

## Early Assessment Review (EAR)

A prompt for making observations of babies and young children at different developmental stages

### 0 - 11 months

#### Personal, Social and Emotional Development

- Enjoys the company of others and seeks contact with others from birth (MR)
- Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention (SC + SA)
- Shows a range of emotions such as pleasure, fear and excitement (MF+B)

#### Communication and Language

- Fleeting attention - not under child's control, new stimuli takes whole attention (L+A)
- Starts to understand contextual clues, e.g. familiar gestures, words and sounds (U)
- Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing (S)

#### Physical Development

- Turns head in response to sounds and sights (M+H)
- Reaches out for, touches and begins to hold objects and explores them with mouth (M+H)
- Responds to and thrives on warm, sensitive physical contact and care (H+SC)
- Expresses discomfort, hunger or thirst (H+SC)

### 8 - 20 months

#### Personal, Social and Emotional Development

- Seeks to gain attention in a variety of ways, drawing others into social interaction. May be wary of unfamiliar people and new situations (MR)
- Learns that own voice and actions have effects on others - e.g. pointing with eye gaze to make requests, and to share an interest (SC+SA)
- Growing ability to soothe themselves and co-operate with caregiving experiences, e.g. dressing; beginning to understand "yes", "no" and some boundaries (MF+B)

#### Communication and Language

- Pays attention to dominant stimulus - can be easily distracted; has strong exploratory impulse (L+A)
- Understands and responds to single words in context and familiar phrases - e.g. "Where's Mummy?" (U)
- Uses sounds and single words in play; creates personal words as they begin to develop language (S)

#### Physical Development

- Sits, crawls and takes first few steps independently (M+H)
- Picks up small objects between thumb and finger or by using a whole hand (palmar) grasp when making random marks (M+H)
- Open mouth for spoon, holds own bottle or cup and grasps finger foods (H+SC)
- Can actively co-operate with nappy changing; starts to communicate urination, bowel movement (H+SC)

## 16 - 26 months

### Personal, Social and Emotional Development

- Plays alongside others (MR)
- Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult (SC+SA)
- Gradually able to engage in pretend play with toys (SC+SA)
- Uses a familiar adult as a secure base from which to explore (MR)

### Communication and Language

- Copies familiar expressions; uses different types of everyday words (S)
- Beginning to put two words together; beginning to ask simple questions (S)
- Selects familiar objects by name and will go and find objects when asked (U)
- Understands simple sentences (U)
- Listens to and enjoys rhythmic patterns in rhymes and stories (L+A)
- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations (L+A)

### Physical Development

- Walks upstairs holding hand of adult (M+H)
- Beginning to balance blocks to build small tower (M+H)
- Develops own likes and dislikes in food and drink (H+SC)
- Clearly communicates wet or soiled nappy or pants (H+SC)
- Shows a desire to help with dressing/undressing and hygiene routines (H+SC)

## 22 - 36 months

### Personal, Social and Emotional Development

- Interested in others' play and starting to join in; seeks out others to share own experiences (MR)
- Expresses own preferences and interests (SC+SA)
- Responds to the feelings and wishes of others (MF+B)
- Shows understanding and cooperates with some boundaries and routines (MF+B)

### Communication and Language

- Listens with interest to the noises adults make when they read stories (L+A)
- Shows interest in play with sounds, songs and rhymes (L+A)
- Understands more complex sentences (U)
- Developing understanding of simple concepts (e.g. big/little) (U)
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts (S)

### Physical Development

- Runs safely on whole foot; climbs confidently; walks upstairs or downstairs holding onto a rail two feet to a step (M+H)
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools (M+H)
- Clearly communicates their need for potty or toilet (H+SC)
- Beginning to be independent with self-care, but still often needs adult support (H+SC)

### Specific areas:

- begins to make comparisons between quantities (**Mathematics**: N)
- understands some talk about immediate, past and future, e.g. "before", "later", soon" (**Mathematics**: S, S+M)
- in pretend play, imitates everyday actions and events from own family and cultural background (**Understanding the World**: P+C)
- seeks to acquire basic skills in turning on and operating some ICT equipment (**Understanding the World**: T)
- experiments with blocks, colours and marks (**Exp arts + design**: E+UM+M)
- beginning to use representation to communicate (**Exp arts + design**: BI)

### 30 - 50 months

#### **Personal, Social and Emotional Development**

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (MR)
- Enjoys responsibility of carrying out small tasks (SC+SA)
- Confident to talk to other children when playing, and will communicate freely about own home and community (SC+SA)

#### **Communication and Language**

- Beginning to use more complex sentences to link thoughts (S)
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (S)

#### **Physical Development**

- Moves freely and with pleasure and confidence in a range of ways (M+H)
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles (M+H)
- Can tell adults when hungry or tired or when they want to rest or play ; dresses with help (H+SC)

#### **Literacy**

- Enjoys rhyming and rhythmic activities (R)

#### **Mathematics**

- Uses some number names and number language spontaneously (N)
- Uses some number names accurately in play (N)

#### **Understanding the World**

- Remembers and talks about significant events in their own experience; Shows interest in different occupations and ways of life (P+C)
- Can talk about some of the things they have observed such as plants, animals, natural and found animals (TW)
- Knows how to operate simple equipment (T)

#### **Expressive Arts and Design**

- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words (BI)
- Engaging in imaginative play and role-play based on own first-hand experiences (BI)

### 40 - 60 months

#### **Personal, Social and Emotional Development**

- Confident to try new activities; to speak to others about own needs, wants, interests and opinions (SC+SA)
- *They show sensitivity to others' needs and feelings (MR)*
- *Form positive relationships with adults and other children (MR)*

#### **Communication and Language**

- Uses talk to organise, sequence + clarify thinking, ideas, feelings and events (S)
- *Children listen attentively in a range of situations (L+A)*
- *They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (L+A)*

#### **Physical Development**

- Handles tools, objects, construction and malleable materials safely and with increasing control (M+H)
- *They handle equipment and tools effectively, including pencils for writing (M+H)*

#### **Literacy**

- Can segment the sounds in simple words and blend them together and knows which letters represent some of them (R)
- *They use phonic knowledge to decode regular words and read them aloud accurately (R)*
- *Children use their phonic knowledge to write words in ways which match their spoken sounds (W)*

#### **Mathematics**

- Counts objects to 10, and beginning to count beyond 10 (N)
- Finds the total number of items in 2 groups by counting all (N)
- *They solve problems including doubling, halving or sharing (N)*
- *They recognise, create and describe patterns (S,S+M)*

#### **Understanding the World**

*Children know about similarities and differences in relation to places, objects, materials and living things (TW)*

#### **Expressive Arts and Design**

- Begins to build a repertoire of songs and dances (E+UM+M)
- Explores the different sounds of instruments (E+UM+M)
- *Children sing songs, make music and dance, and experiment with ways of changing them (E+UM+M)*

