



**Nottinghamshire
County Council**

Nottinghamshire Early Years Prime Areas Tracking Tool

Child's Name: Click here to enter text.		Setting: Click here to enter text.					
Date of Birth: Click here to enter text.		Practitioner: Click here to enter text					
Gender: Click to Select gender		EAL	BME	LAC	SEN	LP	TP
Early Education funder Two Year Old:	Select Yes or No	Select Yes or No	Select Yes or No	Select Yes or No	Select Yes or No	Select Yes or No	Select Yes or No
Baseline Assessment Date: Select date	Assessment Date 2: Select date		Assessment Date 3: Select date				
Chronological Age In Months: Click here	Chronological Age In Months: Click here		Chronological Age In Months: Click here				

Produced by:

Early Years Specialist Teacher Team

JULY 2014 – Version 3

Guidance for Early Years Tracking Tool

This is a tool to help with the tracking of children and evidencing their progress. (An E.Y.F.S. requirement). Each age band represents a capable child

NB: THIS TOOL IS NOT A REPLACEMENT FOR THE E.Y.F.S. Following use of the tool please always refer back to the E.Y.F.S.

In using this tool you may find that it enables you to:

- Identify areas of strength and/or weakness in provision
- Identify patterns of uneven development and consequent areas for intervention
- Support referral processes, e.g. by clarifying and pinpointing gaps in and issues
- Identifying smaller steps for planning
- Track and reflect on the progress of different cohorts, e.g. age group, gender, ethnicity etc
- Share information with other professionals using a common language
- Support parents in their understanding of developmental norms
- Support practitioners in their conversations with parents

Procedure for Completing the Early Years Tracking Tool

1. Fill in child's personal details at the top of the form.
2. Work out child's chronological age in completed months.
3. Find the stage the child is in down the left hand side and high-light this.
4. Start monitoring from the preceding stage
5. Starting with the first column (going down) take each point in turn and highlight if child can do.
6. If the child passes all 4 items at this stage, we can assume that they will pass all stages preceding so high-light all of these too. This will help you with the scoring.
7. Move to the next stage and complete.
8. If the child fails 1 (or more) items in the starting point stage, go back a stage until he passes 4 items at one stage.
9. Always complete each set of 4, but do not progress to the next block if a child does not pass all 4.
10. Do this for all aspects in the 3 Prime Areas where appropriate.

Scoring

- Starting with the first stage, look down the first column and count up how many points the child passed (up to 4 at each stage). Count all statements highlighted, even if not a full block of 4.
- Put this number in the total point score at the bottom of the column.
- Convert this score into an age level using the table at the bottom of the sheet.
- Look at the child's chronological age at the top of the form and ask yourself if the child is functioning above or below their age level or is on track. Record this in the box below.
- Repeat this procedure for each aspect in the 3 Prime Areas as appropriate.
- Data can then be entered on to the electronic spreadsheet. (This is obtainable from your training package or Early Years Specialist Teacher).

KEY:

EAL – English As An Additional Language

BME – Black, Minority, Ethnic

LAC – Looked After Children

SEN – Special Educational Needs

LP – Lone Parent

TP – Teenage Parent

Personal, Social & Emotional Development in Early Years

Stage:	Personal, Social and Emotional Development		
	Making Relationships	Self Confidence and Self Awareness	Managing Feelings and Behaviour
By 6 mths (0 – 6 months)	Enjoys attention and being with others	Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention	Beginning to show reactions to familiar situations by smiling, cooing and excited movements
	Beginning to demonstrate preference for familiar people	Laughs, gurgles and shows pleasure	Cries when uncomfortable or annoyed
	Responds when talked to	Shows excitement at sound of approaching voices, footsteps, running bathwater etc	Is comforted by touch and people's faces and voices
	Likes cuddles and being held	Reacts enthusiastically to often repeated games	Shows anticipation responses if carer pauses before highpoints in nursery rhymes and other action songs
By 12 mths (7 – 12 months)	Seeks to gain attention in a variety of ways e.g. smiling, crying, laughing, waving	Repeats actions when laughed at	Throws body back and stiffens in annoyance or resistance, usually protesting vocally at the same time
	Clear preference for familiar people e.g. recognises and is most responsive to main carers voice	Learns their own voice and actions have effects on others	Shows a range of emotions such as pleasure, fear and excitement
	Plays with carers e.g. pat-a-cake, peek-a-boo	Clear preference for familiar people	Uses familiar adult to share feelings such as excitement or pleasure
	Approaches adult for physical contact or play	Enjoys finding own eyes, tummy etc in naming games	Demonstrates affection to familiar adults

Stage:	Personal, Social and Emotional Development		
	Making Relationships	Self Confidence and Self Awareness	Managing Feelings and Behaviour
By 18 mths (13 – 18 months)	Shows interest in the activities of others and responds differently to children and adults	Explores environment energetically and with increasing understanding and no sense of danger	Beginning to understand yes, no and some boundaries
	Is wary of unfamiliar people	Begins to notice the presence of peers	Still casts objects to floor in play or anger, but less often
	Interacts with others and explores new situations when supported by a familiar person	Exchanges toys, both cooperatively and in conflict, with peers	Growing ability to sooth themselves and may like to use a comfort object
	Shows affection towards familiar people	Plays contentedly alone but likes security of near familiar adult	Emotionally still very dependent upon familiar adult, alternating between clinging and resistance
By 2 yrs (19 – 24 months)	Can be demanding of parent / carer's attention	Little comprehension of common dangers	Responds to a few appropriate boundaries with encouragement and support
	Plays alongside peers but not yet with them	Demonstrates sense of self as an individual e.g. wants to do things independently and says no to the adult	Can be resentful of attention shown to other children
	Defends own possessions with little inclination to share toys or adult attention	Defends own possessions with determination	Tantrums when thwarted but usually easy to distract
	Fascinated by everyday objects imitates simple, everyday activities such as feeding doll, reading book, brushing floor, washing clothes	Engage other person to help achieve a goal, e.g. something out of reach	Is aware of others feelings, e.g. looks concerned if hears crying

Stage:	Personal, Social and Emotional Development		
	Making Relationships	Self Confidence and Self Awareness	Managing Feelings and Behaviour
By 3 yrs (25 – 36 months)	Seeks out others to share experiences	Separates from main carer with support and encouragement from a familiar adult	More outgoing towards unfamiliar people and more confident in new social situations
	Shows affection and concern for people who are special to them	Beginning to express own preferences and interests	Begins to express feelings to carers
	May form a special friendship with another child	Welcomes and values praise for what they have done	Beginning to empathise with feelings of others
	Listen to and responds to others with talk during play	More confident to talk to other children when playing	Beginning to understand the concept of saying sorry and making up
By 4 yrs (37 – 48 months)	Can play in a group extending and elaborating play ideas	More confident socially away from carers	Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do
	Can wait to have needs met (and understand the needs of others)	Can express feelings to carers	Shows concern for younger siblings and playmates in distress
	Friendship with peers is increasingly valued	Will play with groups of children; can take turns but not consistently.	Vivid imagination – the dark, monsters
	Responding to what others are saying and doing	Confident to join and participate in a group during play	Beginning to understand the importance of rules and tries to keep to them. Understands taking turns as well as sharing

Stage:	Personal, Social and Emotional Development													
	Making Relationships			Self Confidence and Self Awareness			Managing Feelings and Behaviour							
By 5 yrs (49 – 60 months)	Most of the time can play co-operatively with peers. (Friends are important but lots of falling out)			Shows a definite sense of humour			Understands rules but sometimes has difficulty in accepting them							
	Keen to fit in with others – approval sought from peers and adults			Can describe self in positive terms and talk about abilities			Developing self-regulation. General behaviour more sensible, controlled and independent							
	Shows sensitivity to others needs and feelings			Confident to try new activities			Comforts playmates in distress							
	Takes steps to resolve conflict with other children			Will communicate freely about home and community			Understand that own actions affect other people							
Total Point Score	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here					
Age Level. (See below)	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here					
Above, Below or On track	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here					
Scores	0 – 4 = 0 – 6 months		5 – 8 = 7– 12 months		9 – 12 = 13 – 18 months		13 – 16 = 19 – 24 months		17 – 20 = 25 – 36 months		21 – 24 = 37 - 48 months		25-28 = 49-60 months	

Stage:	Communication and Language			
	Social Skills	Attention and Listening Skills	Understanding of language	Expressive Communication Skills
By 12 Months	Gazes at faces Copies facial movements e.g. sticking out tongue	Turns towards a familiar sound	Recognises parent's voice: face brightens, activity increases	Cries to communicate
	Likes cuddles and being held- calms and snuggles in	Watches face when someone talks	Begins to understand frequently used words such as 'all gone' 'no' and 'bye-bye'	Uses speech sound to communicate (babbling). 'baba, nono'.
	Responds when talked to e.g. moves arms and legs, changes facial expression,.	Enjoys action rhymes and songs	Stops and looks when hears own name	Uses gestures such as waving and pointing to communicate
	Takes turns in interaction using babble	Responds to what carer is paying attention to e.g. by following their gaze	Understands simple instructions when supported by gesture e.g. 'Where's the ball?' (carer points at ball)	Lifts arms in anticipation of being picked up.
By 18 Months	Likes being with familiar adults – wary of stranger	Attention drawn to most dominant thing in room- fleeting attention	Is able to point out body parts when asked.	Constant babbling during play
	Engages other people in order to achieve goal e.g. to get an object out of reach	Interested in music and singing and may join in using some simple actions and sounds.	Understands lots more words than can say	Reaches or points to something they want whilst making speech sound and eye contact
	Beginning with some simple pretend play	Listens to simple instructions	Recognises and points to objects and pictures if asked	Says around 10 single words though these may not be clear
	Plays alone although likes being near familiar adult	Enjoys sound making toys	Gives named familiar objects to adults e.g. coat, book, cup,	Copies gestures and words from adults

Stage:	Communication and Language			
	Social Skills	Attention and Listening Skills	Understanding of language	Expressive Communication Skills
By 24 Months (19-24m) (EYFS 16 – 26)	Able to engage in pretend play with toys	Starting to focus on activity of their own choice	Understands lots of simple words – this develops very rapidly	Uses at approx 50 single words
	Plays along side other children	Cuts self off in order to concentrate- single channelled	Understands action words e.g. walk, run, jump, sleep	Is beginning to put two words together
	Wants to do things independently – says ‘no’ to adults	Using their name helps them to attend to what an adult is saying e.g. ‘Ben, coat on’	Follows simple stories in picture books	Asks simple questions e.g. ‘what’s that?’, ‘where drink?’
	Seeks affection when tired or afraid	Starting to take turns with an adult e.g. rolling a ball	Understands some simple instructions involving two main elements e.g. where’s mummy’s nose, put your cup on the table	Many words unclear. Uses some consonants in words.
By 3 Years (25-36m) (EYFS 22 – 36)	Holds a conversation but may jump from topic to topic	Beginning to listen to talk with interest	Understands simple ‘who?’, ‘what?’ and ‘where?’ questions but not ‘why?’	Use hundreds of words and is learning new vocabulary rapidly.
	Interested in others play and joins in	Child can listen if he stops activity and looks at an adult. Needs adult to help to do this.	Understands phrases like ‘put teddy in the box’, get your book and coat’ when there are no visual clues e.g. pointing	Links 4 – 5 words together
	Expresses emotions using words, not just actions	Follows adult led interaction for a short time	Understands concepts of big/little	Beginning to use word endings e.g. going, cats
	Shows affection and concern to people special to them. May form a relationship with another child	Repeats words or phrases from familiar stories	Understands concepts of in/on/under	Understood by familiar adults but some words will not yet be clear.

Stage:	Communication and Language			
	Social Skills	Attention and Listening Skills	Understanding of language	Expressive Communication Skills
By 4 Years (37-48m) (EYFS 30 – 50)	Understands turn talking and sharing but may need adult support.	Enjoys listening to stories. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Understands and responds to longer sentences where they are expected to follow more than one thing e.g. 'get your coat and put on your shoes'.	Uses past tense 'ed' endings – may still have trouble with irregular verbs (e.g. runned, sitted)
	Initiates conversation and play with adults and peers.	Notices if adult uses wrong language in familiar story	Understands 'why?' questions	Uses sentences of 4- 6 words, linking ideas with 'and' / 'because'
	Can play in a group, extending and elaborating play ideas.	Child looks automatically when adult speaks. Can shift attention from task to speaker.	Aware of time in relation to past, present and future. Begins to understand today, yesterday and tomorrow	Uses language to talk about things beyond the here and now e.g. what they did yesterday
	Able to remember and enjoy telling stories- real or imaginary.	Is able to differentiate between sounds e.g. loud/quiet, long/short	A range of concepts e.g. behind/in front/next to, pronouns (he, she, them, his)	Speech intelligible to all, some sounds still a problem e.g. sh, ch, j, r. th, l
By 5 Years (49-60m) (EYFS 40 – 60)	Generally cooperative with playmates. Uses words to negotiate and solve problems	Is now more flexible with attention – can listen whilst doing	Understands a range of words to describe concepts e.g. soon, early and late, soft, hard, smooth.	Uses well formed sentences – may still be some grammatical errors e.g. I falled down.
	Uses language to gain information, discuss feeling / ideas and give opinions	Can hear and say the initial sounds in words	Able to follow a simple story without pictures	Describes events but not always joined together in the right order.

	Confidently starts and joins in individual and group talk.			Can continue a rhyming string e.g. cat, bat, hat, mat			Aware of more complex humour – laughs at jokes			Uses language to imagine and re-create roles and experiences.		
	Joins in and organises co-operative role play with friends and can pretend to be someone else talking.			Knows to look at who's talking and think about what they're saying			Understands 2-3 part spoken language e.g. 'Finish your picture, then sit on the carpet with a book'			Says words clearly although may struggle with complex speech sounds, consonant blends and words with more than 1 syllable.		
Total Point Score	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here
Age level See below	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here
Above, below, on track	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here
Score	0 – 4 = 0 – 12 months		5 – 8 = 3 – 18 months		9 – 12 = 19 – 24 months		13 – 16 = 25 – 36 months		17 – 20 = 37 – 48 months		21 – 24 = 49 - 60 months	

Stage:	Physical Development		
	Moving and Handling-Gross Motor	Moving and Handling – Fine Motor	Health and Self Care
By 6 mths (0 – 6 months)	Lifts up their head and chest, supported on the elbows, forearms and hands	Brings hands together, some finger play	Will attempt to hold own bottle or feeding cup
	Waves arms and kicks legs vigorously on their tummies and backs	Uses whole hand in palmar grasp and passes object from hand to hand	Gradually learns to suck food from spoon
	Pulls self to sit when hands held and when held standing the baby will weight bear and bounces up and down	Explores object with mouth, often picking up an object and holding it in their mouth.	Expresses discomfort, hunger or thirst
	Can roll over – back to front and front to back	Watches and explores own hands and feet	Reaches out purposefully to grasp chosen object
By 12 mths (7 – 12 months)	Supports body on knees and arms and rocks prior to crawling	Babies use resources they can grasp, squeeze and throw	Feeds self using fingers, attempts to use spoon
	Covers ground by crawling, rolling, wriggling	Beginning to pick up small objects with pincer grasp but cannot yet 'place'	Demands attention using gesture or voice
	Sits unsupported, leaning forward and maintaining balance	Passes toys from hand to hand	Can actively cooperate in dressing and nappy changing e.g. removes socks, hat
	Pulls to standing, holding on for support Cruises around furniture Stands alone, may walk a few steps	Will point to objects of interest e.g. teddy on the shelf	Responds to sensitive adult interaction with pleasure

Stage:	Physical Development		
	Moving and Handling-Gross Motor	Moving and Handling – Fine Motor	Health and Self Care
By 18 mths (13 – 18 months)	Walks alone, feet slightly apart	Pincer grasp better developed. Will pick up small objects, can place with precision e.g. one cube on top of another, posting	Indicates when wet or dry, willing to sit on potty
	Can squat to pick up objects and returns to standing	Scribbles on paper	More competent with spoon, cup
	Can walk upstairs holding hands (usually crawls down backwards)	Points at objects and familiar pictures.	Can find things in a familiar environment and help with tidying away
	Enjoys climbing, such as climbing onto a chair and sits.	Can build a tower of two or more bricks	Can take clothes off but not yet able to put them on again
By 2 yrs (19 – 24 months)	Runs safely	Holds a pencil and attempts to draw	Attempts to verbalise toilet needs but often unreliable
	Walks up and down stairs holding on	Uses fine pincer grasp with both hands to do completed tasks	Feeds self well with spoon or fork and can handle drinks without spilling
	Rides a wheeled toy pushing along with the feet	Good manipulative skills, picks up and places small objects accurately, e.g. inset jigsaw puzzle	When reminded withdraws hand from forbidden/ dangerous objects or situations e.g. hot radiators etc.
	Throws small ball without falling over	Can join and separate interlocking toys (e.g. Duplo)	Puts on hat, shoes independently, coat if helped

Stage:	Physical Development		
	Moving and Handling-Gross Motor	Moving and Handling – Fine Motor	Health and Self Care
By 3 yrs (25 – 36 months)	Can stand, walk and run on tiptoe	Can thread large wooden beads onto a lace	Controls bladder through the day. May be dry at night
	Walks up steps, one foot on each step, jumps off one step two feet together	Can build a tower of up to ten cubes	Can eat meals by self with little mess
	Rides a trike attempts to use the pedals	Shows increasing control in holding and using a range of tools, e.g. turning pages of book, cutting, hammering, sticking, mark making (may show use of dominant hand)	Can tell adults when they are hungry or tired, or when they want to rest or play
	Uses body confidently to move in different ways, e.g. sliding, crawling, rolling, climbing, catching	Beginning to hold writing tools with three finger tripod grip, imitates drawing simple shapes	Can put on and remove some items of clothing and deal with 'easy' fastenings without help, e.g. coat
By 4 yrs (37 – 48 months)	Confident on climbing and sliding apparatus	Begins to do up buttons and fasten zips	Manages own toilet routines, including hand washing
	Stands on one foot for a short time if shown	Uses scissors, can cut out simple shapes	Eats skilfully by self-e.g. using knife, fork and spoon
	Ball skills increasing, e.g. throwing, catching, bouncing, kicking	Drawings are more detailed and representative	Shows some understanding that good practices with regard to- exercise, eating, sleeping and hygiene- can contribute to good health
	Shows coordination in moving whole body, e.g. can change direction while running, bunny jumps, rolls etc.	Makes marks and letters, e.g. letters from their name	Will find things for themselves and can put things back

Stage:		Physical Development							
		Moving and Handling-Gross Motor			Moving and Handling – Fine Motor			Health and Self Care	
By 5 yrs (49 – 60 months)	Negotiates space successfully when playing racing and chasing games.	Builds more elaborate models using blocks, construction and small world activities			Should be competent in all aspects of self-care, e.g. can wipe or blow their own nose				
	Balance is good e.g. bikes, stilts, balancing beam etc.	Able to cut out more precisely, e.g. neat strips of paper, simple shapes			Uses a knife and fork skilfully				
	Controls ball well and can play ball games with rules	Handles equipment and tools effectively, including pencils for writing			Can take care of own possessions and helps adult in clearing away				
	Developing a sense of rhythm e.g. in music, dance and movement activities	Control in mark-making good. Can form most letters accurately			Dresses and undresses self, except difficult fastenings				
Total point score	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here
Age level (see below)	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here
Above, Below or On track	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here	Click here
Score	0-4= 0-6months	5-8= 7-12 mths	9-12= 13-18 mths	13-16= 19-24 mths	17-20= 25-36 mths	21-24= 37-48 mths	25-28 = 49-60 mths		