**Stage 1. To be completed by Settings in partnership with parent/carer**

**Bury Portage & SEN Early Years Developmental Profile**

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| **Child’s Name** |  | **DoB** |  | **First Assessed** |  | **Updated** |  | **Updated** |  | **E: Emerging** | **A: Achieved** |

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| **Person Completing Profile:**  | **CA first assessed:** |  |  |  |  | **CA = Chronological** |
|  |  | **Updated CA:** |  | **Updated CA:** |  |  |  |  |
|  |  | **Updated CA:** |  | **Updated CA:** |  |  |  |  |
|  |  | **Updated CA:** |  | **Updated CA:** |  |  |  |  |

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| **Age** | **Physical** | **Play/Cognition & Learning** | **Communication** | **Personal/Emotional & Social Skills** |
| **Fine Motor** | **Gross Motor** | **Understanding** | **Expressive** | **Emotional/Social Skills** | **Self Help Skills** |
| **4-5 yrs** |  |  |  |  |  |  |  |
| **3.6-4 yrs** |  |  |  |  |  |  |  |
| **3-3.6 yrs** |  |  |  |  |  |  |  |
| **2.6-3 yrs** |  |  |  |  |  |  |  |
| **2-2.6 yrs** |  |  |  |  |  |  |  |
| **21 m-2 yrs** |  |  |  |  |  |  |  |
| **18-21 mths** |  |  |  |  |  |  |  |
| **15-18 mths** |  |  |  |  |  |  |  |
| **12-15 mths** |  |  |  |  |  |  |  |
| **9-12 mths** |  |  |  |  |  |  |  |
| **6-9 mths** |  |  |  |  |  |  |  |
| **3-6 mths** |  |  |  |  |  |  |  |
| **0-3 mths** |  |  |  |  |  |  |  |

**Stage 1. To be completed by Settings in partnership with parent/carer**

**Bury Portage & SEN Early Years Developmental Profile: 0 - 9 months**

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| **Child’s Name** |  | **DoB** |  | **First Assessed** |  | **Updated** |  | **Updated** |  | **E: Emerging** | **A: Achieved** |

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| Age | Physical | E | A | Physical | E | A | Play/Cognition & Learning | E | A | Communication/Speech & Language | E | A | Communication/Speech & Language | E | A | Personal/Emotional & Social Development | E | A | Personal/Emotional & Social Development | E | A |
|  | Fine Motor Skills | Gross Motor Skills |  | Understanding | Expressive Language Skills | Emotional/Social Skills | Self Help Skills |
| 0-3 months | Holds small toy |  |  | Raises head when lying on front |  |  | Tracks moving objects with eyes |  |  | Makes sounds cooing/gurgling |  |  | Turns eyes to sound/person |  |  | Smiles/laughs with a familiar person |  |  | Sucks well |  |  |
| Mouths toys |  |  | Moves arms, kicks legs lying on back |  |  | Plays with hand in mouth or own fingers |  |  | Cries to communicate need, eg hungry/tired |  |  | Quiets to familiar voice |  |  | Comforted by body contact/soothing noises |  |  |  |  |  |
| Brings hands into midline |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3-6 months | Reaches and grasps toy |  |  | Stretches arms to be lifted |  |  | Enjoys physical play |  |  | Stops crying to voice/music |  |  | Laughs/blows raspberries |  |  | Cries in different ways to express needs |  |  | Reaches for bottle/drinks  |  |  |
| Transfers object from hand to hand |  |  | Rolls side to side, front to back |  |  | Explores toys by mouthing, banging, feeling or shaking |  |  | Turns head towards sounds/talking |  |  | Copies/makes babbling sounds |  |  | Shows interest in adult faces |  |  | Will take slightly lumpy food from a spoon |  |  |
|  |  |  | Sits with support, turns head side to side |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6-9 months | Grips object with finger and thumb together |  |  | Crawls/bottom shuffles |  |  | Removes cloth from face |  |  | Will turn and look when name called |  |  | Copies sound patterns |  |  | Smiles at own reflection and pats mirror |  |  | Holds own bottle |  |  |
|  | Bangs 2 objects together/ claps |  |  | Sits unsupported on floor |  |  | Finds toy under handkerchief |  |  | Responds to speech/action games |  |  | Vocalises to attract attention |  |  | Shows attachment to familiar people |  |  | Tries to hold cup |  |  |
|  | One handed reaching |  |  | Pulls to stand holding adult thumbs |  |  | Takes a ring off a rod |  |  | Reacts to familiar words: ‘no’, ‘bye bye’, ‘mummy’ |  |  | Strings of babble |  |  | Beginning to be wary of strangers |  |  | Accepts a variety of foods |  |  |
|  |  |  |  | Reaches from sitting without falling over |  |  | Looks for dropped toy |  |  |  |  |  | Uses some meaningful gestures, eg shake head/wave |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Throws toys, watches them fall |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Can pick up string and pull toys towards them |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Puts small objects into a container |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Stage 1. To be completed by Settings in partnership with parent/carer**

**Bury Portage & SEN Early Years Developmental Profile: 9 – 15 months**

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| **Child’s Name** |  | **DoB** |  | **First Assessed** |  | **Updated** |  | **Updated** |  | **E: Emerging** | **A: Achieved** |

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| Age | Physical | E | A | Physical | E | A | Play/Cognition & Learning | E | A | Communication/Speech & Language | E | A | Communication/Speech & Language | E | A | Personal/Emotional & Social Development | E | A | Personal/Emotional & Social Development | E | A |
|  | Fine Motor Skills | Gross Motor Skills |  | Understanding | Expressive Language Skills | Emotional/Social Skills | Self Help Skills |
| 9-12 months | Points/prods with 1 finger |  |  | Crawling |  |  | Understands cause and effect, eg enjoys knocking down towers, pushing buttons, pop-up toys |  |  | Gives object on request |  |  | Imitates waving |  |  | Enjoys joint play with an adult, between adult /child and object (joint attention) |  |  | Attempts to use a spoon with adult support |  |  |
|  | Neat pincer grip |  |  | Pulls self up to stand using furniture |  |  | Puts small objects in and out of containers when shown |  |  | Understands key words/ signs in play, eg up, car, come here |  |  | Uses voice to attract attention, ask for, refuse things |  |  | Knows a person is still there if they are out of sight |  |  | Finger feeds |  |  |
|  | Places 1 object on another |  |  | Cruises around furniture |  |  | Explores a book independently |  |  | Responds to simple instruction (word/sign) with gesture, eg “get your shoes” |  |  | Uses speech sounds/ babble/ symbolic noises |  |  | Shows affection towards familiar people, eg hugs/ pats/ kisses |  |  | Helps with being dressed, eg holds out arm/foot |  |  |
|  |  |  |  | Lowers self from standing |  |  | Pretends to drink from empty cup, brush hair etc |  |  |  |  |  | Copies simple words/ signs |  |  | Recognises mirror image |  |  |  |  |  |
|  |  |  |  | Walks holding one hand |  |  |  |  |  |  |  |  | Uses some gesture to communicate, eg pointing |  |  |  |  |  |  |  |  |
|  |  |  |  | Stands alone |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Sits from lying, unaided |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12-15 months | Builds a tower of 2 bricks |  |  | Takes independent steps |  |  | Looks, points at pictures in a book with an adult |  |  | Hands/ points to nearby objects/ body parts on request |  |  | Reaches/ points to what they want using speech sounds |  |  | Plays alongside another child |  |  | Drinks from feeder cup unaided |  |  |
|  | Palmar grasp on crayon to scribble |  |  | Crawls upstairs |  |  | Takes lids off boxes |  |  | Understands more single words/ signs in context than can use |  |  | Uses 5-10 words/signs (not always clear/ accurate) |  |  | Briefly watches other children playing |  |  | Tries to use spoon, can take food to mouth, may be messy |  |  |
|  | Takes lids off boxes |  |  | Kneels unaided |  |  | Completes 2-piece inset puzzle |  |  | Understands approximately 10-15 words / signs of objects |  |  | Imitates familiar words/ signs |  |  | Plays contentedly alone but prefers to be near a familiar adult |  |  | Pulls off own socks/ hat |  |  |
|  |  |  |  | Gets from lying to standing, unaided |  |  | Puts rings on a rod |  |  | Can perform simple actions on request, eg blow a kiss/ dance |  |  | Asks for rhymes or speech, action games using rhymes or gestures/ signs |  |  |  |  |  |  |  |  |
|  |  |  |  | Pushes wheeled toy |  |  | Pushes small wheeled toys |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Developing exploratory play |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Play demonstrates understanding of objects, eg puts telephone to ear |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Stage 1. To be completed by Settings in partnership with parent/carer**

**Bury Portage & SEN Early Years Developmental Profile: 15-21 months**

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| **Child’s Name** |  | **DoB** |  | **First Assessed** |  | **Updated** |  | **Updated** |  | **E: Emerging** | **A: Achieved** |

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| Age | Physical | E | A | Physical | E | A | Play/Cognition & Learning | E | A | Communication/Speech & Language | E | A | Communication/Speech & Language | E | A | Personal/Emotional & Social Development | E | A | Personal/Emotional & Social Development | E | A |
|  | Fine Motor Skills | Gross Motor Skills |  | Understanding | Expressive Language Skills | Emotional/Social Skills | Self Help Skills |
| 15-18 months | Palmar grasp on crayon to make circular scribble/ make dots |  |  | Walks alone |  |  | Enjoys sharing books |  |  | Understand wide range of single words/ signs and some 2 word/ sign phrases |  |  | Uses up to 20 single words/ signs and babbles |  |  | Expresses happiness/ affection |  |  | Able to spoon feed |  |  |
|  | Builds a tower of 3 bricks showing good ‘release’ |  |  | Walks holding a large toy |  |  | Builds a 3 block tower |  |  | Points to/finds an object when asked |  |  | Copies gestures/ words/ signs |  |  | Plays a rolling ball game with an adult |  |  | Copes with ½ full cup unaided |  |  |
|  | Turns pages of a book several at a time |  |  | Runs, taking care |  |  | Completes 3 piece posting box |  |  | Responds to simple instructions and questions (in sign/word) |  |  | Chatters to self in play |  |  | Initiates play/interaction with an adult by taking object to them |  |  | Helps to wash/dry hands; indicates when wet/dry |  |  |
|  |  |  |  | Seats self on small chair |  |  | Completes 3 piece inset puzzle by trial and error |  |  | Points to body parts/ clothing on request |  |  | Uses intonation, pitch and volume |  |  |  |  |  | Sits on potty for a few minutes and may use it |  |  |
|  |  |  |  | Walks upstairs holding a hand |  |  | Fills containers with small toys/ sand etc |  |  |  |  |  | Repeats last words/ sign in phrases |  |  |  |  |  |  |  |  |
|  |  |  |  | Crawls backwards downstairs |  |  | Treats dolls/teddies as babies – hugging, feeding etc |  |  |  |  |  | Enjoys nursery rhymes and tries to join in singing (word/sign) |  |  |  |  |  |  |  |  |
|  |  |  |  | Can throw a ball without falling over |  |  | Links things that go together in everyday activities, eg cars/ garage, spoon/plate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Can squat to pick up an object and return to standing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18-21 months | Builds tower of up to 6 bricks, showing good release |  |  | Squats in play |  |  | Simple pretend play with dolls, cars, eg driving car into garage |  |  | Follows instructions that contain more information, eg “tell daddy, tea’s ready” |  |  | Uses 20+ single words/ signs |  |  | Greets peers/ familiar adults when reminded |  |  | Drinks from a cup without spilling |  |  |
|  | Makes circular/ to and fro scribbles and dots |  |  | Can walk backwards |  |  | Actively explores surroundings, trying to work out problems, eg how to switch something on, get something out of reach |  |  | Identifies familiar items, places, pictures |  |  | Joins two words/ signs together, ie “Nana gone” |  |  | Watches another child at play and may copy |  |  | Uses words or gestures indicating need to go to the toilet |  |  |
|  | Turns single pages of a book |  |  | Walks downstairs holding a hand |  |  | Enjoys miniature play |  |  | Increase in understanding single words 20+ |  |  | Asks for an object by naming, pointing/ signing |  |  | Copies adult activity, eg mops floor, dusts |  |  | Pulls zip up and down |  |  |
|  | Picks up tiny objects using pincer grip |  |  | Gets on/off an adult chair |  |  | Simple 5/6 inset puzzle |  |  | Understands familiar action words |  |  | Beginning to ask questions, eg “What’s this?” (word/sign) |  |  | Beginning to take turns in play |  |  | Beginning to wash hands |  |  |
|  |  |  |  | Runs with some sense of direction |  |  | Looks at books by self for short time, turns pages of a book |  |  | Listens to short story |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | Uses sit n ride toy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Stage 1. To be completed by Settings in partnership with parent/carer**

**Bury Portage & SEN Early Years Developmental Profile: 21 months – 2.6 years**

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| **Child’s Name** |  | **DoB** |  | **First Assessed** |  | **Updated** |  | **Updated** |  | **E: Emerging** | **A: Achieved** |

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| Age | Physical | E | A | Physical | E | A | Play/Cognition & Learning | E | A | Communication/Speech & Language | E | A | Communication/Speech & Language | E | A | Personal/Emotional & Social Development | E | A | Personal/Emotional & Social Development | E | A |
|  | Fine Motor Skills | Gross Motor Skills |  | Understanding | Expressive Language Skills | Emotional/Social Skills | Self Help Skills |
| 21 months – 2 years | Threads simple shapes on washing line |  |  | Runs well |  |  | Builds 6 block tower |  |  | Listens with interest to general conversation |  |  | Talks to himself at play |  |  | Comforts an upset child by patting |  |  | Takes off shoes and socks |  |  |
|  | Squeezes/pulls dough |  |  | Jumps up and down |  |  | Turns pages of book singly without tearing |  |  | Understands most everyday words/signs for people/ objects/ actions |  |  | Uses 30+ single words / signs including some verbs |  |  | Sometimes shares toy/ food with adult/ child |  |  | Requests the toilet just too late |  |  |
|  | Unscrews lid/ turns knobs |  |  | Gets up and down stairs without help |  |  | Longer sequences of pretend play, eg make tea, give to doll |  |  | Responds to range of instructions containing 2 key words, eg “Fetch your coat and shoes” |  |  | Puts 2 words/ signs together more frequently |  |  | Will pause and briefly wait for a turn in simple social play with an adult |  |  | Eats using a spoon or fork and drinks from an open cup unaided |  |  |
|  |  |  |  | Can bring small chair to table and sit down |  |  | Likes finger painting, tipping, pouring or moulding play dough |  |  | Finds pictures of everyday objects and simple action words |  |  | Asks simple questions, 2-3 words/ intonation/ quizzical face/ signs |  |  |  |  |  | Actively helps with dressing/ undressing |  |  |
|  |  |  |  | Can bend over to pick up object |  |  | Matches object to picture |  |  |  |  |  | Can produce some consonants, ‘p’, ‘b’, ‘d’, ‘k’, ‘g’ |  |  |  |  |  | Enjoys responsibility of carrying out small tasks |  |  |
|  |  |  |  | Kicks a stationary ball without falling over |  |  | Uses 1 object to represent another in play, eg brick for phone, box as boat etc |  |  |  |  |  | May use own name when talking about themselves (sign/word) |  |  |  |  |  |  |  |  |
|  |  |  |  | Can throw a ball deliberately to an adult |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 years – 2.6 years | Holds pencil/crayon in improving tripod grip |  |  | Responds to music and rhythm by gesture and movement |  |  | Completes complex (6 piece) posting boxes |  |  | Refers to self by name (sign/word) |  |  | Uses 50+ clear single words/ signs including verbs |  |  | Plays happily alongside other children |  |  | Takes off simple unfastened clothing and can undo large buttons or Velcro fastening |  |  |
|  | Copies vertical/ horizontal line/ circle |  |  | Jumps both feet together  |  |  | Completes 12 piece inset puzzles |  |  | Follows instructions containing 2-3 key words/ signs |  |  | Uses longer sentences 3-4 words/ signs |  |  | Joins in others’ play briefly |  |  | Asks for toilet (but leaves little time) |  |  |
|  | Opens and closes scissors |  |  | Scoots on a bike |  |  | Matches colours |  |  | Answers simple questions, eg “How old are you?” (word/sign) |  |  | Asks what/where questions (word/sign) |  |  | Actively helps adults in everyday tasks |  |  | Uses knife with some support |  |  |
|  | Rolls play dough into sausages |  |  | Stands on tiptoe |  |  | Matches 6 piece picture lotto |  |  | Understands descriptive and action words |  |  | May give own name/age (word/sign) |  |  | Shows affection towards other children and younger siblings |  |  |  |  |  |
|  | Threads large beads onto thick lace |  |  | Runs safely |  |  | Shares books with adults by commenting, pointing, looking under flaps etc |  |  | Understands up/down etc |  |  | Uses pronouns, eg him/she and plurals (word/sign) |  |  | Shows some understanding of some rules and routines |  |  |  |  |  |
|  | Joins Duplo/stickle bricks |  |  | Climbs confidently and uses nursery play climbing equipment |  |  | Creates imaginary objects, characters and scenes in a play, eg hands over imaginary cup to drink |  |  |  |  |  |  |  |  | Maintains attachment with special people, eg prefers them for interaction |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Is anxious about others and modifies behaviour to fit in with others |  |  |  |  |  |

**Stage 1. To be completed by Settings in partnership with parent/carer**

**Bury Portage & SEN Early Years Developmental Profile: 2.6 – 3.6 years**

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| **Child’s Name** |  | **DoB** |  | **First Assessed** |  | **Updated** |  | **Updated** |  | **E: Emerging** | **A: Achieved** |

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| Age | Physical | E | A | Physical | E | A | Play/Cognition & Learning | E | A | Communication/ Speech & Language | E | A | Communication/Speech & Language | E | A | Personal/Emotional & Social Development | E | A | Personal/ Emotional & Social Development | E | A |
|  | Fine Motor Skills | Gross Motor Skills |  | Understanding | Expressive Language Skills | Emotional/Social Skills | Self Help Skills |
| 2.6 years – 3 years | Turns key in lock to open box |  |  | Walks on tiptoe |  |  | Joins 2 piece interlocking puzzle |  |  | Names 5 body parts (word/sign) |  |  | Uses 200+ clear words/signs including verbs |  |  | Starting to make friends and interested in having friends |  |  | Toilet trained with infrequent accidents |  |  |
|  | Builds tower of 9-10 bricks |  |  | Walks upstairs using alternate feet |  |  | Matches shapes |  |  | Understands opposites: up/down, big/little, hot/cold (word/sign) |  |  | Uses sentences of 4+ words and able to link sentences using ‘and’ (word/sign) |  |  | Can think of things from someone else’s point of view |  |  | Takes pants down when prompted |  |  |
|  | Draws a + in imitation |  |  | Pedals a tricycle |  |  | Counts to 3 |  |  | Understands (word/ sign) who/what/where questions |  |  | Uses possessives, eg ‘daddy’s car’ (word/sign) |  |  | Willing to share toys and take turns |  |  | Pulls pants up |  |  |
|  | Draws head + features with reasonable tripod grip |  |  | Catches ball thrown into open arms |  |  | Pretend play involving lots of detail and linked actions, eg undressing, bathing and dressing a doll |  |  | Follows simple story if helped with pictures |  |  | Retells a simple past event (word/sign) |  |  |  |  |  | Washes and dries hands independently |  |  |
|  | Snips paper with scissors |  |  | Kicks ball with force |  |  | Operates mechanical toys |  |  | Remembers a short list of 3-4 objects/ names (word/sign) |  |  | Uses words ending in ‘ing’ |  |  |  |  |  |  |  |  |
|  |  |  |  | Good spatial awareness, can manoeuvre around objects |  |  | Uses construction materials to build models |  |  | Recognises tunes of familiar songs |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Understands the concept of time, remembers events in the past and anticipates future events |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 years – 3.6 years | Cuts paper with scissors along a line |  |  | Throws ball for adult to catch |  |  | Matches letters and numbers  |  |  | Understands ‘why’ questions  |  |  | Refers to self by pronoun (word/sign) |  |  | Follows rules/ takes turns in adult led activities |  |  | Helps to brush own teeth |  |  |
|  | Screws tops on bottles |  |  | Stands on 1 foot for 3-4 seconds |  |  | Rote counts to 10 |  |  | Shows understanding of feelings by verbalising (word/sign) |  |  | Uses short phrases of 5-6 words (word/sign) |  |  | Engrossed in make believe and role play |  |  | Blows nose with help |  |  |
|  | Undoes buttons |  |  | Sits with crossed legs |  |  | Recognises some numerals |  |  | Can retell a simple past event in order (word/sign) |  |  | Uses a range of prepositions (word/sign) |  |  | Seeks out others to share experiences and makes attachments to members of group |  |  | Attempting to do up zips and buttons |  |  |
|  | Shows good pencil control using tripod grip |  |  | Kicks a slowly moving ball |  |  | Sorts coloured objects/shapes |  |  | Gets 3 different objects on request from another room |  |  | Large vocabulary of words/ signs |  |  | Shows empathy |  |  |  |  |  |
|  | Threads small beads onto a thin lace |  |  | Runs changing direction |  |  | Points to names shapes |  |  |  |  |  | Able to talk about past/ present events (word/ sign) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Builds a bridge with 3 bricks in imitation |  |  |  |  |  | Gives direction to others (word/sign) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Joins more complex ‘bricks’ (octons/stellar stars) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Draws a head and features |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Dresses up in pretend play, engrossed in make believe and role play |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Relates toys to each other in play |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Matches a sequence of 3 bricks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Orders by size |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Joins a 4 piece interlocking puzzle |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Stage 1. To be completed by Settings in partnership with parent/carer**

**Bury Portage & SEN Early Years Developmental Profile: 3.6 - 5 years**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Child’s Name** |  | **DoB** |  | **First Assessed** |  | **Updated** |  | **Updated** |  | **E: Emerging** | **A: Achieved** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Age | Physical | E | A | Physical | E | A | Play/Cognition & Learning | E | A | Communication/ Speech & Language | E | A | Communication/ Speech & Language | E | A | Personal/Emotional & Social Development | E | A | Personal/ Emotional & Social Development | E | A |
|  | Fine Motor Skills | Gross Motor Skills |  | Understanding | Expressive Language Skills | Emotional/Social Skills | Self Help Skills |
| 3.6 years – 4 years | Copying letters with tripod grip |  |  | Imitates and creates movement in response to music |  |  | Matches words |  |  | Can follow 2 instructions that are linked together |  |  | Holds a conversation with an adult (word/sign) |  |  | Often shows sensitivity to others |  |  | Uses a knife for spreading |  |  |
|  | Handles tools, crayons, brushes, glue, cutlery with reasonable control |  |  | Pedals a tricycle with skill, making turns |  |  | Names 4 colours/shapes (word/sign) |  |  | Carries out instructions containing 3 key words |  |  | Talks regularly to other children (word/sign) |  |  | Show sense of humour |  |  | Independently blows nose |  |  |
|  | Cuts around a curved line |  |  | Travels around, under, over, through , balancing on climbing equipment |  |  | Touch counts to 5 |  |  | Understands “what do you think will happen next?” |  |  | Gives full name (word/sign) |  |  | Understands needs of others |  |  | Brushes teeth (with supervision) |  |  |
|  |  |  |  | Shows increasing control in catching, throwing and kicking a ball |  |  | Can hand you a set number of objects on request, eg 2 cars |  |  | Aware of concept of time |  |  | Tells own sex (word/sign) |  |  | Forms special friendship with another child |  |  | Reliable clean and dry during the day |  |  |
|  |  |  |  | Runs fast avoiding obstacles |  |  | Rote counts to 20 |  |  | Listens to descriptions of objects/animals and can name correctly (word/sign) |  |  | Knows simple songs and rhymes (word/sign) |  |  | Often actively seeks sharing and sense of fairness |  |  | Removes (easy) clothing (pants, coat when undone) |  |  |
|  |  |  |  |  |  |  | Builds a 6 block step after a demonstration |  |  |  |  |  | Responds to verbal greeting (word/sign) |  |  |  |  |  | Independently follows self care routines |  |  |
|  |  |  |  |  |  |  | Can order simple sequence of events in play |  |  |  |  |  | Uses and/but to link simple sentences (word/sign) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Draws head and body with features |  |  |  |  |  | Uses some future/past tenses (word/sign) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Attempting to draw a variety of named pictures |  |  |  |  |  | Mostly intelligible speech/accurate signs |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Can put a sequence of movement together in play |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Builds stories around small world toys |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4-5 years | Handles tools/objects, construction materials safely and with good control |  |  | Shows increasing accuracy in catching, throwing and kicking a ball |  |  | Builds pyramid of 10 blocks in imitation |  |  | Gets 3 different objects at the same time from another room |  |  | Uses descriptive words/signs |  |  | Works as part of a small group, sharing fairly |  |  | Dresses and undresses independently and manages personal hygiene |  |  |
|  |  |  |  |  |  |  | Matches sets of objects to numbers that represent the number of objects |  |  | Able to follow a story without pictures |  |  | Uses possessives (mummy’s chair) (word/sign) |  |  | Positive self image and shows that they are comfortable with themselves |  |  | Selects and uses activities and resources independently |  |  |
|  |  |  |  |  |  |  | Uses familiar objects and common shapes to create/recreate patterns and build models |  |  | Understands abstract concepts, eg ‘if’ |  |  | Names siblings or pets (word/sign) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Identifies own name |  |  | Understands time in relation to daily routine |  |  | Uses well formed sentences (word/sign) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Draws person head, body, limbs |  |  | Relates past experiences |  |  | Can explain the meaning of some words/signs |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Makes attempt at reading |  |  | Understands negatives |  |  | Enjoys telling/repeating stories (word/sign) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Picks out first sound in a word |  |  | Talks about things in the future eg events (word/sign) |  |  | Can give own name, age, address and birthday (word/sign) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Writes own name |  |  |  |  |  | Classifies (makes sets), ie all the animals |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | Sometimes has imaginary friends |  |  |  |  |  | Speech is intelligible/ signs are accurate to strangers |  |  |  |  |  |  |  |  |