

**Prescot Primary School and Nursery
Development Matters Observational Checkpoints**

	Communication and Language	Personal, Social and Emotional Development	Physical Development
6 - 7 months	<p>Does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?</p> <p>Is the baby using speech sounds (babbling) to communicate with adults?</p>	<p>Does the baby respond to their name and respond to the emotions in your voice?</p>	<p>Does the baby move with ease and enjoyment?</p>
12 months	<p>Does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?</p> <p>Is the baby beginning to use single words like mummum, dada, tete (teddy)?</p> <p>Can the baby choose between two objects: "Do you want the ball or the car?"</p>	<p>Does the baby start to be shy around strangers and show preferences for certain people and toys?</p>	<p>Can the baby pull to stand from a sitting position and sit down?</p> <p>Can the baby pick up something small with their first finger and thumb (such as a piece of string)?</p> <ul style="list-style-type: none"> <i>Note: Look out for babies and young toddlers who appear underweight, overweight or to have poor dental health. Work closely with parents and other agencies to find out more about these difficulties.</i>
15 months	<p>Can the baby say around 10 words (they may not all be clear)?</p>		
18 months	<p>Is the toddler listening and responding to a simple instruction like "Adam, put on your shoes?"</p>	<p>Is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?</p>	

	<p>Is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?</p> <p>Does the toddler understand lots of different single words and some two- word phrases, such as “give me” or “shoes on”?</p>		
2 years	<p>Is the child showing an interest in what other children are playing and sometimes joins in?</p> <p>Towards their second birthday, can the child use up to 50 words?</p> <p>Is the child beginning to put two or three words together: “more milk”?</p> <p>Is the child frequently asking questions, such as the names of people and Objects?</p> <p>Can the child understand many more words than they can say – between 200–500 words?</p> <p>Can the child understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?”</p>	<p>Does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?</p> <p>Between the ages of two and three, does the child start to enjoy the company of other children and want to play with them?</p> <ul style="list-style-type: none"> <i>Note: Watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. Work closely with parents and other agencies to find out more about these difficulties.</i> 	<p>Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?</p>
3 years	<p>Can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, can you stop now? We’re tidying up”.</p> <p>Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for</p>	<p>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?</p> <p>Can the child settle to some activities for a while?</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not</p>	<p>Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?</p> <p>Look out for children who find it difficult to sit comfortable on chairs. They may need help to develop their core muscles. You can help them by</p>

	<p>time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</p> <p>Is the child linking up to five words together?</p> <p>Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.</p> <p>Can the child follow instructions with three key words like "Can you wash dolly's face?"</p> <p>Can the child show that they understand action words by pointing to the right picture in a book. For example, "Who's jumping?"</p> <p>Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <ul style="list-style-type: none"> • <i>Watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</i> 	<p>been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>	<p>encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</p>
4 years	<p>Is the child using sentences of four to six words? – "I want to play with cars" or "What's that thing called?"</p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'? For example,</p>	<p>Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)</p>	<p>Most, but not all, children are reliably dry during the day by the age of four. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>

	<p>"I like ice cream because it makes my tongue shiver".</p> <p>Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?</p> <p>Can the child answer simple 'why' questions?</p>	<p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <ul style="list-style-type: none"> <i>Note: Watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. Work closely with parents and other agencies to find out more about these difficulties.</i> 	
ELGs	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Listens attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Makes comments about what they have heard and ask questions to clarify their understanding; - Holds conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> - Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Expresses their ideas and feelings about their 	<p>Self-Regulation</p> <ul style="list-style-type: none"> - Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Sets and works towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Gives focused attention to what the teacher says, responds appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> - Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge; - Explains the reasons for rules, knows right from wrong and tries to behave accordingly; - Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Negotiates space and obstacles safely, with consideration for themselves and others; - Demonstrates strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing

	<p>experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>choice.</p> <p>Building Relationships</p> <ul style="list-style-type: none">- Works and plays cooperatively and takes turns with others;- Forms positive attachments to adults and friendships with peers;- Shows sensitivity to their own and to others' needs.	
--	--	--	--