**Newcastle Early Years Assessment Screen 12 – 60 Months**

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

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| --- | --- |
|  | **Age band child is working within** |
|  | **Baseline** | **End of Autumn Term** | **End of Spring Term** | **End of Summer Term** |
| Childs age in months |  |  |  |  |
| Communication  |  |  |  |  |
| Interaction |  |  |  |  |
| Cognition and Learning |  |  |  |  |
| Physical |  |  |  |  |
| Social, Emotional and Mental Health |  |  |  |  |
| Preparing for Adulthood |  |  |  |  |
| Sensory |  |  |  |  |

**Summary of Assessment**

**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. |  |
| **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 |  |
| **!5 – 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**

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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 |  |

**Physical Development**

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|  | **Gross Motor** |  | **Fine Motor** |  |
| **12 – 15 months** | Pulls to standing and sits down again |  | Points out objects using index finger |  |
| Walks around furniture stepping sideways |  | Bangs two objects together |  |
| Walks with one or both hands held |  | Throws toys and watches them fall to the floor |  |
| Stands alone for a few moments |  | Puts objects into and out of an open container |  |
| **15 – 18 months** | Walks alone with uneven steps and feet wide apart |  | Uses pincer grip to pick up small objects |  |
| Lets self down from standing to sitting position |  | Holds crayon with palmar grasp and scribbles randomly |  |
| Kneels unaided or with support |  | Takes inset puzzle pieces out |  |
| Can get up onto feet independently |  | Puts one brick on top of another |  |
| **18 – 24 months** | Walks well independently |  | Turns several pages at a time |  |
| Runs carefully but finds it difficult to avoid obstacles |  | Builds a tower of 3 or 4 bricks |  |
| Picks up a toy from the floor without holding on |  | Produces to and fro scribble and dots with crayon |  |
| Pushes and pulls large toys or boxes along floor |  | Begins to show preference for hand use |  |
| **24 – 30 months** | Walks up and down steps, two feet to a step |  | Produces circular scribble |  |
| Runs, starts and stops, avoiding obstacles |  |  |  |
| Throws and kicks a ball |  | Opens and closes scissors |  |
| Jumps with both feet |  | Turns pages singly |  |
| **30 – 36 months** | Rides tricycle using peddles |  | Snips paper with scissors |  |
| Can jump with both feet together from low step |  | Shows control In pouring from jugs |  |
| Climbs early years apparatus with agility  |  | Puts four pieces into an inset puzzle |  |
| Walks upstairs alternate feet, comes down two feet to a step |  | Copies a circle, vertical and horizontal lines |  |
| **36 – 42 months** | Able to steer tricycle around obstacles |  | Can draw a cross in imitation |  |
| Kicks ball with force |  | Can thread large beads onto a shoe lace |  |
| Sits with ankles crossed |  | Can draw a person with head and 2 other parts |  |
| Throws a ball overhand  |  | Holds pencil between thumb and forefinger and uses with good control |  |
| **42 – 48 months** | Walks or runs alone up and down stairs, in adult fashion |  | Builds a bridge using bricks, from a model |  |
| Can catch a large ball between extended arms |  | Hand preference is established |  |
| Stands and walks on tiptoes |  | Builds three steps using six cubes after a demonstration |  |
| Runs well, able to change direction |  | Can thread small beads |  |
| **48 – 54 months** | Hops on one foot, balancing for a few seconds |  | Cuts along straight line (20cm) |  |
| Sits with legs crossed |  | Draws a person with head, truck, legs, and arms |  |
| Can use a bat and ball |  | Can complete a simple interlocking puzzle |  |
| Can climb ladders, trees etc. |  | Can hold a pencil in tripod grip |  |
| **54 – 60 months** | Skips and runs on toes |  | Can cut out a circle, along curved lines |  |
| Hops on either foot |  | Good control of pencils and paintbrushes |  |
| Walks easily on narrow line |  | Colours pictures neatly, staying within outlines |  |
| Throws and catches a ball well  |  | Draws a house, with doors, windows, roof ad chimney |  |

**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 |  |
| **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 |  |

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| **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 |  |

**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 |  |
| **!5 – 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**

If you have any concerns about a child’s sensory processing, then complete this form if a child is over 24 months.

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| --- | --- | --- | --- |
|  | Never | Sometimes | Always  |
| Explores excessively with their senses and very hard to distract from this e.g. sniffs, licks, puts things in their mouth |  |  |  |
| Eats or puts non-food objects in their mouth e.g. sand, blue tac, toys |  |  |  |
| Upset by loud noise or may cover ears e.g. vacuum, hand driers, children shouting |  |  |  |
| Covers ears |  |  |  |
| Upset with messy hands e.g. food or paint |  |  |  |
| Sensitive to food texture, taste or smell |  |  |  |
| Walks on tip toes, spins, stiffens body, flaps hands |  |  |  |
| Looks out of the corner of their eyes at things |  |  |  |
| Watching wheels spin on toys or the way toys move  |  |  |  |
| Seeks out big movements e.g. rocking, spinning,  |  |  |  |
| Seeks deep pressure e.g. tight cuddles, pushing head or chin into objects. |  |  |  |
| Sensitive to clothing and shoes e.g. removes items of clothes, upset by seams or labels, prefers tight or loose fitting clothes, won’t take coat off, prefers wellies instead of shoes or bare feet  |  |  |  |
| Always moving around and climbing e.g. moving to and fro and won’t settle, climbing on furniture, thrill seeking activities |  |  |  |
| Limited awareness of danger e.g. running away, opening doors, over familiar with strangers,  |  |  |  |
| Coordination problems; appears clumsy or awkward |  |  |  |
| Unusually high or low activity level e.g. needs prompted to move form one activity to another |  |  |  |
| Difficulty calming self once “wound up” e.g. takes an excessively long time to calm down |  |  |  |
| Difficulty with transitions between activities or environments |  |  |  |

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

**Leanne Dixon:** Early Years Advisor (Inclusion)

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

**Donna Story:** Strategic Manager and SENCO Footsteps to Dolphin Street

**And in consultation with:**

**Vicky Long:** Speech and Language Therapist

**Occupational Therapy Service**

**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