

	Personal, Social and Emotional Development			Communication and Language		
	Making relationships	Self-confidence and Self-awareness	Managing feelings and behaviour	Listening & attention	Understanding	Speaking
8-20 mths	<p>Seeks to gain attention in a variety of ways, drawing others into social interaction.</p> <p>Builds relationships with special people.</p> <p>Is wary of unfamiliar people.</p> <p>Interacts with others and explores new situations when supported by familiar person.</p> <p>Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</p>	<p>Enjoys finding own nose, eyes or tummy as part of naming games.</p> <p>Learns that own voice and actions have effects on others.</p> <p>Uses pointing with eye gaze to make requests, and to share an interest.</p> <p>Engages other person to help achieve a goal, e.g. to get an object out of reach.</p>	<p>Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.</p> <p>Growing ability to soothe themselves, and may like to use a comfort object.</p> <p>Cooperates with caregiving experiences, e.g. dressing.</p> <p>Beginning to understand 'yes', 'no' and some boundaries</p>	<p>Moves whole bodies to sounds they enjoy, such as music or a regular beat.</p> <p>Has a strong exploratory impulse.</p> <p>Concentrates intently on an object or activity of own choosing for short periods.</p> <p>Pays attention to dominant stimulus – easily distracted by noises or other people talking.</p>	<p>Developing the ability to follow others' body language, including pointing and gesture.</p> <p>Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?').</p> <p>Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'.</p>	<p>Uses sounds in play, e.g. 'brrrrm' for toy car.</p> <p>Uses single words.</p> <p>Frequently imitates words and sounds.</p> <p>Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.)</p> <p>Uses pointing with eye gaze to make requests, and to share an interest.</p> <p>Creates personal words as they begin to develop language.</p>
16-26 mths	<p>Plays alongside others.</p> <p>Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.</p> <p>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</p>	<p>Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed.</p> <p>Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).</p> <p>Demonstrates sense of self as an individual, e.g. wants to do things independently, says 'No' to adult.</p>	<p>Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.</p> <p>Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.</p> <p>Responds to a few appropriate boundaries, with encouragement and support.</p> <p>Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</p>	<p>Listens to and enjoys rhythmic patterns in rhymes and stories.</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p>Rigid attention – may appear not to hear.</p>	<p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</p> <p>Understands simple sentences (e.g. 'Throw the ball').</p>	<p>Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Beginning to put two words together (e.g. 'want ball', 'more juice').</p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).</p> <p>Beginning to ask simple questions.</p> <p>Beginning to talk about people and things that are not present.</p>
22-36 mths	<p>Interested in others' play and starting to join in.</p> <p>Seeks out others to share experiences.</p> <p>Shows affection and concern for people who are special to them.</p> <p>May form a special friendship with another child.</p>	<p>Separates from main carer with support and encouragement from a familiar adult.</p> <p>Expresses own preferences and interests.</p>	<p>Seeks comfort from familiar adults when needed.</p> <p>Can express their own feelings such as sad, happy, cross, scared, worried.</p> <p>Responds to the feelings and wishes of others.</p> <p>Aware that some actions can hurt or harm others.</p> <p>Tries to help or give comfort when others are distressed.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity</p>	<p>Listens with interest to the noises adults make when they read stories.</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p>Shows interest in play with sounds, songs and rhymes.</p> <p>Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</p>	<p>Identifies action words by pointing to the right picture, e.g., 'Who's jumping?'</p> <p>Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. 'Who's that/can? What's that? Where is.?).</p> <p>Developing understanding of simple concepts (e.g. big/little).</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Learns new words very rapidly and is able to use them in communicating.</p> <p>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</p> <p>Uses a variety of questions (e.g. what, where, who).</p> <p>Uses simple sentences (e.g. 'Mummy gonna work').</p> <p>Beginning to use word endings (e.g. going, cats).</p>
30-50 mths	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Listens to others one to one or in small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Understands use of objects (e.g. 'What do we use to cut things?').</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand 'why' and 'how' questions.</p>	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'.</p>
40-60+ mths	<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span</p>	<p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>
ELG	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
Tickell	<p>Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p>	<p>Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p>	<p>Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>	<p>Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p>	<p>After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carryout instructions which contain several parts in a sequence.</p>	<p>Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>

		Physical Development	
		Moving and Handling	Health and self-care
8-20 mths	<p>Sits unsupported on the floor.</p> <p>When sitting, can lean forward to pick up small toys.</p> <p>Pulls to standing, holding on to furniture or person for support.</p> <p>Crawls, bottom shuffles or rolls continuously to move around.</p> <p>Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.</p> <p>Takes first few steps independently.</p> <p>Passes toys from one hand to the other.</p> <p>Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</p> <p>Picks up small objects between thumb and fingers.</p> <p>Enjoys the sensory experience of making marks in damp sand, paste or paint.</p> <p>Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</p>	<p>Opens mouth for spoon.</p> <p>Holds own bottle or cup.</p> <p>Grasps finger foods and brings them to mouth.</p> <p>Attempts to use spoon: can guide towards mouth but food often falls off.</p> <p>Can actively cooperate with nappy changing (lies still, helps hold legs up).</p> <p>Starts to communicate urination, bowel movement.</p>	
16-26 mths	<p>Walks upstairs holding hand of adult.</p> <p>Comes downstairs backwards on knees (crawling).</p> <p>Beginning to balance blocks to build a small tower.</p> <p>Makes connections between their movement and the marks they make.</p>	<p>Develops own likes and dislikes in food and drink.</p> <p>Willing to try new food textures and tastes.</p> <p>Holds cup with both hands and drinks without much spilling.</p> <p>Clearly communicates wet or soiled nappy or pants.</p> <p>Shows some awareness of bladder and bowel urges.</p> <p>Shows awareness of what a potty or toilet is used for.</p> <p>Shows a desire to help with dressing/undressing and hygiene routines.</p>	
22-36 mths	<p>Runs safely on whole foot.</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>Can kick a large ball.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools.</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>Walks upstairs or downstairs holding onto a rail two feet to a step.</p> <p>May be beginning to show preference for dominant hand.</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>Feeds self competently with spoon.</p> <p>Drinks well without spilling.</p> <p>Clearly communicates their need for potty or toilet.</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p>	
30-50 mths	<p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	
40-60+ mths	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p>	
ELG	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
Tickell	<p>Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>	<p>Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>	