

The Dales School EYFS Assessment - Prime Areas

Name: _____

Areas of Learning & Development		Birth to 5 Matters Aspects	
Prime Areas	Personal, Social and Emotional Development	Making Relationships	
		Sense of Self	
		Understanding Feelings	
	Physical Development	Moving and Handling	
		Health and Self-care	
	Communication and Language	Listening and Attention	
Understanding			
Speaking			
Specific Areas	Literacy	Reading	
		Writing	
	Mathematics	Mathematics	
	Understanding the World	People and Communities	
		The World	
		Technology	
	Expressive Arts and Design	Creating with Materials	
		Being Imaginative and Expressive	

Prime Area: Personal, Social & Emotional Development

	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Making Relationships	<ul style="list-style-type: none"> •Enjoys the company of others and seeks contact with others from birth •Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently •Moves body, arms and legs and changes facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes •Responds to what carer is paying attention to, e.g. following their gaze •Distinguishes between people, recognising the look, sound and smell of their close carer •They will usually calm, smile or reduce crying when they hear their carers’/parent’s voice, or smell their clothing, for example •Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked •Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person •Becomes wary of unfamiliar people or people they have not seen for a while 	<ul style="list-style-type: none"> •Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs •Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult’s attention to something •Engages another person to help achieve a goal e.g. to get an object out of reach •Cooperates with caregiving experiences, such as dressing •Builds relationships with special people •Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated •Is wary of unfamiliar people •Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations •Closely watches others’ body language to begin to understand their intentions and meaning •Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has 	<ul style="list-style-type: none"> •Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations •Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy •Enjoys playing alone and alongside others and is also interested in being together and playing with other children •Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions •Asserts their own ideas and preferences and takes notice of other people’s responses •Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration 	<ul style="list-style-type: none"> •Builds relationships with special people but may show anxiety in the presence of strangers •Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult •Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it •Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like •Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety •Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest 	<ul style="list-style-type: none"> •Seeks out companionship with adults and other children, sharing experiences and play ideas •Uses their experiences of adult behaviours to guide their social relationships and interactions •Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it •Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers •Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play 	<ul style="list-style-type: none"> •Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others •Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking •Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours •Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support •Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations •Is proactive in seeking adult support and able to articulate their wants and needs •Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship

Prime Area: Personal, Social & Emotional Development

	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Sense of Self	<ul style="list-style-type: none"> • Learns about their physical self through exploratory play with their hands and feet and movement • Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults: laughing and gurgling during physical interactions • Shows awareness of being a separate individual through initiating contact with others using voice, gesture, eye contact and facial expression and through secure-base behaviours • Expresses awareness of their physical self through their own movements, gestures and expressions and by touching their own and other's faces, eyes, and mouth in play and care events <p>Shows growing confidence that their needs will be met by freely expressing their need for comfort, nourishment or company</p>	<ul style="list-style-type: none"> • Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games • Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them • Shows separation anxiety as they become more aware of themselves as separate individuals • Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away • Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game • Shows growing self-confidence through playing freely and with involvement 	<ul style="list-style-type: none"> • Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine 	<ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for 	<ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help 	<ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity

Prime Area: Personal, Social & Emotional Development

	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Understanding Feelings	<ul style="list-style-type: none"> •Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement) through making sounds, facial expressions, and moving their bodies •Expresses feelings strongly through crying in order to make sure that their needs will be met •May whimper, scream and cry if hurt or neglected. If their needs are not responded to, they may become withdrawn and passive •Seeks physical and emotional comfort by snuggling in to trusted adults •Is affirmed and comforted by familiar carers through voice, physical presence and touch, for example singing, cuddles, smiles or rocking •Reacts emotionally to other people’s emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face 	<ul style="list-style-type: none"> •Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs •Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop •Uses familiar adult to share feelings such as excitement and for “emotional refuelling” when feeling tired or anxious •Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer •Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine •Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy 	<ul style="list-style-type: none"> •Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words •Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking •Is aware of others’ feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child’s excitement •Asserts their own agenda strongly and may display frustration with having to comply with others’ agendas and with change and boundaries 	<ul style="list-style-type: none"> •Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling •Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over- stimulated •Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions •Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset •Responds to the feelings of others, showing concern and offering comfort •May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions •Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows 	<ul style="list-style-type: none"> •Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt •May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares •Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants •Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings •Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions 	<ul style="list-style-type: none"> •Understands their own and other people’s feelings, offering empathy and comfort •Talks about their own and others’ feelings and behaviour and its consequences •Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people •Is more able to manage their feelings and tolerate situations in which their wishes cannot be met •Seeks support, “emotional refuelling” and practical help in new or challenging situations. •Is aware of behavioural expectations and sensitive to ideas of justice and fairness •Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise

Prime Area: Physical Development

	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Moving and Handling	<ul style="list-style-type: none"> • Gradually develops ability to hold up own head • Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together • Follows and tracks a sound or moving object, moving head and eyes • When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising • Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp • Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back • Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer • Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing) 	<ul style="list-style-type: none"> • Belly crawling moves into crawling up on hands and knees • Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects • Sits unsupported on the floor, leaving hands free to manipulate objects with both hands • Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them • Enjoys finger and toe rhymes and games. • Pulls to standing from crawling, holding on to furniture or person for support • Walks around furniture lifting one foot and stepping sideways (cruising) • Starts walking independently on firm surfaces and later on uneven surfaces • Points with first finger, sharing attention with adult. 	<ul style="list-style-type: none"> • Develops security in walking upright using feet • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other 	<ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support 	<ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons 	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Uses simple tools to effect changes to materials
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	<ul style="list-style-type: none"> •When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms •Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards •Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations 	<ul style="list-style-type: none"> •Starts to throw and release objects overarm. •Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint •Pushes, pulls, lifts and carries objects, moving them around and placing with intent •Climbs inside, underneath, into corners and between objects •Manipulates objects using hands singly and together, such as squeezing water out of a sponge 	<ul style="list-style-type: none"> •When holding crayons, chinks etc, makes connections between their movement and the marks they make •Uses gesture and body language to convey needs and interests and to support emerging verbal language use 	<ul style="list-style-type: none"> •Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride •May be beginning to show preference for dominant hand and/or leg/foot •Turns pages in a book, sometimes several at once •Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools •Holds mark-making tools with thumb and all fingers 		<ul style="list-style-type: none"> •Handles tools, objects, construction and malleable materials safely and with increasing control and intention •Shows a preference for a dominant hand •Begins to use anticlockwise movement and retrace vertical lines •Begins to form recognisable letters independently •Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
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Prime Area: Physical Development

	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Health and Self-care	<ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care • Makes needs known through crying and body Movements • Responds to being rocked as a means of soothing • Sleeps for 14-16 hours a day, with several short naps. Substantial sleeping is vital for processing sensory information taken in while awake • Responds and turns to sounds, especially voices • Expresses discomfort, hunger or thirst, distress and need for holding or moving • Alert for periods of increasing length, interspersed with naps • Anticipates food routines with interest • Starts to move to solid feeding (current recommendations are at around 6 months) as well as milk 	<ul style="list-style-type: none"> • Sleeps for 11-15 hours a day with at least 2 naps • Self-soothes and is able to drop off to sleep when conditions are right for them • Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear) • Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium • Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support • Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults • Interested in making and exploring sounds with objects • Generally has up to 12 teeth - willing to allow baby toothbrush to be used on teeth 	<ul style="list-style-type: none"> • Sleeps for 12-14 hours a day with one/two naps Daytime sleeping continues to be important for healthy development • Highly active in short bursts, with frequent and sudden need for rest or withdrawal • Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need • Uses physical expression of feelings to release stress. • Generally has up to 16 teeth - helps adult with brushing teeth • Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing • Develops own likes and dislikes in food and drink, willing to try new food textures and tastes • Shows interest in indoor and outdoor clothing and shoes/wellingtons 	<ul style="list-style-type: none"> • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10-13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet 	<ul style="list-style-type: none"> • Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child 	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
	Continued	Continued	Continued	Continued	Continued	Continued

	<ul style="list-style-type: none"> •Communicates discomfort or distress with wet or soiled nappy •First teeth usually appear - first two lower incisors and then two upper incisors •Chews on toothbrush •Opens mouth for spoon 	<ul style="list-style-type: none"> •Can actively cooperate with nappy changing, dressing/undressing •Starts to communicate regarding urination and bowel movement 	<ul style="list-style-type: none"> •Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges •Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning •Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling 	<ul style="list-style-type: none"> •Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots •Begins to recognise danger and seeks the support and comfort of significant adults •Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions 	<ul style="list-style-type: none"> •Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important •Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom 	<ul style="list-style-type: none"> •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others •Shows understanding of how to transport and store equipment safely •Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience
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Prime Area: Communication & Language

Listening and Attention (Signs, Symbols & OoR)	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
	<ul style="list-style-type: none"> •Turns toward a familiar sound then locates range of sounds with accuracy •Listens to, distinguishes and responds to intonations and sounds of voices •Reacts in interaction with others by smiling, looking and moving •Quietens or alerts to the sound of speech •Looks intently at a person talking, but stops responding if speaker turns away •Listens to familiar sounds, words, or finger plays •Fleeting attention - not under child's control, new stimuli takes whole attention 	<ul style="list-style-type: none"> •Moves whole body to sounds they enjoy, such as music or a regular beat •Concentrates intently on an object or activity of own choosing for short periods •Pays attention to dominant stimulus - easily distracted by noises or other people talking. •Enjoys laughing and being playful with others 	<ul style="list-style-type: none"> •Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations •Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations •Pays attention to own choice of activity, may move quickly from activity to activity 	<ul style="list-style-type: none"> •Listens with interest to the noises adults make when they read stories •Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door •Shows interest in play with sounds, songs and rhymes •Single channelled attention; can shift to a different task if attention fully obtained - using child's name helps focus 	<ul style="list-style-type: none"> •Listens to others in one-to-one or small groups, when conversation interests them •Listens to familiar stories with increasing attention and recall •Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories •Focusing attention - can still listen or do, but can change their own focus of attention •Is able to follow directions (if not intently focused) 	<ul style="list-style-type: none"> •Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity •May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

Prime Area: Communication & Language						
Understanding (Signs, Symbols & OoR)	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
	<ul style="list-style-type: none"> •Turns when hears own name •Starts to understand contextual clues, e.g. familiar gestures, words and sounds 	<ul style="list-style-type: none"> •Is developing the ability to follow others' body language, including pointing and gesture •Responds to simple questions when in a familiar context with a special person (e.g. Where's Mummy?, Where's your nose?) •Understanding of single words in context is developing, e.g. cup, milk, daddy 	<ul style="list-style-type: none"> •Understands different situations - able to follow routine events and activities using nonverbal cues •Selects familiar objects by name and will go and find objects when asked, or identify objects from a group •Understands simple sentences (e.g. Throw the ball) 	<ul style="list-style-type: none"> •Identifies action words by following simple instructions, e.g. Show me jumping •Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet •Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) •Developing understanding of simple concepts (e.g. fast/slow, good/bad) 	<ul style="list-style-type: none"> •Understands use of objects (e.g. Which one do we cut with?) •Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture •Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box •Beginning to understand why and how questions 	<ul style="list-style-type: none"> •Understands a range of complex sentence structures including negatives, plurals and tense markers •Beginning to understand humour, e.g. nonsense rhymes, jokes •Able to follow a story without pictures or props •Listens and responds to ideas expressed by others in conversation or discussion •Understands questions such as who; why; when; where and how

Prime Area: Communication & Language

	Range 1	Range 2	Range 3	Range 4	Range 5	Range 6
Speaking (Signs, Symbols & OoR)	<ul style="list-style-type: none"> •Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing •Makes own sounds in response when talked to by familiar adults •Lifts arms in anticipation of being picked up •Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like baba, nono, gogo •Points and looks to make requests and to share an interest 	<ul style="list-style-type: none"> •Uses sounds in play, e.g. brrrrm for toy car •Uses single words •Frequently imitates words and sounds •Enjoys babbling and increasingly experiments with using sounds •Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye) •Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest •Creates personal words as they begin to develop language 	<ul style="list-style-type: none"> •Copies familiar expressions, e.g. Oh dear, All gone. •Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) •Beginning to put two words together (e.g. Want ball, More juice) •Beginning to ask simple questions •Beginning to talk about people and things that are not present •Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it 	<ul style="list-style-type: none"> •Uses language to share feelings, experiences and Thoughts •Holds a conversation, jumping from topic to topic •Learns new words very rapidly and is able to use them in communicating •Uses a variety of questions (e.g. what, where, who) •Uses longer sentences (e.g. Mummy gonna work) •Beginning to use word endings (e.g. going, cats) 	<ul style="list-style-type: none"> •Beginning to use more complex sentences to link thoughts (e.g. using and, because) •Able to use language in recalling past experiences •Can retell a simple past event in correct order (e.g. went down slide, hurt finger) •Uses talk to explain what is happening and anticipate what might happen next •Questions why things happen and gives explanations. Asks e.g. who, what, when, how •Beginning to use a range of tenses (e.g. play, playing, will play, played) •Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture •Uses intonation, rhythm and phrasing to make the meaning clear to others •Talks more extensively about things that are of particular importance to them •Builds up vocabulary that reflects the breadth of their experiences •Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle 	<ul style="list-style-type: none"> •Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words •Uses language to imagine and recreate roles and experiences in play situations •Links statements and sticks to a main theme or Intention •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events •Introduces a storyline or narrative into their play