

Newcastle Early Years Assessment Screen 2022

Child's name:	<u>Rebekah Mathers</u>
Date of Birth:	<u>18.04.2019</u>
Setting:	<u>Butterflies Day Nursery</u>
Completed by:	<u>Judy Cordon</u>
Role:	<u>Keyperson</u>

Summary of Assessment

	<u>Age band child is working within</u>							
	<u>Baseline: Start of Term 1</u>		<u>End of Term 1 (Autumn)</u>		<u>End of Term 2 (Spring)</u>		<u>End of Term 3 (Summer)</u>	
Date of assessment	10/09/2021		20/12/2021		28/03/2022		15/07/2022	
Childs age in months	28 months		32 months		35 months		38 months	
Communication	12-15 months		15-18 months		18-24 months		24-30 months	
Interaction	12-15 months		15-18 months		18-30 months		24-30 months	
Cognition and Learning	15-18 months		18-24 months		24-30 months		36-42 months On track	
Social, Emotional and Mental Health	0-6 months		12-18 months		24-30 months		24-30 months	
Physical – Gross motor	18-24 months		24-30 months		30-36 months On track		36-42 months On track	
Physical – Fine Motor	15-18 months		18-24 months		24-30 months		30-36 months	
Preparing for Adulthood	12-15 months		18-24 months		30-36 months		30-36 months	
Sensory & Activities of Daily Living (ADLs)	Yes	No	Yes	No	Yes	No	Yes	No
	15	8	15	8	17	6	17	6

Communication

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 <u>teddy</u> in the <u>box</u> '
	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

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

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

Cognition and Learning

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

Social, Emotional and Mental Health

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

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

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

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, trunk, 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

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)**.

<u>Activity of Daily Living</u>	Yes	No
<u>Sleep</u>		
Takes a long time to go to sleep and wakes up very early	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Difficulty staying asleep through the night often waking up for more than 1 hour	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Seeks pressure/boundaries to get to and/or stay asleep	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Eating</u>		
Avoids tastes and smells, and seeks mouthing of food and non-food items	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seeks exploring and eating food with hands	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Avoids specific food textures and mixtures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Washing & Bathing</u>		
Seeks/Avoids certain temperatures of water	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Avoids face washing and/or rest of body	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Avoids hair care activities e.g. washing/brushing/cutting	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seeks/Avoids rough/tight towel drying	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Clothing & Dressing</u>		
Avoids tight fitting clothing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seeks to be bare foot and naked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dislikes tags and seams and stiff materials/clothing items e.g. denim, shirts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Play & Social Activities</u>		
Seeks activities with lots of movement e.g. running, rough & tumble	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seeks activities that challenge balance e.g. climbing, swings & jumping from heights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seeks messy play e.g. painting, sand & mud	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Seeks/Avoids loud & busy areas e.g. parties, parks & soft play	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Toileting</u>		
Seeks/Avoids nappy change when dirty	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Seeks/Avoids exploration of nappy/toilet contents following urination/bowel movement	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lacks awareness of needing to pass urine or bowel movement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shows an interest in potty/toilet	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Teeth-brushing</u>		
Avoids use of toothpaste	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Avoids action of brushing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Total number	15	8

Additional information about the child (if relevant):

- 2 year Integrated review completed on 26th September 2021 with parents and the nursery link health professional – It was agreed that a referral would be made to Speech and Language Therapy and SENDOS.
- Specialist Teacher from SENDOS Team has been involved since initial appointment on 28th November 2021
- Application for Inclusion Funding made on 1st March 2022 to enhance staffing in the room, ready for increase in ratio from Summer Term 2022 due to turning 3 years.
- Speech and language therapy appointment was on 24th May 2022 and they have made an referral to the SCAS Pathway.

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.

<u>Area of Need</u>	<u>Page number for further information in the Universally Available Guidance</u>
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