

The Derbyshire Early Years SEN Service – EYFS Specialist Assessment – Step 1-3

Name	Initial Assessment	1 st review	2 nd review	3 rd review	4 th review	5 th review	6 th review	7 th review
Step	Physical Development	Personal Social and Emotional Development	Communication and Language	Cognition and Learning				
Step 1.1 (0-4 months)	- Moves head in response to sensory stimuli e.g. sounds, movement, lights, when lying on back or supported in sitting. - When pulled to sit, head initially lags before dropping forward. - Brings hands to midline. - Makes movements with arms and legs which gradually become more controlled. - Holds fingers open most of the time reduced reflex grasp. - Finds own face with hands when lying or in supported sitting. - Holds rattle for a couple of seconds when placed in palm of hand. - Begins to show purposeful movements to reach or touch objects. - Coordinates hand eye movements to reach and hold objects. - Grabs for and scratches clothes or surfaces within easy reach. Does the baby move with ease and enjoyment?	- Turns eyes or head to find speaker and watches speakers face carefully. - Smiles in response to touch or sound. - Makes changes in body movements during interactions. - Responds to physical interaction e.g. being rocked or cuddled by changing behaviours. - Reacts differently to unfamiliar people. - Cries to express hunger, pain and upset. - Sucks on hands, clothes, or pacifier to calm self. - Seeks physical and emotional comfort by snuggling in to trusted adults. - Calms from being upset when held, rocked, spoken or sung to with soothing voice. - Begins to cry when adult attention ends.	- Stills or stops crying at sounds of familiar voice. - Turns head to locate speaking adult. - Concentrates intently on faces and enjoys interaction. - Copies exaggerated facial movements and expressions. - Shows interest and attention to an adult singing or talking for longer periods. - Shows more interest in ‘singsong’ speech than typical adult voice. - Sucks or licks lips in response to sounds/visual cues of preparation for feeding. - Chuckles and makes happy sounds and has a special cry for hunger. - Communicate a range of needs and feelings using their voice in a variety of ways e.g. crying, gurgling, babbling and squealing. - Vocalises more when adult uses child directed speech. Is the baby using speech sounds (babbling) to communicate with adults?	- Responds to a range of sensory experiences in the environment. - Shows awareness of people, objects and sounds nearby. - Demonstrates anticipatory responses to familiar actions and routines. - Tracks moving people and objects with eyes and head. - Gives brief attention to faces, objects and activities. - Explores objects through looking, touching and mouthing. - Reacts to changes in the environment such as movement, light or sound. - Shows early understanding of cause and effect through repeated actions. - Develops early curiosity through sensory exploration and interaction.				
Step 1.2 (4-8 months)	- Attempts to roll over, rummy to back or back to tummy. - When lying on tummy is able to lift first head and then chest, supporting self with forearms and then straight arms. - Rolls over from front to back and from back to front. - Takes weight through legs and bounces up and down when held in a standing position. - Maintains sitting position for two minutes once placed. - Move to sitting from laying on tummy. - Pick up a small toy using both hands in a full grasp e.g., small ball. - Manipulates objects, e.g. banging, shaking, turning them around in their hands. - Releases toy from grasp by dropping or pressing against a firm surface but cannot yet place down deliberately. - Tracks with eyes when passing toy from hand to hand. - Can release grasp deliberately to drop toy.	- Maintains eye contact during interactions with a familiar person. - Smiles and makes sound in response to eye contact. - Takes turns in vocal exchanges. - Recognises and is most responsive to main caregiver’s voice. - Shows anticipatory behaviour in familiar play such as peek a boo games / being lifted. - Becomes upset if an anticipated event does not happen. - Is affectionate with familiar adults and will give hugs, kisses etc. - Can become distressed if left alone or in presence of unfamiliar person/place. - Takes part in give and take exchanges with an adult. At around 7 months, does the baby respond to their name and respond to the emotion in your voice?	- Listen to an adult talking and responds with vocalisations. - Shows preference for sounds and dislike of others. - Makes distinct response to name being called e.g., turns head, smiles. - Respond differently to different tones of voice e.g., singsong, questions, soothing and playful, as tone of voice helps understanding of the meaning. - Anticipates being picked up when adult gestures (hold arms out). - Initiates vocal conversation and waits for turn by babbling and making sounds. - Uses voice, gestures, and facial expression to make contact with people and keep their attention. - Indicates wants by reaching towards desired object. - Protests at the end of an activity. - Starts to play with consonants such as ‘mmm’ and ‘dd’. Around 6 months does the baby respond to familiar voices, turn to their own name and take turns in conversation with babbling?	- Maintains attention to preferred people, objects and activities for short periods. - Shows increased interest in exploring the immediate environment. - Observes visual details in people, objects and simple images. - Attends to and compares two people or objects at once. - Anticipates familiar routines, songs and games when given cues. - Repeats actions to achieve a desired effect. - Explores objects purposefully using hands and mouth. - Demonstrates emerging understanding of turn-taking interactions. - Shows awareness of familiar people, toys and resources. - Uses exploration and repetition to learn about objects and events.				

Step	Physical Development	Personal Social and Emotional Development	Communication and Language	Cognition and Learning
Step 1.3 (8-12 months)	- Sits unsupported on floor. - When sitting can lean forward to pick up small toys - When sitting can reach to the front and side to pick up small toys. - Pulls to standing, holding onto furniture or person for support. - Crawls, bottom shuffles or rolls continuously to move around. - Walks around the furniture lifting foot and stepping sideways. - Sits from standing in a more controlled manner. - Pick up and drops objects on purpose. - Put small toys or objects in and out of a container. - Scoops with spoon or shovel. - Picks up a small object using pincer grip (finger and thumb working together). At around 12 months, can the baby pull to stand from a sitting position and sit down?	- Seeks reassurance from familiar adult when distressed or frightened. - Shows interest in adult faces, for example pulls hair, touches nose etc. - Makes sounds and movements to initiate or stop social interactions. - Starts to defend own possessions and gets upset if toy is taken away. - Reacts emotionally to other people's emotions. - Begins to repeat actions that result in praise. - Drinks from lidded beaker. - Grasps finger foods and takes to mouth. - Starts to cooperate with dressing/nappy change. - Accepts a wider range of food consistency and textures showing preferences. Around 12 months, does the baby start to be shy around strangers and show preference for certain people and toys?	- Listens to representational sounds e.g. brum brum. - Looks intently at the person talking but stops responding when the speaker looks away. - Re-directs attention from an activity if distracted by movement or sound which may or may not be deliberate. - Understands "No" when adult shakes head and says no in exaggerated voice. - Knows someone is about to leave when they wave bye bye., - Responds to simple familiar requests such as 'Where's Daddy?' or "give me the ball" when accompanied by open hand gesture. - Attends to two objects nearby and indicates a preference. - Clearly demonstrates a request for more of an activity, which includes looking at communicative partner. - Makes longer, repetitive sounds such as "Mamama" and "Dadada". - Uses up to five vocalisations or signs that are approximations of words, understood by familiar adults, which child will repeat if not understood. At around 12 months, does the baby take turns in babbling and using single words? Does the baby point to things around and use gesture to show things to adults and share interests?	- Maintains attention while exploring and manipulating objects. - Demonstrates increasing understanding of familiar words, gestures and routines. - Explores objects in different ways to learn about their properties. - Understands that objects continue to exist when partly hidden. - Searches for missing or dropped objects. - Notices simple changes in objects, sounds and quantities. - Uses both hands together to complete simple tasks. - Shows interest in books, pictures and mark-making experiences. - Learn through imitation, repetition and exploration. - Demonstrates early problem-solving skills during play and everyday activities.

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Step 2.1 (12-16 months)	At around 12 months can the baby pick up something small with their first finger and thumb (such as a piece of string)? - Picks up and release small objects with purpose between thumb and fingers (pincer grip). - Attempts to place large inset pieces into puzzle board, or peg man in a hole, or lid on toy tea set items. - Pours sand and water from container to container. - Presses switches, buttons, using index finger, squeezes a squeaky toy to make a sound. - Stands independently for several seconds. - Takes a few steps independently, with a wide gait, unable to change direction. - Crawls upstairs and tries to bump or slide down a few steps on bottom. - Demonstrates supported balance by holding onto adult for support when lifting leg to cooperate with dressing tasks or when kicking a ball. - Bends down to pick up an object from the floor, while holding onto adult or furniture. - Begins to change direction when walking and attempts to walks backwards.	- Needs reassurance from familiar adult when in a social situation with strangers. - Identifies body parts on self and others. - Uses familiar adult to share feelings when upset or excited. - Beginning to understand yes, no and some boundaries. - Shows a growing ability to self-soothe, perhaps with a comfort object. - Beginning to build relationships with special peers. - Sits on potty with occasional use. - Tolerates gum stimulation and teeth cleaning routines as teeth emerge and later, cooperates with teeth brushing. - Takes off shoes and socks when unfastened. - Pushes arms through sleeves, legs into trousers.	At around 12 months is the baby beginning to use single words like mumum, dadad, tete (teddy)? At around 12 months can the baby choose between 2 objects: "do you want the ball or the car?" - Follows with gaze when adult directs attention to near objects by looking and pointing. - Follows with eyes when others point to distant objects. - Refuses by pushing away, shaking head or vocalising. - Identifies named objects from choice of three. - Responds to the different things said when in a familiar context with a special person 'Where's your nose?' where's the cup? 'Blow a kiss' or 'clap hands'. - Tries to imitate familiar sounds, signs or monosyllabic spoken words. - Answers simple questions with "yes" and "no" appropriately. - Able to make a choice from two items offered using looking, gesture or word. - Seeks interaction with others in a variety of ways and extends positive interactions by repeating actions/activities. - Laughs during shared games. At around 15 months, can the child say around 10 words (they may not all be clear)	- Shows curiosity about people, objects and activities within familiar environments. - Demonstrates early problem-solving skills by exploring how toys and objects work and trying different ways to achieve a desired outcome. - Maintains brief attention to self-chosen activities and familiar adult-led interactions. - Understands and follows familiar routines when supported by contextual cues. - Explores cause-and-effect through actions such as pressing, pulling, pushing and releasing. - Finds hidden or partly hidden objects, showing developing object permanence. - Uses hand-eye coordination to place, post, stack or fit objects into appropriate spaces. - Begins to recognise familiar people, photographs and everyday objects. - Learns through sensory exploration, repetition and imitation of familiar actions. - Shows emerging persistence when faced with simple challenges, such as fitting puzzle pieces or accessing desired items.

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Step 2.2 (16-20 months)	- Improved fine motor control e.g. to turns knobs, turn pages, balances blocks to build a small tower, push a car along the floor. - Improved hand eye co-ordination with simple tasks e.g. thread large beads onto stiff ended lace, thick rod or wire, places large piece in inset puzzle, large peg in a hole. - Holds cup with two hands and drinks without much spilling. - Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes, later circular scribble and vertical lines. - Bumps or slides downstairs safely. - Gets onto child's chair themselves backwards or sideways, climbs onto a 'ride a stride' toy, climbs onto and down from furniture, climbs up a small ladder to access slide. - Sits in a wide variety of different ways while playing. - Runs freely, sometimes bumping into obstacles. - Squats down to pick up a toy but sometimes falls back onto bottom. - Carries large objects (for example doll or teddy) while walking.	- Enjoys sharing new experiences with a range of adults. - Shows interest in the activities of others, possibly responding differently to children and adults. - Sometimes accepts adult varying a game and follows the adult's lead. - Shows an awareness through appropriate responses to the feelings of others. - Becomes distressed at the unwanted actions of others e.g. when action is thwarted or another intrudes in their play . - Requests comfort toy or object. - Starts to indicate urination and bowel movement. - Holds cup with both hands and drinks without much spilling. - Begins to participate in bathing process of washing and drying. - Takes off items of clothing already unfastened. Around 18 months is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?	- Stops what they are doing in response to 'no.' - Attends to activities of choice for increasing periods of time but new activities fleetingly. - Responds to simple familiar language and situational cues in context for example runs to the door when adult holds up keys and says it's time to go. - Uses pointing with eye gaze to make requests and to share an interest. - Recognises familiar people in photographs, points to an increasing range of items in picture books. - Shows understanding of at least 15 words, for example, looks at a named person and points to or finds an object when asked to such as, "Where are your shoes / ball?". - Begins to use varied double syllable sounds, for example, "Dadi", "Babu" or uses a variety of syllables in continued babbling, such as "Badago" (variegated babble). - Copies symbolic noises and parts of words (for example, "Chooo") and later produces them spontaneously (for example, "Aaah!" when cuddling toy). - Communicates for a range of different purposes including to greet, request, to protest, to label objects and people. - Copies familiar expressions, e.g. 'Oh dear', 'All gone'. At around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words At around 18 months does the toddler understand lots of different single words and some two-word phrases, such as "give me" and "shoes on"? Around 18 months is the toddler listening and responding to simple instruction like "Adam, put on your shoes?"	- Demonstrates increasing attention and engagement in preferred activities for longer periods. - Solves simple practical problems through exploration, trial and error and observation of others. - Shows growing understanding of object permanence and can locate hidden or expected items. - Matches and links objects that belong together and recognises simple relationships between objects. - Explores simple mechanisms and shows curiosity about how things work. - Completes simple matching, posting and puzzle tasks using visual discrimination skills. - Learns through imitation and repetition, copying actions, routines and play sequences. - Understands simple sequences and anticipates familiar events within routines and games. - Demonstrates developing memory by remembering where favourite objects belong and seeking help to achieve a goal. - Shows increasing awareness of cause-and-effect relationships and repeats actions to achieve desired outcomes.
Step 2.3 (20 – 24 months)	- Uses a range of different tools to make marks, including paint brush, crayons, clay modelling tools etc. - Connects two stickle bricks together, rolls a sausage using playdough. - Takes off most items of unfastened clothes, unfastens zip. - Uses single finger to press buttons, operate laptop/ touch screen. - Holds an object steady with one hand while using the other e.g., placing a block onto a tower. - Moves small trike by pushing feet along floor - Walks upstairs holding hand of adult. - Returns to a standing position after squatting down to pick something up from floor. - Rolls ball in an intended direction, for example to knock down a skittle. - Kneels upright on floor without support. At around their second birthday can the toddler run well, kick a ball and jump with both feet off the ground at the same time?	- Responds to praise and actively seeks it out. - Copies a range of actions displayed in the play of other children. - Sometimes takes one or two turns in a game with an adult where minimum waiting is involved. - Expresses growing sense of will and determination. - Can be coaxed into trying new activities using appropriate strategies such as 'first/then' and distraction. - Willing to try new food textures and tastes. - Beginning to actively participate in familiar routines such as giving dish/cup to adult when meal is finished. - Drinks from a straw. - Asks for food or drink when hungry or thirsty. - Begins to communicate wet or soiled nappy or pants. Around the age of two does the child start to see themselves as a separate person for example, do they decide what to play with, what to eat, and what to wear?	- Listens to other children talking during play. - Can discriminate between a range of familiar representational sounds in simple play activities. - Follows simple instructions and directions relating to a game or the activity they are doing, for example, responds to "feed teddy" "throw the ball" . - Makes a choice from three options offered. - Makes open choices such as 'What do you want to play with?' - Responds to others using jargon and some recognisable words. - Labels pictures of common objects or familiar people when they are pointed to. - Beginning to put two words together e.g., 'want ball', 'more juice.' - Starts to comment on what is happening using single words e.g., says "train" if they see a train or say "wet" when jumped in a puddle. - Uses gestures/words to encourage an adult to solve a problem for them. By around two years old Is the child showing an interest in what other children are playing and sometimes joins in? At around the age of two can the child understand many more words than they can say (between 200 and 500 words)? Around the age of two can the child understand simple questions and instructions like "where's your hat" or "what's the boy in the picture doing?"	- Shows increasing curiosity about people, objects and events, asking questions and seeking information. - Demonstrates developing understanding of concepts through sorting, organising and categorising objects. - Applies knowledge from previous experiences to familiar situations and routines. - Solves simple problems independently and persists when tasks become challenging. - Uses learned information to understand where objects belong and follows familiar sequences of events. - Demonstrates increasing concentration during stories, songs, play and adult-supported activities. - Explores how things work through investigation, experimentation and hands-on learning. - Begins to use language and gestures to share interests, direct attention and support learning. - Creates simple structures, arrangements and solutions using a range of materials. - Shows developing understanding of everyday concepts, including quantity, shape, people, places and objects within their environment.

Step	Physical Development	Personal Social and Emotional Development	Communication and Language	Cognition and Learning
Step 3.1 (24-28 months)	- Explores properties of objects by twisting, rolling and turning e.g. rolling malleable material on firm surface or with hands (sausage), turns knobs. - Uses more complex actions (pouring, sieving, digging) to fill containers with water or sand. - Builds tower using several small bricks, places small pegs in a peg board and completes a simple inset puzzle: 6-10 pieces. - Applies appropriate pressure to cut out a dough shape when adult rolls the dough. - Jumps up and down on the spot, jumps and dances to music. - Attempts to kick a large ball but often misses. - Throws a ball with intended direction. - Catches a ball thrown into two arms. - Walks backwards in free space, runs safely on whole foot. - Stands independently from a kneeling position in free space.	- Uses a familiar adult as a secure base to explore new environments and watches their emotional reactions to guide in new situations. - Demonstrates care towards other children. - Starts to share and 'give and take', may take a few turns in a game with another child, with adult support. - Likes to share pride and pleasure in new accomplishments. - Copies a range of actions displayed in the play of other children and actively draws others into social interaction. - Begins to learn that some things are theirs, some things are shared, and some things belong to other people. - Show a desire to help with dressing/undressing and hygiene routines such as teeth brushing and washing - Manages Velcro fastenings. - Responds to instructions from an adult when there is danger such as "Stop", "No" or holding hands near busy road. - Shows awareness of what a potty or toilet is used for.	Around the age of two can the child understand simple questions and instructions like "where's your hat" or "What's the boy in the picture doing"? - Picks out a simple instruction, when there is background noise e.g. "Dinner time" or "Stop now". - Looks to others for responses which confirm, contribute to, or challenge their understanding. - Expresses feelings using gesture and words. - Understands more complex sentences, e.g., 'Put your toys away and get your drink '. - Understands when to use social words such as 'hello' 'bye' 'please' and 'thank you'. - Identifies action words by pointing to the right picture, e.g., "Who's jumping?" - Tries to tell what has happened using jargon and some recognisable words. - Talks to self, using simple intelligible sentences while playing. - Attempts to talk with other children during play. - Indicates needs, wants and choices using words and gesture, asks for things by name e.g., 'drink' and 'cake'.	- Attends to familiar stories, rhymes and songs. - Matches familiar objects and pictures. - Begins to solve simple problems through trial and error. - Shows understanding of familiar routines and daily sequences. - Anticipates familiar actions, sounds and events. - Attempts simple inset puzzles and construction activities. - Makes connections between objects, pictures and experiences. - Begins to represent ideas through marks and pretend play. - Demonstrates early awareness of cause and effect. - Sustains attention during adult-led activities for short periods.
Step 3.2 (28-32 months)	- Shows more control in fine motor tasks e.g., Uses jugs to pour, hammers, turns pages in books, mark-making with tools or fork to stab food. - Uses two hands together in fine motor tasks e.g., to open and close scissors cutting paper with control, fixes two duplo bricks together. - Manipulates hands to join in more sophisticated action e.g., rolling arms, tapping head tapping shoulders in sequence (heads shoulders knees and toes). - Beginning to use three fingers, tripod grip, to hold writing tools and copies a single vertical line and a single horizontal line. - Unfastens zips completely and opens large loose buttons. - Jumps off bottom stair, on furniture, bed or trampoline independently. - Attempts to walk on a bench one foot each time, kicks a large ball balancing on one leg. - Stands on tiptoe when holding onto something. - Can pull themselves up onto outdoor climbing equipment. - Walks upstairs or downstairs holding onto a rail, two feet to a step.	- Becomes nervous during new activities but will 'have a go' if a familiar adult is present. - Demonstrates shyness with strangers, especially adults. - Plays constructively alone for 15-20 minutes, expressing preferences and interests. - Starts to know their own mind and expresses this through action, gesture or spoken words, for example, "No want bath" or "No go bed". - Can express their own feelings such as sad, happy, scared and worried through physical presentation. - Aware that some actions can hurt or harm others and begins to share playthings. - Clearly communicates their need for potty or toilet and seeks help where needed. - Beginning to recognise danger and seeks support of significant adults for help. - Show increasing desire to control personal care routines e.g. brush their teeth, brush their hair, drink from an open cup. - Becomes more organised, for example gathering toys before play , or hangs own coat on a peg. Between the ages of two and three does the child start to enjoy the company of others and want to play with them?	- Listens to music and responds when it is turned off e.g., stops singing or dancing or turns to look at the speaker. - Notices a deliberate mistake in a rhyme or song, understands and waits for appropriate point in action song before carrying out action. - Will listen to a short story and will join in with repetitive phrases. - Listens to and demonstrates understanding of the language relating to simple rules and boundaries. - With help, talks about things seen and done. - Rapidly increasing understanding of words – lots more than are in active vocabulary. - Understands and answers questions such as 'What do you like?', 'What has just happened?' 'What will happen next?' 'Where are you going?', 'Who plaited your hair?' - Understands conversations about people or objects not present, e.g., mummy's gone shopping. - Holds a conversation hopping from topic to topic. - Begins to ask more complex questions.	- Recalls and anticipates familiar stories, rhymes and routines. - Sorts and groups objects by colour, size or shape. - Demonstrates emerging counting and quantity awareness. - Uses previous experiences to solve simple practical problems. - Experiments with marks, symbols, letters and numerals. - Shows curiosity by exploring and asking simple questions . - Selects and uses resources purposefully to complete tasks. - Categorises familiar objects according to simple features. - Anticipates patterns and repeated sequences in stories and songs. - Engages in learning activities alongside peers with adult support.
Step 3.3 (32-36 months)	- Manipulates doorknobs, wind-up toys, lids on jars etc., folds paper in half. - Catches a small ball using two hands from a short distance, throws a small ball over arm - Fits increasingly small shapes and objects into holes during posting activities, completes simple interlocking jigsaw - Imitates drawing simple shapes such as circles, lines, or a cross on paper.	- Can select and use activities and resources with help, approaching new experiences with a positive attitude - Shows an awareness of other reactions, such as praise and disapproval of their actions - Demonstrates initiative and finds an adult when help is required, seeks out an adult if another child is hurt or upset - Shows an ability to wait for needs to be met and inhibit own actions/behaviours	- Interested in others' play and will join in, takes turns in ready steady go games. - Listens eagerly to stories and requests favourites over and over again. - Corrects adult who makes incorrect statements such as 'brush your hair with your toothbrush' and notices error in familiar rhyme. - Single channelled attention, can shift to a different task if attention fully obtained.	- Listens with increasing attention and recall. - Follows simple one- and two-step instructions. - Recognises simple patterns, shapes and familiar logos. - Demonstrates understanding of quantity, size and position. - Makes links between past experiences and current learning. - Uses knowledge and experience to solve simple problems.

Step	Physical Development	Personal Social and Emotional Development	Communication and Language	Cognition and Learning
Step 3.3 (32-36 months) Continued	- Moves freely with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, jumping, running, skipping, sliding and hopping. - Mounts stairs, steps or climbing equipment using alternate feet. - Walks downstairs, two feet to each step while carrying a small object. - Runs skilfully, negotiates space successfully, adjusting speed or direction to avoid obstacles. - Uses body movement to rock horse, chair or swing. - Walks forward on a straight line, along a PE bench without support, walks on tip toes. Around their third birthday can the child climb confidently, catch a large ball and pedal a tricycle?	- Understands causes of some feelings, for example, felt sad because a toy is broken or feel upset because they cannot go outside to play. - Keeps most food in bowl or on plate. - Helps with clothing, e.g., puts on hat, unzips zipper, takes off unbuttoned shirt and puts on shoes. - Beginning to be independent in self-care but still often needs adult support e.g., reminding to wipe nose and turn taps off. - Likes to do jobs with adults and with help will tidy up toys. - Can tell adults when hungry or tired, when they want to rest or play or when they are not feeling well (not always able to identify the source of pain). Around the age of three can the child sometimes manage to share or take turns with others with adult guidance and understanding yours and mine? Around the age of three can the child settle to some activities for a while?	- Follows conversation with an adult and responds appropriately. - Selects a picture/object on request understanding three key words, for example "Teddy sleeping on the bed". - Uses words to describe things such as "It's wet" or "It's too hot". - Uses a variety of questions what, where, who? - Uses simple sentences e.g., "Mummy gonna work". - Beginning to use word endings e.g 'ing' and plurals and more complex sentences using simple connectives such as 'and', 'because'. By around three years old can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason can you stop now, we're tidying up" Around the age of three can the child show that they understand action words by pointing to the right picture in a book for example "who's jumping"? Towards the 3rd birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example 'now' and 'later') space (for example 'over there') and function (for example can they tell you a sponge for washing). Is the child linking up to five words together? Is the child using pronouns and using plurals and prepositions? Can the child follow instructions with three keywords like: "can you wash dollies face?"	- Anticipates familiar events and daily routines. - Participates in simple games with rules and turn-taking. - Sustains engagement in familiar adult-led and group activities. - Demonstrates increasing independence when exploring and learning.