

Developmental Checklist : Communication and Language
Birth to 3 years

Area of learning	Scrapbook	Date	Scrapbook	Date
Turn towards familiar sounds /familiar voice				
Gaze at faces,copying facial expressions				
Watch someones face as they talk				
Copy what adults do,taking turns in conversation (through babbling)				
Enjoy singing,music and toys that make sounds				
Recognise and calmed by a familiar voice				
Listen and respond to a simple instruction				
Make sounds to get attention in different ways (Crying when hungry or unhappy ,laughing,cooing)				
Babble using sounds like 'ba,ba,mamama'				
Use gestures like waving and pointing to communicate				
Reach or point to something they want while making sounds				
Copy your gestures and words				
Constantly babble and use single words during play				
Use intonation ,pitch and change volume when talking				
Understand single words in context 'cup,milk'				
Understand frequently used words such as 'all gone','no' and 'bye bye'				
Understand simple instructions like "give to mummy" or "stop"				
Recognise and point to objects if asked about them				
Generally focus on an activity of their own choice and find it difficult to be directed by an adult				
Listen to other people's talk with interest,but can be easily distracted				

Area of learning	Scrapbook	Date	Scrapbook	Date
Can become frustrated when they can't make themselves understood				
Start to say how they are feeling, using words as well as actions				
Start to develop conversation ,often jumping from topic to topic				
Develop pretend play 'putting baby to sleep' or 'driving to the shops'				
Use the speech sounds p,b,m,w				
Are still learning to pronounce l/r/w/y/f/th/s/ sh/ch/dz/j Banana				
Listen to simple stories and understand what is happening ,with the help of the pictures				
Identify familiar objects and properties ie : 'blue car',red apple				
Understand act on longer sentences like 'make teddy jump' or 'find your coat'				
Understand simple questions about 'who' 'what'and 'where'				

Please cross reference evidence from children's Wellcom score sheet when highlighting .

Personal ,Social and Emotional

Area of learning	Scrapbook	Date	Scrapbook	Date
Find ways to calm themselves ,through being calmed and comforted by their key person				
Establish their sense of self				
Express preferences and decisions. They also try new things and start establishing their autonomy				
Engage with others through gestures,gaze and talk				
Use that engagement to achieve a goal. For example gesture towards their cup to say they want a drink.				
Find ways of managing transitions ,for example from their parent to their key person				
Thrive as they develop self assurance				
Look back as they crawl or walk away from their key person. Look for clues about how they respond to something interesting				
Play with increasing confidence on their own and with other children ,because they know their key person is nearby				
Feel confident when taken out and enjoy new places				
Feel strong enough to express a range of emotions				
Grow in independence rejecting help (me do it) Sometimes this leads to feelings of frustration and tantrums				
Begin to show effortful control (waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front				
Be increasingly able to talk about and manage their emotions				
Notice and ask questions about differences ,such as skin colour ,types of hair ,gender ,special needs and disabilities etc..				
Develop friendships with other children				

Area of learning	Scrapbook	Date	Scrapbook	Date
Safely explore emotions beyond their normal range through play and stories				
Are talking about their feelings in more elaborated ways "I'm sad because.. or "I love it"				

Date	Additional comments

Physical

Area of learning	Scrapbook	Date	Scrapbook	Date
Lift head while lying on their front				
Push their chest up with straight arms				
Roll over: from front to back then back to front				
Enjoy moving when outdoors and inside				
Sits without support				
Begin to crawl in different ways and directions				
Pull themselves upright and bouncing in preparation for walking				
Reach out for objects as co-ordination develops				
Eat finger food and develop likes and dislikes				
Try a wider range of foods with different tastes and textures				
Lifts objects up to suck them				
Pass things from one hand to the other. Let go of things and hands them to another person or drops them				
Gradually gain control of their whole body through continual large movements ,such as waving,kicking,rolling ,crawling and walking				
Clap and stamp to music				
Fit themselves into spaces,like tunnels,dens and large boxees,and move around them				
Enjoy starting to kick,throw and catch balls				
Build independently with a range of appropriate resources				
Begin to walk independently				
Walk ,run ,jump and climb -and start to use stairs				
Spin, roll and independently use ropes and swings				
Sit on a push-along wheeled toy ,use a scooter				
Develop manipulation and control				
Explore different materials and tools				

Understanding the world

Area of learning	Scrapbook	Date	Scrapbook	Date
Repeat actions that have an effect				
Explore materials with different properties				
Explore natural materials indoors and outdoors				
Make connections between the features of their family and other families				
Notice differences between people				
Explore and respond to different natural experiences in the nursery setting Looking for worms, splashing in puddles				
Date	Additional comments			

Expressive arts and design

Area of learning	Scrapbook	Date	Scrapbook	Date
Show attention to sounds and music				
Respond emotionally and physically to music when it changes				
Move and dance to music				
Anticipate phrases and actions in rhymes and songs ,like 'peepo'				
Explore their voices and enjoy making sounds				
Join in with songs and ryhmes , making some sounds.				
Make rhythmical and repetitive sounds				
Explore patterns with strong contrasts and be attracted by patterns resembling the human face				
Start to make marks intentionally				
Explore paint,using fingers and otehr parts of their bodies as well as brushes and other tools				
Express ideas and feelings through making marks , and sometimes give a meaning to the marks they make				
Enjoy and take part in action songs ,such as 'twinkle,twinkle'				
Start to develop pretend play ,pretending that one object represents another . For example : holds a wooden brick to the ear,pretending it's a phone				
Explore different materials ,using all their senses to investigate them. Manipulate and play with different materials				
Use their imagination as they consider what they can do with different materials				
Make simple models which express their ideas				