**Newcastle Early Years
Assessment Screen 2022**

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| Child’s name: |  |
| Date of Birth: |  |
| Setting: |  |
| Completed by: |  |
| Role: |  |

**Summary of Assessment**

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|  | **Age band child is working within** |
|  | **Baseline: Start of Term 1** | **End of Term 1** | **End of Term 2** | **End of Term 3** |
| Date of assessment |  |  |  |  |
| Childs age in months |  |  |  |  |
| Communication |  |  |  |  |
| Interaction |  |  |  |  |
| Cognition and Learning |  |  |  |  |
| Social, Emotional and Mental Health |  |  |  |  |
| Physical – Gross motor |  |  |  |  |
| Physical – Fine Motor |  |  |  |  |
| Preparing for Adulthood |  |  |  |  |
| Sensory & Activities of Daily Living (ADLs) | **Yes** | **No** | **Yes** | **No** | **Yes** | **No** | **Yes** | **No** |
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**Communication**

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| **12 – 15 months** | Babbles using a range of sound combinations, with changes in pitch, rhythm and loudness.  |
| Babbles with intonation and rhythm of home language (‘jargon’). |
| Responds consistently to their name |
| Understands single words in context, e.g., ‘cup’, ‘milk’, ‘daddy’. |
| Says a few single words or single word attempts – these may not be clear |
| Uses gestures for example, points to an object they want, waves ‘bye bye’ |
| **15 – 18 months** | Still babbles, but uses at least twenty words correctly although they may not be clear. |
| Speech consists of a combination of ‘jargon’ and some real words and may be difficult to understand. |
| Understands a range of single words and phrases, for example ‘shoe on’ |
| Constantly babbles and uses single words in play. |
| Points to simple body parts/ familiar objects on request.  |
| **18 – 24 months** | Can sit for a short period of time to share a book with an adult |
| Understands more complex instructions. E.g., ‘get your coat’, ‘find the book’ |
| Uses two word phrases, e.g., ‘mammy gone’ |
| Frequently responds to singing by joining in with words and gestures |
| Many immature speech patterns, so speech may not be clear.  |
| May leave out last sounds or substitute sounds (e.g. ‘tap’ for ‘cap’). |
| Uses most vowels, and m,p,b,n,t,d,w,h |
| **24 – 30 months** | Uses many two to three word sentences, e.g. ‘mammy gone shop’. |
| Can understand sentences with two key pieces of information, for example ‘put teddy in the box’  |
| Enjoys showing adult things of interest and engages them in ‘conversation’. (verbal and non-verbal) |
| Enjoys listening to short stories in a group, and joining in with rhymes.  |
| **30 – 36 months** | Links three to four words together in a sentence. |
| Uses and understands ‘who’, ‘why’, ‘where’? questions |
| Can cooperate with an adult directed task for a short time |
| Follows more complicated instructions, e.g. ‘wash your hands and sit down’.  |
| Speech becoming clearer, and usually understood by others by 36 months although some immature speech patterns still evident. |
| May still substitute sounds or leave out last sound. |
| Emerging sounds including k,g,f,s,z,l,y. |

**Communication**

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| **36 – 42 months** | Speech is mainly intelligible  |
| Understands descriptive concepts, e.g. ‘big’, ‘pot’, ‘same’.  |
| Initiates conversation with peers |
| Uses pro nouns, ‘I’, ‘he’, ‘she’.  |
| **42 – 48 months** | Can talk about past/distant experiences |
| Frequently asks questions, why, when, how, and the meaning of words |
| Can re tell familiar stories and sing several nursery rhymes |
| Follows instructions given to a large group |
| **48 – 54 months** | Can answer questions about why something has happened |
| Tells 2 events in order of occurrence |
| Names and describes familiar objects |
| Shows understanding and enjoyment of jokes |
| Speech mostly can be understood by others even in connected speech. |
| Emerging use of ng, sh, ch, j, v, th, r – may be inconsistent. |
| Sound clusters emerging (e.g. pl in play, sm in smile) though some may be simplified (e.g. ‘gween’ for ‘green’). |
| **54 – 60 months** | Says what will happen next in familiar situation |
| Understands instructions containing sequencing words, e.g. first, after, last |
| Uses past, present and future tenses in speech |
| Uses language to reason and negotiate |
| Overall fully intelligible to others. |
| May be still developing r and th. |
| May simplify complex clusters (e.g. skr, str). |

**Interaction**

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| **12 – 15 months** | Makes eye contact with an adult |
| Enjoys a simple reciprocal game, e.g. passing an object back and forth |
| Likes to be in sight and hearing of familiar people |
| Watches the actions of other people, e.g. peek-a-boo |
| **15 – 18 months** | Can switch attention between a toy and an adult when playing  |
| Repeats noise or action to get laughter or attention |
| Gets adults attention to share focus of interest |
| Hands an adult a toy to share  |
| **18 – 24 months** | Can play independently for a short period |
| Can take turns with adult support |
| Greets others when reminded |
| Imitates simple activities e.g. feeding doll |
| **24 – 30 months** | Makes a simple choice when asked |
| Plays contentedly alongside other children |
| Imitates an adult carrying out familiar actions |
| **30 – 36 months** | Watches other children at play and occasionally joins in for short time |
| Starting to share but may show some reluctance |
| Helps to tidy up |
| **36 – 42 months** | With encouragement will share and turn take |
| Initiates play ideas – solitary or in a group |
| Actively seeks companionship of other children |
| Show affection for younger children |
| **42 – 48 months** | Shows a sense of humour |
| Can understand the need to wait for things they want |
| Can share and turn take |
| **48 – 54 months** | Able to play for extended periods of time |
| Participates actively in large group activities |
| Says please and thank you |
| Shows concern for playmates who are upset |
| **54 – 60 months** | Plays purposefully and imaginatively and may take on different roles |
| Chooses own friends |
| Can state feelings about self:angry, happy, love |
| Accepts & uses others’ ideas in play |

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| **12 – 15 months** | Throws toys and watches them fall to the floor |
| Puts objects in and out of an open container |
| Places rings onto a peg (not in order) |
| Explores noise making toys |
| **15 – 18 months** | Presses buttons / switches to operate cause and effect toys |
| Looks at pictures in a book |
| Watches toy being hidden and tries to find it |
| Rolls a ball backwards and forwards to an adult |
| **18 – 24 months** | Puts pieces in shape sorter by trial and error |
| Shows awareness of function of toys e.g. pushes a car, pretends to drink from a cup, puts phone to ear |
| Looks under flaps for pictures in a book |
| Recognises self in the mirror or in photographs |
| **24 – 30 months** | Matches parts of objects that fit together e.g. lid on teapot, tops on bottles |
| Begins to move to music, listen to or join in with rhymes or songs |
| Places pieces into a simple inset puzzle with some trial and error |
| Performs single actions of pretend play e.g. feeds teddy, brushes hair of doll |
| **30 – 36 months** | Can sort objects by category e.g. size, colour, type  |
| Engages in a sequence of imaginative role play based on own first-hand experiences e.g. feeding baby then putting to bed |
| Engages in pretend play with small world toys such as a farm, a garage, dolls house or a train track |
| Recites some number names in sequence. |
| **36 – 42 months** | Puts objects in sequential order e.g. stacking cups, Russian dolls, compare bears, stacking rings |
| Can talk about their drawing or painting with an adult giving meaning to their marks |
| Recites numbers by rote up to 5 |
| Joins in with words and actions to familiar rhymes and songs |
| **42 – 48 months** | Taps out simple repeated rhythms or patterns with adult modelling |
| Names or identifies objects as same and different |
| Count 3 objects showing 1-1 correspondence |
| Talks about events and main characters in stories and suggests how the story might end |
| **48 – 54 months** | Can recognise numerals one to ten |
| Tells what’s missing when 1 object is removed from a group of 4 or 5 |
| Introduces a storyline or narrative into their small world/ pretend play |
| Suggests what might happen next in a story or a sequence of events |
| **54 – 60 months** | Begins to read some familiar words including their own name |
| Counts out up to 10 objects from a larger group |
| Plays cooperatively as part of a group to create, develop and act out imaginary ideas or narrative |
| Selects the tools and techniques they need to shape, assemble and join materials they are using |

**Cognition and Learning**

**Social, Emotional and Mental Health**

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| **0-6 months** | Responds when talked to, for example, gazes at faces, copies facial movements, moves arms and legs, changes facial expression, moves body and makes mouth movements |
| Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer’s face or strokes carer’s skin |
| Is comforted by touch and people’s faces and voices. |
| Calms from being upset when held, rocked, spoken or sung to with soothing voice |
| Recognises and is most responsive to main carer’s voice: face brightens, activity increases when familiar carer appears |
| Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions |
| **6-12 months** | Seeks to gain attention in a variety of ways, drawing others into social interaction e.g. vocalisations, dropping objects, pointing |
| Builds relationships with special people and is wary of unfamiliar people |
| Explores new situations when supported by familiar person |
| Uses pointing with eye gaze to make requests, and to share an interest |
| Growing ability to soothe themselves, and may like to use a comfort object |
| **12 – 18 months** | Learns that own voice and actions have effects on others |
| Uses familiar adult to share feelings such as excitement or pleasure, and for ‘emotional refuelling’ when feeling tired, stressed or frustrated |
| Cooperates with care giving experiences, e.g. dressing |
| Plays with increasing confidence on their own and with other children, because they know their key person is nearby and available. |
| **18 – 24 months** | Explores new toys and environments, but ‘checks in’ with familiar adult as and when needed |
| Beginning to understand ‘yes’, ‘no’ and some boundaries  |
| Is aware of others’ feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice |
| Growing sense of will and determination e.g. may have tantrums |
| **24 – 30 months** | Demonstrates sense of self as an individual, e.g. wants to do things independently, says “No” to adult |
| Plays cooperatively with a familiar adult, e.g. rolling a ball back & forth |
| Responds to a few appropriate boundaries, with encouragement and support |
| Enjoys the company of others and happily plays alongside them |

**Social, Emotional and Mental Health**

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| **30 – 36 months**  | Interested in others’ play and starting to join in and share experiences |
| Shows an appropriate level of affection and concern for people who are special to them |
| Begins to learn that some things are theirs, some things are shared, and some things belong to other people |
| Seeks comfort from familiar adults when needed |
| Is able to display their feelings through actions and behaviours |
| Separates from carer with support and encouragement from a known adult |
| **36 – 42 months** | Responds to the feelings and wishes of others and aware that some actions can hurt or harm others |
| Shows understanding and cooperates with some boundaries and routines |
| Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do |
| Welcomes and values praise for what they have done |
| Enjoys responsibility of carrying out small tasks |
| Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children |
| Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults |
| **42 + months** | Growing ability to distract self when upset |
| Aware of own feelings, and knows that some actions and words can hurt others’ feelings |
| Begins to accept the needs of others and can take turns and share resources, sometimes with support from others |
| Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met |
| Confident to talk to other children and adults when playing |
| Keeps play going by responding to what others are saying or doing |
| Takes steps to resolve conflicts with other children, e.g. finding a compromise |

**Physical Development – Gross Motor**

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| **12 – 15 months** | Pulls to standing and sits down again |
| Walks around furniture stepping sideways |
| Walks with one or both hands held |
| Stands alone for a few moments |
| **15 – 18 months** | Walks alone with uneven steps and feet wide apart |
| Lets self down from standing to sitting position |
| Kneels unaided or with support |
| Can get up onto feet independently |
| **18 – 24 months** | Walks well independently |
| Picks up a toy from the floor without holding on |
| Runs carefully but finds it difficult to avoid obstacles |
| Pushes and pulls large toys or boxes along floor |
| **24 – 30 months** | Walks up and down steps, two feet to a step |
| Runs, starts and stops, avoiding obstacles |
| Throws and kicks a ball |
| Jumps with both feet |
| **30 – 36 months**  | Rides tricycle using peddles |
| Can jump with both feet together from low step |
| Climbs early years apparatus with agility  |
| Walks upstairs alternate feet, comes down two feet to a step |
| **36 – 42 months** | Able to steer tricycle around obstacles |
| Kicks ball with force |
| Sits with ankles crossed |
| Throws a ball overhand  |
| **42 – 48 months** | Stands and walks on tiptoes |
| Can catch a large ball between extended arms |
| Walks or runs alone up and down stairs, in adult fashion  |
| Runs well, able to change direction |
| **48 – 54 months** | Hops on one foot, balancing for a few seconds |
| Sits with legs crossed |
| Can use a bat and ball |
| Can climb ladders, trees etc. |
| **54 – 60 months** | Skips and runs on toes |
| Hops on either foot |
| Walks easily on narrow line |
| Throws and catches a ball well  |

**Physical Development – Fine Motor**

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| **12 – 15 months** | Points out objects using index finger |
| Bangs two objects together |
| Throws toys and watches them fall to the floor |
| Puts objects into and out of an open container |
| **15 – 18 months** | Uses pincer grip to pick up small objects |
| Holds crayon with palmar grasp and scribbles randomly |
| Takes inset puzzle pieces out |
| Puts one brick on top of another |
| **18 – 24 months** | Turns several pages at a time in a book |
| Builds a tower of 3 or 4 bricks |
| Produces to and fro scribble and dots with crayon |
| Begins to show preference for hand use |
| **24 – 30 months** | Produces circular scribble |
| Opens and closes scissors |
| Turns pages singly |
| Writes and draws on paper, screens and in different textures such as sand and playdough |
| **30 – 36 months**  | Snips paper with scissors |
| Shows control In pouring from jugs |
| Puts four pieces into an inset puzzle |
| Copies a circle, vertical and horizontal lines |
| **36 – 42 months** | Can draw a cross in imitation |
| Can thread large beads onto a shoelace |
| Can draw a person with head and 2 other parts |
| Holds pencil between thumb and forefinger and uses with good control |
| **42 – 48 months** | Builds a bridge using bricks, from a model |
| Hand preference is established |
| Builds three steps using six cubes after a demonstration |
| Can thread small beads |
| **48 – 54 months** | Cuts along straight line (20cm) |
| Draws a person with head, truck, legs, and arms |
| Can complete a simple interlocking puzzle |
| Can hold a pencil in tripod grip |
| **54 – 60 months** | Can cut out a circle, along curved lines |
| Good control of pencils and paintbrushes |
| Colours pictures neatly, staying within outlines |
| Draws a house, with doors, windows, roof and chimney |

**Preparing for Adulthood**

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| **12 – 15 months** | Feeds self with fingers  |
| Drinks well from cup with little assistance (could be a feeder cup) |
| Helps with dressing by holding out arms for sleeves |
| Takes off hat |
| **15 – 18 months** | Takes off unfastened shoes and socks |
| Takes off unfastened coat |
| Attempts to hold a spoon, brings to mouth and licks it |
| Willing to try new textures and tastes |
| **18 – 24 months** | Drinks from an open cup with two hands with little spillage  |
| Washes hands with supervision |
| Puts on hat and shoes |
| Sits at table for meal times |
| **24 – 30 months** | Takes off simple clothing |
| Feeds self with little mess |
| Awareness of wet pants / nappy |
| Hangs coat on hook |
| **30 – 36 months**  | Can put shoes on  |
| Toilet trained |
| Washes hands and face but needs adult help with drying |
| Can put coat on |
| **36 – 42 months** | Can put on socks |
| Attempts to fasten zips and buttons |
| Able to wash and dry hands |
| Wipes own nose when reminded |
| **42 – 48 months** | Blows nose when reminded |
| Aware of simple dangers e.g. broken glass |
| Can undress self |
| Eats skilfully – spoon & fork |
| **48 – 54 months** | Uses knife to put soft spread on toast |
| Returns equipment to correct place |
| Uses knife and fork |
| Knows front and back of clothing |
| **54 – 60 months** | Dresses self completely including all front fastenings |
| Puts shoes on correct feet |
| Carries out simple task responsibly e.g. taking register to office |

**Sensory Functioning in Activities of Daily Living (ADLs)**

If you have any concerns about a child’s sensory processing, then complete this form if a child is over 24 months **(delete where appropriate)**.

|  |  |  |
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| **Activity of Daily Living**  | **Yes** | **No** |
| **Sleep**  |
| Takes a long time to go to sleep **and/or** wakes up very early  |  |  |
| Difficulty staying asleep through the night often waking up for more than 1 hour |  |  |
| Seeks pressure/boundaries to get to **and/or** stay asleep  |  |  |
| **Eating**  |
| **Seeks/Avoids** tastes **and/or** smells **and/or** **seeks/avoids** mouthing of food/non-food items  |  |  |
| **Seeks/Avoids** exploring and eating food with hands |  |  |
| **Seeks/Avoids** specific food textures and mixtures  |  |  |
| **Washing & Bathing**  |
| **Seeks/Avoids** certain temperatures of water |  |  |
| **Seeks/Avoids** face washing **and/or** rest of body  |  |  |
| **Seeks/Avoids** hair care activities e.g. washing/brushing/cutting |  |  |
| **Seeks/Avoids** rough/tight towel drying  |  |  |
| **Clothing & Dressing**  |
| **Seeks/Avoids** tight fitting clothing  |  |  |
| **Seeks/Avoids** to be bare foot **and/or** naked  |  |  |
| Dislikes tags **and/or** seams **and/or** stiff materials/clothing items e.g. denim, shirts  |  |  |
| **Play & Social Activities**  |
| **Seeks/Avoids** activities with lots of movement e.g. running, rough & tumble |  |  |
| **Seeks/Avoids** activities that challenge balance e.g. climbing, swings & jumping from heights  |  |  |
| **Seeks/Avoids** messy play e.g. painting, sand & mud |  |  |
| **Seeks/Avoids** loud & busy areas e.g. parties, parks & soft play |  |  |
| **Toileting**  |
| **Seeks/Avoids** nappy change when dirty |  |  |
| **Seeks/Avoids** exploration of nappy/toilet contents following urination/bowel movement |  |  |
| Lacks awareness of needing to pass urine or bowel movement |  |  |
| Shows an interest in potty/toilet |  |  |
| **Teeth-brushing**  |
| **Seeks/Avoids** use of toothpaste |  |  |
| **Seeks/Avoids** action of brushing  |  |  |
| **Total number** |  |  |

**Additional information about the child (if relevant):**

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| To find out further information and strategies for children who are not on track in their development please refer to specific pages in the Universal Available Provision For Early Years Guidance.  |
| **Area of Need** | **Page number for further information in the Universally Available Guidance** |
| Communication and Interaction | Page 39-42 and 73-77 |
| Cognition and Learning | Page 43-44 |
| Social, Emotional and Mental Health | Page 45-46 |
| Physical | Page 47-48 |
| Sensory & Activities of Daily Living (ADLs) | Page 78-99 |

**The following multi-disciplinary working group updated this assessment screen:**

**Lianne Dixon:** Early Years Advisor for Inclusive Learning

**Helen Matthews, Angela Barlow and Kate Sturrock:** Specialist Teachers for Cognition and Learning, Early Years

**Donna Storey:** Strategic Manager and SEND Organisation Lead Footsteps Children’s services

**Sue Brown, Karen Harrison and Debbie Forster**: Specialist Nursery Nurses for SEMH with the SEND Outreach Service.

**And in consultation with:**

**Dr Rebecca Wright:** Senior Educational Psychologist, SEMH

**Vicky Long:** Speech and Language Therapist

**The Newcastle upon Tyne Hospitals NHS Foundation Trust Children’s Occupational Therapy (OT) Service as part of The Sensational Thinking Project.**

**References were taken from:**

* Early Assessment Screen 1-3 years
* Early Assessment Screen 2-5 years
* My Learning Journey
* Let’s Play by Judy Waters, Educational Psychologist
* The Developmental Journal
* Development Matters
* Birth to Five Matters