self back down again				
Walks around furniture lifting one foot and stepping sideways (cruising) <i>PCHR EYFS</i>				
Walks with one or both hands held by adult <i>PCHR EYFS</i>				
Grasps finger foods and brings them to mouth <i>PCHR EYFS</i>				
Attempts to use spoon or other utensil; can guide towards mouth but food often falls off <i>EYFS</i>				
Holds an object in each hand and brings them together in the middle – for example, holds two blocks and bangs them together <i>EYFS</i>				
Holds pen or crayon using a whole hand (palmar) grasp and scribbles with different strokes <i>PCHR EYFS</i>				
Takes first few steps; feet wide apart, uneven steps, arms raised for balance <i>EYFS</i>				

ITEM	E	D	A	
STEP 7 (EYFS stages 8-20 months and 16-26 months)				
Builds tower of two blocks				
Walks with shorter steps and legs closer together, no longer needs to hold arms up for balance				<i>PCHR</i>
Walks up steps holding hand of adult				<i>EYFS</i>
Comes downstairs backwards on knees (crawling)				<i>EYFS</i>
Accepts new textures and tastes – for example, larger pieces of food and different types				<i>EYFS</i>
Shows awareness of what a potty or toilet is used for				<i>EYFS</i>
Develops own likes and dislikes in food and drink and may refuse disliked food or drink				<i>EYFS</i>
Takes off easily removed clothes – for example, socks				
Turns knobs and removes easy screw lids				
Signals wet or soiled nappy or pants				<i>EYFS</i>
STEP 8 (EYFS stage 16-26 months)				
Holds cup with both hands and drinks without much spilling				<i>EYFS</i>
Is aware of where clothes are kept – for example, outdoor coat and shoes by the door				
Gets onto child's chair without assistance, either backwards or sideways				
Brushes own hair				
Can kick a large ball				<i>EYFS</i>
Starts to help with dress and hygiene routines				<i>EYFS</i>
STEP 9 (EYFS stage 16-26 months and 22-36 months)				
Runs safely on whole foot, stopping and starting easily and avoiding obstacles				<i>EYFS</i>
Squats steadily to rest or play with object on the ground and rises to feet without using hands				<i>EYFS</i>
Feeds self competently with spoon				<i>PCHR</i> <i>EYFS</i>
Drinks well without spilling				<i>EYFS</i>
Puts on hat and slip-on shoes				<i>EYFS</i>
Indicates need for toilet by behaviour – for example, dancing movements or holding self				<i>EYFS</i>
Holds pencil between thumb and two fingers no longer using whole hand grasp				<i>EYFS</i>

ITEM	E	D	A	
STEP 10 (EYFS stage 22-36 months)				
Climbs confidently and uses nursery play climbing equipment <i>EYFS</i>				
Builds a tower of up to six blocks				
Fits small shapes and objects into holes during posting activities				
Takes off loose coat or shirt when undone				
Turns pages in a book one at a time <i>EYFS</i>				
Unzips front zipper on coat or jacket <i>EYFS</i>				
Can undo Velcro fasteners				
Shows control in holding and using hammers, books and mark-making tools <i>EYFS</i>				
STEP 11 (EYFS stage 22-36 months and 30-50 months)				
Walks downstairs safely, two feet to each step while carrying a toy <i>EYFS</i>				
Stands on one foot when shown <i>EYFS</i>				
Makes snips in paper with child scissors <i>EYFS</i>				
Usually able to control bowel with occasional accidents <i>EYFS</i>				
Takes pleasure in personal hygiene including toileting				
Pulls up own trousers, and pulls up zipper <i>EYFS</i>				
Can undo large buttons				
Screws and unscrews toy nuts and bolts				
Able to blow – for example, candles or when cooling food				
Catches a large ball <i>EYFS</i>				
STEP 12 (EYFS stage 30-50 months)				
Holds pencil near its tip between first two fingers and thumb and uses it with good control to draw different shapes <i>ELG</i>				
Asks for toilet using voice, gesture or action – for example, leads adult to toilet and asks verbally or makes a sign				
Pulls down own pants when using the toilet <i>EYFS</i>				
Rides tricycle, using pedals				
Can jump forward about 60 cm (2 feet)				
Puts arms into open-fronted coat or shirt when held up <i>EYFS</i>				
Washes and dries hands				



ITEM		E	D	A	
STEP 13 (EYFS stage 30-50 months and 40-60 months)					
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles	<i>ELG</i>				
Handles tools, objects, construction and malleable materials safely and with increasing control	<i>ELG</i>				
Hangs up own coat					
Buttons up clothes					
Walks upstairs using alternating feet, one foot per step	<i>EYFS</i>				
Eats competently with knife and fork					
Reliably dry and clean during the day	<i>EYFS</i>				
STEP 14 (EYFS stage 40-60 months)					
Travels around, under, over and through balancing and climbing equipment with confidence	<i>ELG</i>				
Shows increasing accuracy in throwing, catching and kicking a ball					
Recognises the importance of keeping healthy, and those things which contribute to this	<i>ELG</i>				
Takes responsibility for self-care in washing, teeth cleaning and toileting	<i>ELG</i>				
Dresses and undresses independently	<i>ELG</i>				

Comments:

Child's name..... Date of birth.....

ITEM	E	D	A	
STEP 1 (EYFS stage 0-11 months)				
Moves hanging rattle or soft toy while moving arms or legs				
When lying on back or propped up, moves eyes to follow face or toy moving slowly from side to side, close to face				
Turns eyes and or head towards new sounds				
Is startled by sudden noise				
Shows interest in new experiences – for example, when you show a new toy				
STEP 2 (EYFS stage 0-11 months)				
Shows interest in small objects or the detail of a toy – for example, will gaze at small beads in a rattle				
Reacts with sudden behaviour change when a face or object disappears suddenly from view <i>EYFS</i>				
Looks around a room with interest; visually scans environment for new and interesting objects and events <i>EYFS</i>				
Smiles with pleasure at recognisable playthings <i>EYFS</i>				
Shows interest in moving pictures and sound – for example, on television				
Can shift visual attention by looking from one object to another and back again				
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 <i>EYFS</i>				
STEP 3 (EYFS stage 0-11 months)				
Plays with and explores objects by touching them, looking at them, bringing them to the mouth and listening to the sounds they make				
Persistently and deliberately reaches out for toys				
Notices changes in groupings of objects, pictures and sounds - example they may look puzzled, unsettled or stop what they are doing				
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 <i>EYFS</i>				
STEP 4 (EYFS stages 0-11 months and 8-20 months)				
Plays with objects, by banging, shaking, turning them around in their hands				
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				
Shows interest in toys and other things that incorporate technology				
Can release toy from grasp if attention disturbed				
Watches toy being hidden and tries to find it <i>EYFS</i>				

ITEM	E	D	A	
STEP 5 (EYFS stage 8-20 months)				
Shows excitement during turn-taking games such as peek-a-boo – for example, claps hands as their turn gets closer				
Looks towards the floor when object is dropped by other people and looks for objects they drop themselves <i>EYFS</i>				
Explores new objects in an orderly way to investigate cause and effect – for example can pull on a string to get the connected toy				
Understands the meaning of some sounds – for example, hears a telephone ring and looks at the telephone				
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 <i>EYFS</i>				
Stays absorbed in activities and can ignore distractions for at least 30 seconds <i>EYFS</i>				
Imitates and improvises actions they have observed – for example, clapping or waving <i>EYFS</i>				
Struggles to get objects that are out of reach and pulls a mat towards them to make a toy or object come closer				
STEP 6 (EYFS stage 8-20 months)				
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 <i>EYFS</i>				
Realises one object can act as a container for another – for example, puts smaller objects inside bigger ones and removes them again <i>EYFS</i>				
Interested in things that go together – for example, cup and saucer				
Recognises favourite toys, games and activities – for example, sees character in favourite book and brings same toy for you to play with				
Experiments – for example, if two things don't fit together one way then tries another way				
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 <i>EYFS</i>				
STEP 7 (EYFS stages 8-20 months and 16-26 months)				
Remembers where objects belong <i>EYFS</i>				
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 <i>EYFS</i>				
Shows understanding that things exist, even when out of sight; will refer to, request or search for objects that are not currently in sight <i>EYFS</i>				
Enjoys playing with objects of different sizes that go together – for example, stacking cups				
Matches shape of piece to hole – for example, in a shape sorter				

ITEM	E	D	A	
STEP 8 (EYFS stage 16-26 months)				
Matches objects with parts that fit together – for example, puts lid on teapot <i>EYFS</i>				
Uses understanding of cause and effect – for example, straightens up a tower of blocks if it starts to wobble				
Shows a curiosity about how things work – for example, looks closely at the parts of a mechanical toy				
Is interested in pushing and pulling things				
Builds simple structures				
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				
Can organise and categorise objects – for example, putting all red things and all blue things in separate piles <i>EYFS</i>				
STEP 9 (EYFS stage 16-26 months and 22-36 months)				
Copies everyday actions in play – for example, brushing doll's hair, cleaning dolls' house, feeding teddy toy food <i>EYFS</i>				
Makes pretend sequences – for example, pouring pretend tea then drinking, washing then drying a doll, getting in a toy car and going to work				
Creates and experiments with blocks, colours and marks <i>EYFS</i>				
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				
Operates mechanical toys – for example, turns the knob on a wind-up toy, pulls back on a friction car, pushes button to open flap <i>EYFS</i>				
STEP 10 (EYFS stage 22-36 months)				
Matches sets of identical objects; understands the idea of 'the same'				
Begins to develop sense of time; understands terms such as 'later', 'tomorrow' and 'yesterday' <i>EYFS</i>				
Understands simple explanations and reasons given by others				
Understands size differences (bigger, smaller and so on) – for example, selects the bigger or smaller object or picture when asked				
Names two or three colours				
Completes simple puzzle board with shapes that fit together				

ITEM	E	D	A	
STEP 11 (EYFS stage 22-36 months and 30-50 months)				
Seeks to learn basic skills in turning on some ICT equipment <i>EYFS</i>				
Engages in imaginative play and role-play based on own experiences – for example, ‘driving a car’ <i>EYFS</i>				
Shows curiosity about the world by asking questions and thinking about reasons why things happen				
Joins in with learning activities led by more able partner and can perform new actions after they have seen them demonstrated				
Enjoys playing with small-world models such as a farm, a garage, or a train track <i>EYFS</i>				
Notices deliberate mistake in story telling or rhyme				
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’.				
Repeats a two digit number sequence, e.g. 7, 2				
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 getting the train and tracks and setting them out before playing trains				
STEP 12 (EYFS stage 30-50 months)				
Puts three pictures in correct order to represent a sequence in a familiar activity or story <i>EYFS</i>				
Uses various building materials <i>EYFS</i>				
Follows directions if not intently focused on own choice of activity <i>EYFS</i>				
Shows awareness of danger – for example, is careful on playground equipment <i>EYFS</i>				
Builds stories around toys – for example, farm animals climbing an armchair ‘cliff’ and having to be rescued				
Notices what adults do, copying what is observed and then doing it when the adult is not there				
Uses ICT to perform more complex functions, such as selecting a channel on the TV remote control <i>EYFS</i>				
Repeats a three digit number sequence – for example, 2, 8, 5				
Draws person with head and one or two other features or parts				

ITEM	E	D	A	
STEP 13 (EYFS stage 30-50 months and 40-60 months)				
Shows interest in different occupations and ways of life <i>EYFS</i>				
Remembers three or four items shown on a list – for example, a picture shopping list of apples, oranges and bananas				
Comments and asks questions about where they live and the natural world <i>ELG</i>				
Builds complex things with a wide range of objects, selecting appropriate resources and adapting their work where necessary <i>EYFS</i>				
Talks about personal intentions, describing what they are trying to do				
Is able to ignore distractions and concentrate on a chosen task				
Concentrates and listens for more than ten minutes in adult-led activities that they enjoy <i>ELG</i>				
STEP 14 (EYFS stage 40-60 months)				
Selects the tools and techniques they need to shape, assemble and join materials they are using <i>ELG</i>				
Explains own knowledge and understanding, and asks appropriate questions of others				
Finds out about and identifies the uses of everyday technology, and uses information and communication technology, and programmable toys, to support their learning <i>ELG</i>				
Makes short-term future plans				
Finds out about their environment, and talks about the features that they like and dislike <i>ELG</i>				
Shows flexibility in trying different ways of tackling problems				

Comments:

Acknowledgements

John Oates Project Lead

Centre for Childhood, Development and Learning, The Open University and Visiting Professor at the University of St Mark and St John

Silvana Mengoni Research Fellow

Centre for Childhood, Development and Learning, The Open University

In addition to the individuals and organisations who contributed to the Early Years Developmental Journal, we would like to thank:

Kim Bolger Complex Needs and Dyslexia Service - Complex Learning Needs Team, London Borough Of Newham

Merle Cattermole Early Years and Childcare, Suffolk County Council

Hilary Clark Educational Psychology, Cambridgeshire County Council

Annabel Dixon Pre-School Specialist Support and Disability Service, London Borough of Bromley

Karen Halley Early Years Inclusion, Wokingham Borough Council

Lisa Northover Complex Needs and Dyslexia Service - Complex Learning Needs Team, London Borough Of Newham

Jill Wellings Special Needs Early Years, Wolverhampton City Council

Funded by



Department
for Education

Early Support

for children, young people and families



The Open
University

Copies of this resource can be downloaded from
www.ncb.org.uk/early-support

© Crown copyright 2013