



# 2-year Progress Check



Child's Name:

Key Person:

Class Teacher:

Milestones of Development	48 months							
	36 months							
	24 months					Y		
	12 months	Y	Y	Y	Y		Y	Y
	0-6 months							
			Listening, Attention & Understanding	Speaking	Self-regulation	Managing Self	Building Relationships	Gross Motor Skills
		Communication & Language		Personal, Social & Emotional Development			Physical Development	

Date completed:

Child's Age in months:

Using our observations and knowledge of your child's interests and developing skills we have assessed their progress using the 'Milestones of Development'. 'Y' indicates the Milestones of Development they have mastered on their learning journey. These are attached for your reference. A child is considered to have mastered a milestone if they are consistently demonstrating all of the skills in that area for that age range. If we feel your child's progress is less than expected in any area of learning, we will discuss this with you and agree a plan to support them further. Below is a short-written summary of your child's progress and strengths in the prime areas of learning.

Communication & Language

Personal, Social & Emotional Development

Physical Development

General comment about their learning including  
(including the characteristic of effective learning - engagement, motivation and thinking skills):

Next Steps/Things we would like to do to support them further

# For Your Information - Milestones of Development – Prime Areas

## Communication and Language - Listening, Attention and Understanding

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<b>These are the milestones for the Statutory Progress Check at Age Two</b>			<b>At the end of their reception year children at the expected level of development will confidently be able to:</b>
freeze (fixed gaze) or turn toward a familiar sound or voice	stop and look when they hear their own name	join in with familiar songs and maybe join in with movements and key words	maintain attention but can shift to a different task if their attention is fully obtained	follow adult directions and ask questions when engaged in play	listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
locate a range of sounds with accuracy	listen to, distinguish and respond to intonations and sounds of voices, recognise familiar adult's voice	respond to simple 'what' and 'where' questions in context, such as, "where's the baby?"	identify action words such as jumping, running	respond to two-part instructions such as, "get your coat on, then wait by the shed"	make comments about what they have heard and ask questions to clarify their understanding
gaze at faces and copy facial expressions.	understand single words when used in context by a familiar person, "cup, daddy",	understand more words than they can say,	understand and respond to 'who, what, where' questions when asked by a familiar person.	sit and engage with others in small groups when conversation is of interest.	hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

## Communication and Language - Speaking

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<b>These are the milestones for the Statutory Progress Check at Age Two</b>			<b>At the end of their reception year children at the expected level of development will confidently be able to:</b>
communicate needs and feelings through crying, babbling, gurgling	imitate and experiment with sounds and single words such as, "mumum", "dada", "baba"	put two words together, such as "all gone", "more milk"	be understood when speaking to unfamiliar adults	use four- to six-word sentences, such as, "I want the bike"	participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
make own sounds in response when talked to by familiar adults.	use voice, gesture, eye contact and facial expression to make contact with people and keep their attention.	name a few familiar toys, television characters and objects in everyday use, such as, "car", "cup", "bed",.	ask simple questions to familiar people such as, "what, why"	tell others about an immediate experience, such as something which just happened to their mum	offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
		express emotions using words as well as gestures, such as happy, sad, angry, tired	express emotions using words as well as gestures, such as happy, sad, angry, tired	use future and past tenses, such as, "I'm going to the park".	use future and past tenses, such as, "I'm going to the park".
		use around 300 words including descriptive language.	use around 300 words including descriptive language.		express their ideas and feelings about their experiences using full sentences, including use of past, present, future tenses and making use of conjunctions, with modelling and support from a teacher.

## Personal, Social and Emotional Development - Self-regulation

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<b>These are the milestones for the Statutory Progress Check at Age Two</b>			<b>At the end of their reception year children at the expected level of development will confidently be able to:</b>
express feelings strongly through crying to make sure that their needs will be met	demonstrate a wider variety of feelings using crying, facial expressions, gestures and vocalisations freely to express their needs	experience a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming	express own feelings such as sad, happy, cross, sometimes respond to the feelings of others	understand own feelings, know that some actions/words can hurt others' feelings	show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
respond when picked up or spoken to.	need familiar adult in sight or hearing.	explore new toys and environments but may 'check in' regularly with familiar adult	increasingly show 'effortful control', such as wait for a turn and resist the strong impulse to grab what they want	usually tolerate some delay when needs are not immediately met, understand wishes may not always be met	set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
		demonstrate a sense of self, wanting to be independent and use the word 'no'.	single channel attention, can shift to a different task if attention fully obtained.	focus attention to 'listen and do' (if not intently focused on own choice of activity).	give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

## Personal, Social and Emotional Development - Managing Self

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<b>These are the milestones for the Statutory Progress Check at Age Two</b>			<b>At the end of their reception year children at the expected level of development will confidently be able to:</b>
show an interest in their reflection in a mirror, although they may not realise yet that the reflection is them	use their own voice and actions causing an effect on others, for example clapping hands to start a game	show their growing sense of self through asserting their likes and dislikes, choices and ideas. These may be different to those of the adult or their peers; often saying "me do it"	show a sense of autonomy through asserting their ideas and preferences and make choices and decisions	show a sense of belonging through being involved in daily tasks	be confident to try new activities and show independence, resilience and perseverance in the face of challenge
express discomfort, hunger or thirst.	co-operate with nappy changing, for example helping to hold legs up and lying still.	respond to a few developmentally appropriate boundaries with support	show an understanding and cooperate with some boundaries and routines	remember rules without needing an adult to remind them	explain the reasons for rules, know right from wrong and try to behave accordingly
		show desire to help with dressing/undressing, hygiene routines.	gain more awareness of bowel and bladder urges and communicate their need for potty or toilet.	increasingly independent with dressing and undressing, toileting and hand washing.	manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## Personal, Social and Emotional Development - Building Relationships

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<b>These are the milestones for the Statutory Progress Check at Age Two</b>			<b>At the end of their reception year children at the expected level of development will confidently be able to:</b>
interact with familiar adult when playing "Peek-a-Boo"	build relationships with special people	play alongside others	show interest in others' play and start to join in	find solutions to conflict and suggest other ideas	work and play cooperatively and take turns with others
respond to the company of others and seek others' attention	react to and copy the facial expressions of familiar people	explore new environments and return to a familiar adult for reassurance	build relationships with special people but may still show anxiety in the presence of strangers	seek out companionship with adults and other children, share experiences and play ideas	form positive attachments to adults and friendships with peers
respond to a familiar adult's voice.	be wary of unfamiliar people.	try to gain attention in a variety of ways, drawing others into social interactions.	show consideration to familiar others by offering comfort that they themselves would find soothing, for example giving their comforter.	show increasing consideration of other people's needs, for example may give up a toy to another child.	show sensitivity to their own and to others' needs.

## Physical Development - Gross Motor Skills

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<b>These are the milestones for the Statutory Progress Check at Age Two</b>			<b>At the end of their reception year children at the expected level of development will confidently be able to:</b>
turn their head in response to sounds and sights	crawl, bottom shuffle or roll to move around	change position from standing to sitting or squatting with little effort	walk considerable distances with purpose, stop, start and change direction	climb stairs/steps and move across equipment using alternate feet	negotiate space and obstacles safely, with consideration for themselves and others
gradually develop the ability to hold up their head.	sit unaided, leaving both hands free to manipulate objects	walk and run confidently and independently	walk upstairs and downstairs holding onto a rail, two feet to a step	maintain balance using hands and body to stabilise	demonstrate strength, balance and co-ordination when playing
	pull themselves up from floor, sit down and start to take first steps.	start to throw and release objects overarm	move in response to music, or rhythms played on instruments.	skip, hop, stand on one leg and hold a pose for a game like musical statues.	move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	attempt to kick a ball and jump with both feet off the ground.				

## Physical Development - Fine Motor Skills

Children at the expected level of development will be observed demonstrating these skills consistently and independently.

0-6 months	12 months	24 months	36 months	48 months	Early Learning Goal
		<b>These are the milestones for the Statutory Progress Check at Age Two</b>			<b>At the end of their reception year children at the expected level of development will confidently be able to:</b>
explore objects with mouth, able to pick up the object and hold in mouth	pass toys from one hand to the other	pick up small objects between thumb and fingers	show increasing control in using and manipulating a range of tools and objects	hold mark making tools with thumb and fingers	hold a pencil effectively in preparation for fluent writing - using a tripod grip in most cases
reach out for, touch and begin to hold objects, leading to being able to release the object.	pick up objects in palmar grip and shake, wave, bang, pull and tug them using two hands while looking at them.	use hands individually and together to manipulate objects	imitate drawing simple shapes such as circles and lines	show a preference for a dominant hand	use a range of small tools, including scissors, paint brushes and cutlery
	make connections between their movements and the marks they make.	build independently with a range of appropriate materials.		use one handed tools and equipment, for example make snips in paper.	begin to show accuracy and care when drawing.