

Monitoring early development
Summative record: B1

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>Foundations of communication Cries to express needs, eg when hungry, angry or in pain Copies facial expressions and mouth shapes, eg poking out tongue, opening mouth wide, widening eyes Looks intently at nearby faces (approx 20 cm) Turns towards the speaker/signer Smiles or quietens to familiar voice/face</p>			<p>Attending Looks intently at nearby faces (approx 20 cm) Attention is attracted and held when using: – lively facial expressions – ‘child-directed speech, (voice with varied tone and volume) Copies facial expressions and mouth shapes</p> <p>Listening Shows a reaction to sound by changing behaviour/actions: – eyes widen – limbs move or slow – facial twitch – cry – change in sucking patterns during feeding – stirs from sleep – change in breathing pattern – quietens Recognises and is most responsive to mother’s voice Shows awareness of voices close to them (usually less than one metre) by a change in behaviour Arm, hand and leg movements may match rhythm of parent/carer’s voice Sensitive to tone and rhythm of voices – livelier to happy sounds, unsettled by angry/sad voices Startled by loud noises May be soothed by particular music or songs</p> <p>Vocalisation Gurgle and coos Cries to tell parent their needs Screaming/whimpering in extreme need</p>			<p>Self-other awareness Prefers faces to objects Holds eye contact with parents Appears to recognise mother’s voice Looks at mother/carer for long periods Enjoys melodic voice Turns towards speaker/signer</p> <p>Social-emotional expression Cries to express needs Smiles when asleep Smiles when drowsy. Is soothed by familiar sound or voice Cries for attention Smiles in response to touch or sound Smiles or quietens to familiar voice/face Smiles at interesting object</p> <p>Attachment Stops crying when picked up</p>			<p>Motor co-ordination Large movements Floppy head and neck Lagging head when pulled to sit till body vertical, head ‘holds’ momentarily before falling forward Can lift head from prone and move head from side to side Jerky large movements of limbs Active arms and legs but with arms more active than legs Presses down feet/straightens body when held standing on a hard surface</p> <p>Vision Turns head/eyes to diffuse light Closes eyes to bright light Watches nearby face when being fed Sees strong contrasts – able to distinguish shape outlines</p> <p>Cognitive Reflex movements Is interested in faces Copies facial expressions and mouth shapes Recognises carer/mother Smiles</p>			<p>Looks mostly at people’s faces Watches an object moving in front of their face at close range (20 cms) Copies facial expressions and mouth shapes Stills or becomes more active in response to touch ‘games’</p>		

Child’s name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B2

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>Foundations of communication Increased range of sounds/cries to show enjoyment, hunger, tiredness, pain and to gain adult attention Laughs to express pleasure Cries at angry voices Cries at angry faces Produces non-speech sounds Copies non-speech sounds Watches the speaker/signer's face carefully (up to 30 cm) Maintains eye contact for more than fleeting periods during interactions with adults Responds when talked to, eg moves arms and legs, changes facial expression, moves body etc Makes mouth movements when talked to Vocalises back when talked to especially to mother/carer and when an approving voice or smiling face is used</p>			<p>Attending Attends to familiar sounds or sights Watches speaker/signer's face carefully (up to 30 cm) Looks briefly from one object to another</p> <p>Listening Shows they are aware of sounds by changes in behaviour: – extending limbs – eye widening or searching – stilling/quieting or stopping – crying – smiling – other facial expression Turns eyes and/or head towards voice/sound Reacts differently to soothing and negative tones Is noticeably more active when attending to voices/sound in quiet surroundings Likes listening to music Enjoys rattles and other sound-making toys Shows some awareness of own voice</p> <p>Vocalisation Increased range of sounds/cries to show enjoyment, hunger, tiredness, pain and to gain adult attention Produces non-speech sounds Copies non-speech sounds May make vowel-like sounds /a/ as in <u>car</u> /ɔ/ as in <u>board</u> Gurgles to get attention Vocalises back when talked to (making own sounds) Makes more varied sounds when 'talking' to/taking turns with a familiar adult Vocalises for longer when 'talking' to/taking turns with a familiar adult</p>			<p>Self-other awareness Responds to others by vocalising Responds to facial expression Gazes a long time at picture of mother's face Moves head to look around Watches adult's movements Smiles to get a person to smile back</p> <p>Social-emotional expression Smiles at non-moving object Smiles at another person May become angry if physically restrained Laughs to show pleasure Shows more feelings (excitement, distress, delight)</p> <p>Attachment Shows no anxiety in mother's/carers absence Smiles more often to familiar rather than unfamiliar people</p> <p>Imitation Imitates face or arm movements</p> <p>Knowledge of social scripts Gets excited before being fed</p>			<p>Motor co-ordination Large movements Lifts head and chest in midline when lying on front Kicks legs vigorously – legs alternate No head lag from four months when pulled to sit and holds head steady for several seconds Sits with firm back when supported</p> <p>Fine movements and hand-eye co-ordination Holds rattle for few moments when placed in hand Clasps and unclasps hands</p> <p>Vision Stares at fingers Visually alert Recognises bottle Looks at small objects 15–25 cm away for 1–2 seconds Follows movement of a toy 15–25 cm from face Watches movement of hands in front of face Blinks in defence Looks briefly from one object to another. 'shifting visual attention'</p> <p>Cognitive Mouthing to explore objects Hand and mouth movements maximise sensory input: – follow contour to give shape – pressure for hardness – lateral motion for texture – touch for temperature – wraps hands round to explore size (enclosure) – unsupported holding for weight Stares at pictures and will try to touch them Begins to make causal links</p>			<p>Watches a moving object Watches a moving person Smiles or coos in response to eye contact Showing more sustained attention to faces Moves arms and legs and chuckles when played with Makes reaching movement towards objects that interest her Explores hands and fingers Gazes at non-moving object for few seconds</p>		

Child's name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B3

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>Foundations of communication Reaches towards objects/people Puts arms up to be lifted Uses voice to make contact with people and to keep their attention Uses attention-getting gestures and eye contact/facial expression to make contact with people and to keep their attention Shows understanding that familiar objects are related to actions and events, eg gets excited upon seeing a spoon as a signal that food will soon appear; anticipates a game from seeing a familiar toy Responds differently to certain voice patterns (intonation), particularly if accompanied by facial expression Follows adult's pointing gesture and/or head turn Vocalisation now has vowel sounds and sometimes consonants</p>			<p>Attending Looks around a room Explores objects using vision, touch, hearing, taste Tries to attract your attention through: – increasing own body movements – moving arms and legs vigorously – vocalisation Follows briefly the eye gaze of the adult but does not attend for long Very early imitation of adults Turns to follow a moving toy Follows adult's pointing gesture and/or head turn</p> <p>Listening Shows awareness and discrimination of happenings and events in their environment Looks puzzled or changes behaviour when they hear something new, different or unexpected Displays much more interest in talk, which has the features of 'child-directed speech' and is less interested in talk between adults Vocalises more when adults use 'child-directed speech' Coos or stops crying in response to music with a strong beat Recognises familiar environmental sounds – washing machine, microwave, footsteps Beginning to discriminate between – fast and slow sounds – loud and quiet sounds – long and short sounds Beginning to relate a sound heard to the object which makes the sound Enjoys playing with noise-making objects and toys Will repeat action to make sound again Turns quickly to mother's voice across room</p>			<p>Self-other awareness Follows parent's pointing gesture and/or head turn Uses voice, gesture, eye contact/facial expression to make contact with people Uses voice, gesture eye contact, facial expression to keep people's attention</p> <p>Social-emotional expression Wary of new people and events Laughs at intense sounds Responds differently to certain voice patterns (intonation), particularly if accompanied by facial expression</p> <p>Attachment Prefers particular people</p>			<p>Motor co-ordination Large movements Starts to roll: – back to front – front to back Sits propped up Plays with toes Raises head to look at feet if lying on back Lifts legs into vertical position and grasps one foot (later two) Moves arms in purposeful fashion – copying movements of others Puts arms up to be lifted Bounces up and down</p> <p>Fine movements and hand-eye co-ordination Uses whole hand or palmar grasp to hold objects Passes toys from hand to hand Holds two toys – one in each hand Reaches out to objects to try to grasp them (15–25 cm)</p> <p>Vision Fixes gaze on interesting toys/objects at 15–25 cm and watches them for some time Follows movements and activities across the room Deliberately turns head/eyes</p> <p>Cognitive Stares at same person in different photographs Predicting/anticipating familiar activity</p>			<p>Responds to facial expressions of happiness and sadness Interested in small objects or the detail of a toy Reaches for and grasps objects Brings objects to mouth Moves limbs, changes facial expression, laughs etc in anticipation of being lifted During simple interactive games, body language and the sounds the child makes show they are beginning to know when it is their turn Manipulates objects, by banging, shaking, turning them around in their hands Passes objects from one hand to the other Smiles at image of self in mirror (but does not yet realise that this is reflection of themselves)</p>		

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Child/family preferred communication approach	

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Monitoring early development
Summative record: B3

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
			<p>Responds to different tones of your voice:</p> <ul style="list-style-type: none"> - sing-song - questioning - soothing - playful <p>Listens to parent's voice even if they can't see them</p> <p>Changes in behaviour when hearing aid/implant is switched on</p> <p>Vocalisation</p> <p>Uses voice to make contact with people and keep their attention</p> <p>Beginning to use the vowel sounds of the language used at home</p> <ul style="list-style-type: none"> /æ/ as in h<u>a</u>t /ε/ as in p<u>e</u>t <p>If the child is older and sitting sounds are made towards the front of the mouth: vowels and diphthongs may include:</p> <ul style="list-style-type: none"> /u/ as in boo /i/ as in me /ɪ/ as in pit /ei/ as in face <p>Begins to develop and use some consonant sounds</p> <p>Makes sounds for pleasure</p> <p>Changes sounds, enjoying listening to the differences</p> <p>Starts to sound like they are 'talking to you'</p> <p>Begins to imitate; may copy parents if they copy their sounds first</p> <p>Vocalisation increases if wearing hearing aid/cochlear implant</p>											

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Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B4

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>Foundations of communication Voice is tuneful and expressive, starting to have the tone and rhythm of the language spoken at home (first language) i.e. what goes in is influencing what comes out</p> <p>Vocal babble is more and more like speech containing consonants and vowels</p> <p>Hand babble emerges and is produced on or in front of the body</p> <p>Uses voice to: – attract attention – ask for things – refuse</p> <p>Uses gestures to: – attract attention – ask for things – refuse</p> <p>Uses two or more behaviours (two gestures or gestures and vocalisation) alongside each other to: – attract attention – ask for things – effuse</p> <p>Uses voice to join in with a familiar rhyme or game</p> <p>Uses gestures to join in with a familiar rhyme or game</p> <p>Uses two or more behaviours to join in with a familiar rhyme or game</p> <p>Plays give-and-take games with an object</p> <p>Recognises and responds to own name</p> <p>Seems to know whose turn it is</p>			<p>Attending Eyes now move together to look at people and objects</p> <p>Watches and follows adult movements</p> <p>Looks at an object and then back to adult to direct adult attention to it</p> <p>Follows another’s gaze to an object and sometimes attends to it for a while – ‘joint reference’</p> <p>Reaches towards people/objects</p> <p>Looks at and pokes small objects, like crumbs, with index finger</p> <p>Watches and follows people/objects/happenings in the environment up to 3m away</p> <p>Watches own hand movements intently</p> <p>Stares at new object</p> <p>Watches toy/object as it falls down</p> <p>Listening Ignores sound/voice while concentrating on something else: listening selectively</p> <p>Listens increasingly to own voice and sounds</p> <p>Practices sounds over and over in different tones, lengths, volumes, and combinations as if trying to make the sound more how they want it to be</p> <p>Listens to the conversations of others</p> <p>Enjoys singing or rhyme games</p> <p>Listens, dances, begins to anticipate actions, tickles etc from sound and rhythm of rhymes</p> <p>Responds to music by swaying, bouncing etc</p> <p>Begins to copy rhythm and actions of rhymes/songs</p> <p>Uses objects to make sounds; will bang them together, hit toys with hammer etc</p>			<p>Self-other awareness Watches another person very closely</p> <p>Seeks attention</p> <p>Has a style of behaving</p> <p>Recognises and responds to own name</p> <p>Recognises and responds to other people’s feelings</p> <p>Recognises same facial expression in different people</p> <p>Turns immediately to familiar voices across a room</p> <p>Growing awareness of separateness from other objects around him</p> <p>Starting to become aware of other children</p> <p>Social-emotional expression Shows more feelings like fear or disgust</p> <p>Stares at new object</p> <p>Shows delight at active play</p> <p>Shows anger and/or frustration more</p> <p>Laughs with favourite people</p> <p>Laughs during games</p> <p>Attachment Likes to be close to adult</p> <p>Wary of strangers</p> <p>Checks back to mother when not sure</p>			<p>Motor co-ordination Large movements Starts to roll, crawl or bottom shuffle</p> <p>Sits alone without support</p> <p>Can lean forward when sitting</p> <p>Pulls themselves up to standing but cannot lower self down again</p> <p>Picks up a toy without losing balance</p> <p>Sits and manipulates toys</p> <p>Fine movements and hand-eye co-ordination Continues to get better at using hands</p> <p>Starts to pick up things between thumb and fingers – tripod or immature pincer grasp</p> <p>Stretches out with one hand to grasp toy if offered</p> <p>Vision Looks at and pokes small objects, like crumbs, with index finger</p> <p>Picks up a partially hidden toy</p> <p>Watches and follows people/objects/happenings in the environment up to 3m away</p> <p>Looks for fallen objects</p> <p>Cognitive Knows object or person is still there when they are out of sight. May search for it/them, (object and person permanence)</p> <p>Actively explores objects using all senses</p> <p>Remembers faces of people seen regularly</p> <p>Pays attention to picture when named by adult</p> <p>Stops turning pages to feel textures in a book</p> <p>Self-help Begins to finger feed</p> <p>Waves bye-bye</p>			<p>Shakes rattle.</p> <p>Bangs two objects together</p> <p>Continues to love interactive play</p> <p>Knows whose turn it is in familiar turn-taking games</p> <p>Plays give-and-take games with an object</p> <p>Can still be surprised by things disappearing and then reappearing suddenly</p> <p>Actively explores toys using all senses</p> <p>Reaches out for mirror image, or plays with reflection in mirror. Still doesn’t realise this image is themselves</p> <p>Will mouth book, turn over several pages at once, may stop momentarily at page that catches eye because of colour or texture</p> <p>Starts to crawl inside things</p> <p>Reacts to an audience</p>		

Child’s name:	D.O.B.
Child/family preferred communication approach	

Key
 P – Possibly
 D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B4

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D	
			<p>Vocalisations increase when hearing aids are in use</p> <p>Shows awareness of differences between vowel sounds 'oo' and 'ah'</p> <p>Vocalisation</p> <p>Begins to imitate the voices of others, especially the vowels and 'ups and downs' of speech (intonation)</p> <p>Shouts to attract attention, listens, then shouts again</p> <p>Communicates friendliness or annoyance through vocalisation</p> <p>Vocalises frequently – sounds are practised for fun</p> <p>Voice is tuneful and expressive</p> <p>Voice starts to have the tone and rhythm of the language spoken at home</p> <p>Vocal babble is increasingly speech-like, containing consonants and vowels</p> <p>Uses consonants with a vowel sound</p> <p>Tries lots of ways of making consonants in babble:</p> <ul style="list-style-type: none"> – most common /b/, /d/, /g/ called stops – less common /m/, /n/, /ng/ called nasals /s/, /sh/, /t/, /th/ called fricatives /t/, /p/, /k/ called voiceless <p>Practises sequences of the same sounds</p> <p>Begins to use variegated babble</p>												

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Key
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Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B5

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>BSL</p> <p>Foundations of communication Uses voice/gesture/sign to direct attention to objects and people, as well as self</p> <p>Begins to point to objects, self and others close by</p> <p>Copies some baby signs</p> <p>Makes it clear through gesture/sign/vocalisation when they want something to happen again</p> <p>Continues to enjoy give-and-take games but these become more complex</p> <p>Uses own gestures with or without voice</p> <p>Looks more at adult in expectation of language</p> <p>Receptive language (understanding) BSL Understands names of some common objects</p> <p>Stops what they are doing in response to a signed 'no' or 'no' gesture</p> <p>Will stop in response to a tap or vibration made near to them by the adult</p> <p>Shows understanding of familiar objects through use</p> <p>Hands over an object when asked to, 'give me' – through an open hand gesture or signed sentence</p> <p>Expressive language (production) BSL Copies and uses gestures and signs spontaneously as part of, or to investigate, games/familiar routines</p> <p>Produces some baby signs spontaneously</p> <p>Uses the signs 'MUM', 'DAD', or a gesture for 'bye-bye' meaningfully</p>			<p>Attending Stops what they are doing in response to 'no'</p> <p>Follows when an adult points to near objects</p> <p>Begins to point to objects close by using index finger</p> <p>Watches people and events for longer time</p> <p>Looks at object named by an adult</p> <p>Searches for named object</p> <p>Watches toy being partially hidden and finds it – this is known as 'object permanence'</p> <p>Shows interest and pays attention to what people have to say for longer periods of time</p> <p>Can get absorbed in an activity and will ignore other stimuli</p> <p>Listening Locates the direction sounds come from</p> <p>Recognises and understands contrasting rhythm and intonation in speech</p> <p>Responds to keywords in play</p> <p>Stops what they are doing when hears 'No'</p> <p>Wants a familiar activity and noise made again</p> <p>Understands a few familiar words/phrases by listening alone</p> <p>Answers to own name</p> <p>Continues to associate quieter more distant sounds, links with their source in the environment</p> <p>Recognises symbolic vocalisations and relates to appropriate animal, object or toy</p> <p>Recognises the voices of key adults/children in their life</p> <p>Imitates and joins in babble of others</p>			<p>Self-other awareness Is more visibly aware of others' feelings</p> <p>Looks at object named by adult</p> <p>Co-operates in games and routines</p> <p>Watches people and events for a long time</p> <p>Gazes at a picture of self</p> <p>Uses gesture or voice to respond</p> <p>Looks at person speaking</p> <p>Social-emotional expression Makes body stiff and vocalises when protesting</p> <p>Continues to enjoy give-and-take games but they become more complex, ie uses objects to interact</p> <p>Attachment Explores but looks back to parent</p> <p>Needs reassurance from parent with strangers</p> <p>Clings to parent and hides face</p> <p>Imitation Can imitate using an object</p> <p>Can imitate clapping hands</p> <p>Knowledge of social scripts Plays peek-a-boo</p> <p>Waves 'bye-bye' when asked</p>			<p>Motor co-ordination</p> <p>Large movements Can rise to sitting position from lying down</p> <p>Crawls on hands/knees, shuffles on buttocks</p> <p>May crawl upstairs</p> <p>Cruises around furniture lifting one foot and walking sideways</p> <p>Walks with one or both hands held by adult</p> <p>Stands by themselves for a few seconds</p> <p>Throws toys/objects deliberately</p> <p>Fine movements and hand-eye co-ordination Picks up small objects easily with pincer grasp</p> <p>Drops toys/objects</p> <p>Attempts to pick up larger objects</p> <p>Helps turn pages in a book</p> <p>Improved hand-eye co-ordination</p> <p>Vision Knows where moving object is likely to go</p> <p>Watches people and events for a long time</p> <p>Gazes at picture of self</p> <p>Cognitive Appears to be systematically exploring new objects</p> <p>Knows there are different ways to play with different toys</p> <p>Knows what a number of objects are used for</p> <p>Interested in things that go together</p> <p>Realises one object can act as container for another</p> <p>Recognises pictures of objects related to own experience.</p> <p>Explores books on own</p>			<p>Begins to create variations on familiar games</p> <p>Watches toy being partially hidden and finds it themselves</p> <p>Rolls object to others</p> <p>Knows there are different ways to play with different toys</p> <p>Has begun to anticipate body movements that go with rhymes</p> <p>Realises one object can act as container for another – puts objects in and out</p> <p>Enjoys knocking down towers built by adult and pop-up toys</p> <p>Enjoys using objects to imitate, and copies adult's actions with toys</p> <p>Enjoys play with soft toys – this is the start of very simple pretend play</p> <p>Shows understanding of familiar objects through use</p> <p>Helps turn pages in a book</p> <p>Recognises pictures of objects related to own experience</p>		

Child's name:	D.O.B.
Child/family preferred communication approach	

Key
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 D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B5

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>Foundations of communication: English Uses voice/gesture to direct attention to objects and people, as well as self Begins to point to objects close by Makes it clear through gesture/vocalisation when they want something to happen again Continues to enjoy give-and-take games but these become more complex Uses own gestures with or without voice Copies and uses gestures spontaneously as part of (or to find out more about) games and familiar routines</p> <p>Receptive language (understanding) English Understands names of some common objects Stops what they are doing in response to 'no' Shows understanding of familiar objects through use Hands over an object when asked to, 'give me' – prompted by an open hand gesture</p> <p>Expressive language (production) English Copies and uses voice spontaneously as part of (or to find out more about) games/familiar routines Copies symbolic noises and baby words Produces symbolic noises and baby words spontaneously, eg 'aaah!' when cuddling toy Uses 'mama', 'dada', 'bye' meaningfully</p>			<p>Understands the meaning associated with some environmental sounds</p> <p>Vocalisation Uses sounds like those in the language used in the home Uses these sounds confidently and frequently as if joining in a conversation – 'expressive jargon' Own spontaneous vocalisations have the ups and downs of adult speech Uses a range of vowels from the home language Short vowels are now well established /ɪ/ in lip /æ/ in cat</p> <p>Uses many consonants in babble and communication attempts: in English – most frequent /m/, /p/, /b/, /d/, /t/, /n/, /g/ – less frequent /k/, /w/, /h/, /f/, /r/, /s/, /z/, /l/</p> <p>Uses 'contrastive' sounds in vocalisations – contrast in voicing – /p/ vs /b/ – contrast in place – /p/ vs /k/ – contrast in manner – /p/ vs /m/</p> <p>Sometimes copies a new word or features of it immediately after it has been used</p> <p>Imitates familiar consonant and vowel sounds associated with frequently used toys</p> <p>Vocalisations that sound like speech are beginning to emerge ('proto' words)</p>						<p>Makes marks on paper Imitates actions of adult</p> <p>Self-help Drinks from feeder cup with help Attempts to use spoon. Can guide towards mouth but food often falls off</p>					

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Key
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D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B6

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>BSL Foundations of communication Waits for signer to finish before taking their turn</p> <p>Pays attention to what people have to say for longer periods of time</p> <p>Sometimes copies a new sign or features of it immediately after it has been used</p> <p>Uses hand babble freely when alone or playing</p> <p>Points to desired objects to direct attention and/or to find out about things in distance – over 3m</p> <p>Receptive language BSL Shows understanding of at least 15 signs, eg: – looks at named person – picks up toy when asked – searches for an object in its usual place</p> <p>Shows understanding of simple questions</p> <p>Shows understanding of simple commands</p> <p>Expressive language BSL Uses approximately five ‘signs’ to express different meanings: – refers to familiar people – refers to objects – requests objects – greets – plays communicative games – protests – comments on absence or disappearance of things/people – shows things – requests more/again</p> <p>Asks for favourite games</p>			<p>Attending Follows the points of others to distant objects – over 3m</p> <p>Concentrates intensely on an object or activity of own choosing (‘concrete task’) for short periods</p> <p>Watches and listens to others, copying some behaviours into own play</p> <p>Attends to pictures for a short time, labelling and making a comment and may sometimes do this by themselves</p> <p>Looks at and shares picture books</p> <p>Begins to recognise favourite toys, games and activities</p> <p>Listening Knows and immediately turns to own name</p> <p>Enjoys listening to the same story over and over again</p> <p>Bounces rhythmically when being sung to or listening to music</p> <p>Responds when adult makes symbolic vocalisations</p> <p>Points to pictures in a book when named</p> <p>Points to or finds an object when asked to</p> <p>Responds appropriately to an increasing range of: – sounds – words – phrases by listening alone</p> <p>Plays vocal games with mum/carer – copying their noises</p> <p>Vocalisation Longer vocalisations have recognisable words and sounds in them, but the whole meaning is unclear</p> <p>Own vocalisations sound more like speech and are recognised as own ‘words’</p>			<p>Self-other awareness Learns that their actions affect others</p> <p>Social-emotional expression Points towards desired objects out of reach</p> <p>Uses person to get an object they want</p> <p>Laughs at discrepancies and in anticipation – distressed if intended action is thwarted</p> <p>Smiles and laughs spontaneously</p> <p>Expresses happiness and affection</p> <p>Repeats enjoyable activity</p> <p>Attachment Prefers to be with familiar people</p> <p>Imitation Imitates others use of object, gesture or voice</p> <p>Knowledge of social scripts Co-operation in everyday routines like dressing</p> <p>Gives toy to adult when asked</p> <p>Sometimes offers toy spontaneously</p> <p>Waves ‘bye’ spontaneously</p>			<p>Motor co-ordination Large movements Usually taking first steps</p> <p>Sits down from standing with a bump</p> <p>Kneels</p> <p>Crawls upstairs</p> <p>May come downstairs backwards on knees</p> <p>Fine movements and hand-eye co-ordination Attempts to build with blocks – putting one block on top of another, or next to another</p> <p>Scribbles with crayon with palmar grasp</p> <p>Enjoys fitting pieces into an inset board and shape sorter</p> <p>Vision Points to desired objects out of reach</p> <p>Watches actions outside and points to show interest</p> <p>Looks with interest at coloured pictures in books</p> <p>Cognitive Experimentation</p> <p>Intensely curious, exploring objects, rooms and outside areas</p> <p>Looks at pictures and points to or pats them when named</p> <p>Aware of routines and begins to anticipate what will happen next from seeing or hearing something.</p> <p>Enjoys picture books and simple stories</p> <p>Play demonstrates understanding of use of objects</p> <p>Self-help Drinks from feeder cup without aid</p> <p>Tries to use spoon to feed themselves</p>			<p>Early pretend behaviours observed</p> <p>Copies the actions and activities of others as part of their play</p> <p>Play demonstrates understanding of use of objects: – puts telephone to ear – turns the pages of a book – stirs a spoon in the cup – attempts to place pieces in a puzzle</p> <p>Interactive turn-taking games with adult quite often involve: – toys and other objects – pretend</p> <p>Enjoys teasing games</p> <p>Play-writes with pencils, chalks and/or crayons</p> <p>Accepts adult varying a game or pretend play and imitates and joins in with new actions/routines</p> <p>Uses ‘symbolic sounds’ for objects and animals</p>		

Child's name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B6

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>Foundations of communication: English Waits for speaker to finish before taking their turn</p> <p>Points to desired objects to direct attention and/or to find out about things in distance – over 3m</p> <p>Pays attention to what people have to say for longer periods of time</p> <p>Sometimes copies a new word or features of it (eg intonation, rhythmic pattern and/or some of the sounds) immediately after it has been used</p> <p>Uses babble freely when alone or playing</p> <p>Receptive language: English Shows understanding of at least 15 words: – looks at named person – picks up toys when asked – searches for an object in its usual place etc</p> <p>Accompanied by gestures shows understanding of: – simple questions – simple commands</p> <p>Expressive language: English Will vocalise freely when alone or playing, sometimes with recognisable words in the vocalisation</p> <p>Has a small number of words, approximately five ‘words’, which are used to express different meanings: – refers to familiar people – refers to objects – requests objects – greets – plays communicative games – protests – comments on absence or disappearance of things/people – shows things – requests ‘more’/‘again’</p> <p>Asks for favourite games</p>			<p>Uses approximations of words</p> <p>Imitates familiar words from daily routines</p> <p>Imitates key words or last words said to them</p> <p>Uses a wide range of consonants and vowels in babble/jargon but /p/, /d/, /b/ (stops) are the most common sounds used in first words</p> <p>Conversations take place between adult and child mainly focusing on the here and now</p>											

Child's name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B7

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>BSL Foundations of communication Tugs adult or pulls their hand to indicate what they want or need Is highly imitative of adult and others’ – actions – gestures – vocalisations</p> <p>Receptive language BSL Understands more new signs each week Understands familiar signs in new contexts Selects familiar objects Follows simple instructions, particularly if accompanied by points to places, things or people Identifies body parts on self (hair, eyes, ears, nose)</p> <p>Expressive language BSL Signs which are produced by adults with two fingers extended, are signed with the whole hand or just one finger by the child Uses at least 10 signs consistently Signs include verbs and adjective-type words Uses some signs to name a whole class of objects Combines signs with pointing and reaching gestures to: – attract attention – ask for or comment on an object Uses signs individually and with facial expression to: – comment on what’s happening – ask simple questions/query – refer to non-present people or objects Has favourite ‘signs’ that they use often</p>			<p>Attending Looks at adult to gain attention before pointing Imitates things they see and hear around them, sometimes phrases, parts of games and actions</p> <p>Listening Enjoys nursery rhymes and demonstrates listening by trying to join in with actions or vocalisations Understands and follows simple instructions in context Plays ‘ready steady go’ or ‘1, 2, 3, go’ games. Listening and waiting or sometimes imitating alongside speaker Plays ‘give it to me’ activities Shows anticipation in relation to key phrases games Begins to fill in familiar missing word when adult leaves a pause, especially in rhymes and when sharing stories/books Starts to help with checking aids – vocalises for checking Is aware when aid is not working or not switched on Shows is aware of new sound</p> <p>Vocalisation Makes animal sounds and other symbolic vocalisation Uses lots of ‘word-like’ babble in a tuneful way Imitates simple words/phrases, but not always accurately Uses single words to communicate but in immature forms Chatters loudly to self when playing Uses a wide range of ups and downs (intonation) and rhythms to reflect mood</p>			<p>Self-other awareness Wants to do things independently Hands a toy to an adult for assistance, eg when they are unable get it to work and see an adult as someone who can help</p> <p>Social-emotional expression Shows signs of jealousy Shows defiance</p> <p>Attachment Plays happily alone but near familiar adult</p> <p>Imitation Imitates some everyday routines</p> <p>Knowledge of social scripts Remembers where objects belong Anticipates everyday routines Joins in simple routines spontaneously Understands social scripts, eg can act out daily routines in play</p>			<p>Motor co-ordination Large movements Walks with shorter steps and legs closer together Runs taking care Starts to climb Walks upstairs holding hand of adult Creeps backwards downstairs Bumps down a few steps on bottom Gets onto child’s chair themselves backwards or sideways</p> <p>Fine movements and hand-eye co-ordination Can build a tower or row with two to three blocks Begins to show hand preference Holds pencil in the middle, between fingers and palm Scribbles and makes dots on paper</p> <p>Vision Recognises symbols in the environment Watches small moving toy/object at 3m +</p> <p>Cognitive Experiments with different objects to look for other new properties Solves simple problems Can now sort objects into categories Hands a toy to an adult for assistance, when unable to get it to work Imitates some everyday routines</p> <p>Self-help Wants to do things independently: – feeding – may use utensils – undressing self</p>			<p>Begins to include other people and objects in pretend play Watches what other children are doing Plays ball co-operatively with an adult Enjoys sharing books Loads trolley to move objects around Enjoys ‘ready steady go’ and ‘1, 2, 3 go’ games Enjoys anticipation games/toys such as ‘jack-in-the box’ Understands and follows simple stories read to them. Has favourite stories and characters</p>		

Child’s name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B7

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>English Foundations of communication Tugs adult or pulls their hand to indicate what they want or need Is highly imitative of adult and others’ – actions – gestures – vocalisations</p> <p>Receptive language: English Understands more new words each week Understands familiar words in new contexts each week Selects familiar objects or identifies objects in the group Follows simple instructions, particularly if accompanied by gestures Identifies body parts on self</p> <p>Expressive language: English Uses at least 10 words consistently Words include verb-types Words include adjective-types Uses some ‘words’ to name a whole class of objects Combines words with pointing and reaching gestures to: – attract attention – ask for or comment on an object Uses words individually and in longer intonated vocalisations to: – comment on what’s happening – ask simple questions/query – refer to non-present people or objects Has favourite ‘words’/‘phrases’ that they use often</p>			<p>Sounds at the beginning of words tend to include low frequency information and are louder (voiced)</p> <p>Sounds at the end of words tend to be quieter (or unvoiced)</p> <p>Uses the most common early consonant sounds in their ‘words’: /p/, /d/, /b/, /t/, /g/ /n/, /m/</p> <p>Uses the most common early vowel sounds in their ‘words’: /i/, /u/, /ʌ/, /a/</p>											

Child’s name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B8

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>BSL Receptive language Recognises and identifies many objects and pictures when signed Picks out two or more objects from a group of four if asked to do so, eg when putting toys out Points to body parts on others Understands simple questions/directions without accompanying gestures Follows directions during play</p> <p>Expressive language BSL Signs used are recognisable but many are still produced in a 'babyish' fashion In general signs are made with whole hand, fist and index finger Uses up to 20 signs and gestures: – names things and people – comments on what is happening – tells someone something – asks questions, (may only use a general question sign) – responds to adult's questions/comments – protests – expresses likes and dislikes – describes actions Copies signs seen in conversation Uses a quizzical facial expression when requesting Uses a negative facial expression to indicate 'no' Begins to make little sentences by joining two signs</p> <p>English Receptive language Recognises and will identify many objects and pictures when named using speech Picks out two or more objects from a group of four</p>			<p>Attending Follows directions if they are seen as part of a game and relate to what they are doing Shows sustained interest in looking at pictures/books with adult and may go and get or identify specific one when requested</p> <p>Listening Attends to speech directed to them and listens with interest to general talk Learns to wait for others to finish what they are saying, fewer vocal clashes Points to items you name and most body parts Follows simple predictable instructions by listening alone Copies simple patterns of noises, such as claps Remembers little bits of tunes and will 'sing them' for self or others Copies familiar expressions such as 'oh dear', 'all fall down' Imitates two-word combinations and phrases Repeats key words heard in conversation with adults Imitates intonation of what they hear Imitates the pattern (rhythm) of what they hear Imitates speech sounds by copying correct number of syllables Joins in nursery rhymes and songs Will copy simple counting activity '1,2,3 go' Plays simple co-operative listening games</p> <p>Vocalisation Talks to self continuously when playing, although this may not be readily understood by adults</p>			<p>Self-other awareness Will pause and wait for turn Seeks to be the centre of attention Recognises familiar adult in photo Recognises self in mirror or photo Plays alongside other children sometimes copying their actions</p> <p>Social-emotional expression Shows joy May intentionally hurt another person May tantrum if frustrated/misunderstood Defends own possessions</p> <p>Attachment Clings for affection, tiredness or fear</p> <p>Imitation Imitates everyday actions in pretend play</p> <p>Knowledge of social scripts Begins to ask if hungry, thirsty</p>			<p>Motor co-ordination Large movements Runs without bumping into obstacles Squats Walks up and downstairs holding on, putting two feet on each step Throws small ball overhand 'Walks into' large ball when trying to kick it Sits on small tricycle, moving it with feet pushing on floor</p> <p>Fine movements and hand-eye co-ordination Builds a tower of up to six cubes Holds pencil near point with tripod grip Scribbles in lines and circles</p> <p>Vision Shows sustained interest in looking at pictures/books with adults Can scan quickly so trips over objects less often</p> <p>Cognitive Has established pretend play Thinks before doing Appears to be trying to work out problems Anticipates what might happen next because of what others say or sign</p> <p>Self-help Competent with spoon or other feeding process – less mess Puts on hat and shoes May indicate wet or soiled pants May indicate urgent need to go to toilet by restlessness and vocalisation</p>			<p>Likes to put objects together Imitates everyday actions in pretend play Repeats same pretend actions to more than one person Makes a pretend sequence Fills and empties containers Fits large, simple puzzle pieces into play trays Builds tower or row with three to four blocks</p>		

Child's name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B8

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>Understands simple questions/directions without accompanying gestures</p> <p>Follows directions during play</p> <p>Expressive language: English</p> <p>Uses up to 20 words:</p> <ul style="list-style-type: none"> – names things and people – comments on what’s happening – tells someone something – asks questions – responds to adult’s questions/comments – protests – expresses likes and dislikes – describes actions <p>Copies words overheard in conversation</p> <p>Words used are more recognisable but these may still be produced in a ‘babyish’ or ‘immature fashion’</p> <p>Begins to make little sentences by joining two words together</p> <p>Uses a mixture of words/vocalisation/gesture (sometimes in very long utterances) to:</p> <ul style="list-style-type: none"> – accompany play – express a range of meanings (though the exact meaning may be unclear) 			<p>Produces over 20 words with the correct meanings and increasing accuracy in pronunciation</p> <p>Uses a range of consonant sounds in ‘words’ including:</p> <p>/p/, /d/, /b/, /t/, /g/ /n/, /m/ /w/, /h/</p> <p>Produces a wider range of vowel sounds in ‘words’ including:</p> <p>/i/, /ɪ/, /ʌ/, /a/, /ɔ/, /u/, /ε/, /ɪ/</p>											

Child’s name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B9

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>BSL Receptive language BSL Recognises and names most common objects and pictures Understands more complex BSL sentences</p> <p>Expressive language BSL Rapid growth in vocabulary – at least 50 signs and becoming more difficult for parents to keep track of new signs Starts to combine facial expression and gesture with signs to expand meanings Curved handshapes start to be used ‘Thumbs-up’ and ‘bent’ hand used more in appropriate signs Most signs continue to be ‘baby-signs’ Makes little sentences by joining signs Uses little sentences by joining signs and spoken words Starts to combine headshakes with signs to mean ‘no’ or ‘not’ Starts to talk about how things move using classifier handshapes Some finger spelled signs used, but these are used as wholes rather than true ‘spellings’</p> <p>English Receptive language Recognises and names most common objects and pictures Understands familiar action words Understands more complex sentences</p> <p>Expressive language: English Rapid growth in vocabulary – at least 50 words and becoming more difficult for parents to keep track of new words Uses more little sentences</p>			<p>Attending Frequently repeats what they hear, one or more key words repeated Frequently repeats signs that they see; one or more key signs repeated</p> <p>Listening Listens with interest to and enjoys the noises adults make when they read stories to them Recognises and joins in with songs and actions Carries out simple instructions Understands ‘where’s mummy/daddy?’ Hears when called from another room and responds vocally (depends on hearing loss and amplification) Identifies known objects in simple pictures by listening alone, by looking, pointing, vocalisation, gesture or sign Responds to different tones of voice Picks out a familiar sound even when there is some background noise Shows awareness of loud and soft sounds and reflects these in their speech Responds appropriately to familiar expressions by listening alone Identifies known objects in picture/book by listening alone</p> <p>Vocalisation Calls themselves by name Tries to repeat many things adults say either saying the actual word or making a close match Uses words more often than ‘word-like’ approximations Tries to make many speech sounds, sometimes will do this correctly and at other times will make a sound like it</p>			<p>Self-other awareness Plays alongside other children and occasionally allows them into play May try to help Pats person who is upset Refers to self by name Enjoys dressing up Talks aloud when playing with others</p> <p>Social-emotional expression Defends own possessions Talks about causes of some feelings Needs to know that familiar adult is there, checks Starts to know their own mind and expresses this</p> <p>Attachment Searches out adult when distressed</p> <p>Imitation Imitates longer sequences in play</p> <p>Knowledge of social scripts Asks if hungry, thirsty Sometimes indicates need for toilet Recognises and anticipates everyday routines Begins to say please and thank you with prompts</p>			<p>Motor co-ordination Large movements Stands on one foot while kicking ball with other foot Can catch a ball when sitting</p> <p>Fine movements and hand-eye co-ordination Picks up tiny objects accurately/quickly Turns pages singly Scribble writes including ‘V’ shape and vertical lines</p> <p>Vision Scans pages and looks at books studying each picture for details Remembers visual sequences of events and enacts the sequence in pretend play</p> <p>Cognitive Recognises and anticipates everyday routines Begins to use social formalities of family culture with prompt in situations outside the family Uses one object to represent another in pretend play Displays curiosity about the world by asking questions about and looking intently at objects events and people Remembers a sequence of activities and events</p> <p>Self-help Enjoys responsibility of carrying out small tasks Asks if hungry, thirsty Sometimes indicates need for toilet by behaviour</p>			<p>45 Becomes more organised, gathering together the toys they want to play with Uses one object to represent another in pretend play Enjoys dressing up Imitates longer sequences in play Plays lots of interactive games with adult or older child, often involving running or chasing Plays alongside other children and occasionally allows them into play Copies the actions and sequences of play of other children Plays with play dough – and tell you what they have made Builds tower or row of six or seven blocks Uses one object to stand for another</p>		

Child's name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B9

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
Refers to self by name Begins to use some pronouns Asks simple questions (two/three words plus intonation and or quizzical face) Makes statements that: – provide information – comment on what the other speaker has just said Starts to know their own mind and expresses this			Can now produce consonant sounds including: /p/, /d/, /b/, /t/, /g/, /k/ /m/, /n/, /ŋ/ /w/, /h/, /f/, Can now produce a wider range of vowel sounds including: /i/, /ɪ/, /ʌ/, /ɑ/, /ɔ/, /u/, /æ/, /ɪ/, /ε/, /ɒ/											

Child's name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B10

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>BSL Receptive language Some understanding of quantity Understands size differences Understands sentences with location descriptions</p> <p>Expressive language BSL Able to use signs with more difficult handshapes correctly Uses specific question signs WHO? WHAT? with appropriate facial expression Uses language to ask and find out about things Uses language during play and almost all activities Uses language to ask for help, eg washing hands, going to the toilet Consistently combines points to people with other signs Uses points instead of signs for pronouns YOU, HE/SHE, but may reverse the points Uses the sign MINE Uses negation signs as set phrases Starts to move some signs with action meanings towards the person or thing it is tied to, but makes some mistakes Movement changes are used to distinguish between objects and actions</p> <p>ENGLISH Receptive language Shows understanding of prepositions 'in', 'on' Some understanding of quantity, 'one/all' Understands size differences, big/small</p>			<p>Listening Answers simple familiar questions by listening alone Follows two-part requests Recognises and responds to many familiar sounds Listens to music and knows if it's on or off Enjoys dancing to music and will do this rhythmically Responds to yes-no questions by listening alone (may be recognising the intonation, not necessarily the sense) Waits when told to – 'just a minute' Identifies some action words by pointing to the right picture Fills in the missing word or phrase in a known rhyme, story retell or game Notices a deliberate mistake in story telling or a rhyme Responds appropriately to simple two-part instructions</p> <p>Vocalisation Uses appropriate intonation to ask one or two-word questions Asks 'whassat' a lot Talks aloud to themselves when playing alone Speaks with a loud voice Has more of a sing-song quality to speech to add expression Words are now easier to understand, as they sound more like adult forms Produces more accurate consonant sounds in 'words' including: /p/, /d/, /b/, /t/, /g/, /k/ /n/, /m/, /ŋ/ /w/, /h/ /s/, /f/, /v/</p>			<p>Self-other awareness Is fearless, climbing, running, jumping with little understanding of danger Is curious about others and will change behaviour to fit in with what others are doing</p> <p>Social-emotional expression Still unable to control frustration and anger when crossed or not able to convey what they want Still clings in new situations</p> <p>Attachment Jealous of sharing adult's attention Shows affection and concern for other children and younger siblings</p> <p>Imitation Will imitate unfamiliar ways of behaving when these seem appropriate to them</p> <p>Knowledge of social scripts Co-operates with adult in dressing, feeding Will ask for toilet Actively helps adult in everyday tasks</p>			<p>Motor co-ordination Large movements Pushes and pulls large toys – has difficulty steering around obstacles Jumps with two feet together Can stand on tiptoe when holding onto something</p> <p>Fine movements and hand-eye co-ordination Can build a tower of seven or more cubes Imitates writing: lines and circles and T and V Uses one hand more than the other</p> <p>Vision Watches and observes people carefully Begins to match colours Searches out the minute detail in pictures</p> <p>Cognitive Begins to develop sense of time Appears to be more organised in how approaches solving problems Begins to understand explanations and reasons given by others Adopts voice or manner of another person, or animal in play Creates imaginary objects, characters and scenes in play May invent imaginary person and talk to them as a friend</p> <p>Self-help Can undo large buttons and Velcro fasteners Eats more carefully, aware of social expectations at mealtimes Will start to use knife and fork or other eating utensils where appropriate</p>			<p>Adopts voice or manner of another person, or animal in play Uses others' belongings in pretend play Creates imaginary objects, characters and scenes in play May invent imaginary person and talk to them as a friend Begins to include another child in their play sequence Play actions follow a specific order Shares books with adults or other children, making comments on the events, characters and illustrations Enjoys creative activities telling you what they have made: – using dough, paint, blocks – cutting and pasting – cooking – drawing – making music/sounds – simple jigsaws Tries to make a simple bridge Enjoys turn-taking play with ball Can kick and catch a large ball</p>		

Child's name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B10

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>Will point to smaller parts of the body when told to</p> <p>Answers simple questions, eg 'how old are you?'</p> <p>Expressive language: English</p> <p>Uses longer sentences (three to four words)</p> <p>Uses language to ask and find out about things</p> <p>Uses language during play and almost all activities</p> <p>Uses language to ask for help, eg washing hands, going to the toilet</p> <p>Uses different verb forms</p> <p>Uses several pronouns correctly 'I', 'me', 'you'</p> <p>Uses plurals</p> <p>Uses set phrases without full understanding or use of the grammar</p> <p>Uses negatives 'no', 'not', 'no more'</p> <p>Uses over 200 words</p> <p>May repeat the first parts of words</p>			<p>Produces a wider range of vowels more accurately in words</p> <p>Begins to use (emerging):</p> <p>/ə/ as in <u>a</u>bout</p>											

Child's name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B11

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>BSL Receptive language BSL Understands all pronouns Understands plurals in BSL through number and repetition of classifiers</p> <p>Expressive language BSL Uses first person reflexive MYSELF Uses many signs which have difficult handshapes and movements Some handshapes still inaccurate, especially those involving any of the three outer fingers Able to contrast objects and things through classifiers Uses many verbs with movement towards an object or person as well as towards self Uses plurals in BSL through number and repetition of classifiers Begins to use a part of sign space to one side of the body to move verbs towards or away from Uses language for: – giving reasons – negotiating – playing with others – directing others – telling others about things Able to retell simple past events</p> <p>ENGLISH Receptive language English Understands prepositions ‘under’, ‘on top’, ‘behind’, ‘next to’ Understands use of objects Understands objects by description Understands all pronouns</p>			<p>Attending Follows instructions and accepts direction more easily when not so intently focused on other activities Retells story or happening to others with prompts from adult Demonstrates they remember content of a story by putting three pictures in correct order</p> <p>Listening Listens eagerly to stories and demands favourites over and over again By listening alone can identify picture or object with three critical elements Notices if you make the wrong sounds in relation to a picture Listens carefully to other speakers in order to join in with conversation Concentrates and listens for two or more minutes and responds appropriately to things that have been said Remembers phrases from stories and rhymes and uses them appropriately Recognises the tunes of familiar songs and rhymes and joins in Remembers a short list of objects or names (three or four words)</p> <p>Vocalisation Starting to realise the correct volume to talk at (not always too loud) Speech is more accurate although word endings may still be left off Uses ups and downs in tone of voice appropriately for questions Changes speech to the person being spoken to Likes saying learnt expressions such as name and age or address Begins to add – s to end of word to show more than one but may use some incorrectly</p>			<p>Self-other awareness Knows whether someone is a boy or girl – but might still be getting he/she confused Understands they have to share (but might not always be willing to do so) Understands their actions affect others Knows when to and begins to wait while others are talking</p> <p>Social-emotional expression Generally more compliant with adult requests and amenable to family rules Likes to sit, have a cuddle and share events of the day with adult Knows they cannot always have what they want when they want it More confident in new social situations</p> <p>Attachment May form a special friendship with one child</p> <p>Imitation Detailed knowledge of everyday routines and events shown in play by self and with others</p> <p>Knowledge of social scripts Joins in make-believe play with other children Begins to play around with familiar routines</p>			<p>Motor co-ordination Large movements Walk upstairs using alternating feet, one foot per step Walks downstairs two feet to each step while carrying a toy Jumps down single step Negotiates obstacles when running and pushing toys Walks backwards, forwards, sideways Rides tricycle using pedals Can walk on tiptoe Kicks ball forcibly</p> <p>Fine movements and hand-eye co-ordination Can build tower of 10 or more cubes Holds pencil near point between first two fingers and thumb Begins to cut paper with scissors and fold it Writes an ‘X’ form and a horizontal line</p> <p>Vision Recognises/matches two or three primary colours, usually red or yellow. May confuse green and blue Compares sizes of objects</p> <p>Cognitive Asks increasingly detailed questions to find out information Displays curiosity about the world by looking intently at objects events and people Begins to give reasons for own actions Begins to see consequences of own actions Drawings more identifiable</p>			<p>Begins to play around with familiar routines Uses doll, teddy as partner in play, talking to it and telling it what to do next Uses one object to represent many different things Imaginary play involves lots of detail and several linked actions Dresses up as different people Builds ‘stories’ around toys Uses construction materials as a means to an end Increasing control over physical movements means greater enjoyment in active play</p>		

Child's name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date

Monitoring early development
Summative record: B11

Communication	P	D	Attending/listening/vocalisation	P	D	Social-emotional	P	D	Other developmental milestones	P	D	Play	P	D
<p>Expressive language English Answers what, where and yes/no questions Retells a simple past event Uses several sentences linked with 'and' Uses a range of verb forms Answers questions more fully, using two or more sentences Uses language for: – giving reasons – negotiating – playing with others – directing others – telling others about things Uses possessives Retells a simple story – recalling events and characters</p>			<p>Begins to add –ed to end of word to show something that has happened, but may use some incorrectly Sings on own Produces wider range of consonant sounds in words more accurately Produces almost all vowel sounds including diphthongs</p>						<p>Self-help Reliably clean and dry during the day More confident in new social situations</p>					

Child's name:	D.O.B.
Child/family preferred communication approach	

Key
P – Possibly
D – Definitely

Colour	Age/Date	Colour	Age/Date	Colour	Age/Date