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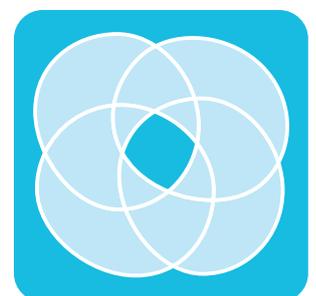


Department
for Education

Early Support

for children, young people and families

How to Use the School Years Developmental Journal



About Early Support and the School Years Developmental Journal

Early Support is a way of working that aims to improve the delivery of services for children and young people with additional needs and disabilities and their families. It enables services to coordinate their activity better and provide families with a single point of contact and continuity through key working. Early Support ensures that service delivery is child, young person and family centered and focuses on enabling practitioners to work in partnership with children, young people and their families.

The **School Years Developmental Journal** has been produced to help families find out more about development and to track change and progress over time. It helps everyone involved with a child or young person to share what they know and discuss how best to work together to support development and learning.

The **School Years Developmental Journal** can be used in combination with other **Early Support** materials. It has been designed to follow on from the **Early Years Developmental Journal**, but can also be used separately. To find out more about **Early Support**, visit <http://www.ncb.org.uk/early-support>

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Introduction

The School Years Developmental Journal is to help you record and celebrate your child or young person's learning and development and to share what you know with other people.

The Journal includes behaviours that most typically developing children and young people show during their time at school and beyond, i.e. from when they are approximately five years of age to 18 years old and above. The term 'behaviours' is used to refer to the ways in which children and young people may act, the things they do and the way in which they learn.

There are four Areas of Development: personal, social and emotional, communication, physical and thinking. Each of these areas is also organised into sub-areas. The Journal is sequenced into five Developmental Steps. Most children and young people, with or without a special educational need or disability, will pass through these Steps in order, but they may at times be further ahead in one Area of Development compared to other Areas. Progress through the Steps will vary depending on your child or young person's particular disability or needs.

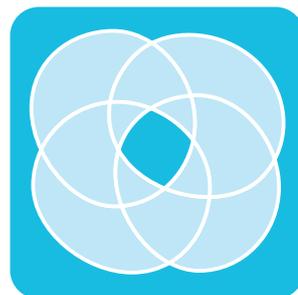
The Journal helps you notice and celebrate everything that your child or young person learns to do, as time goes by. The material is particularly useful if you know or suspect that your child or young person is unlikely to progress in the same way or at the same rate as other children and young people – whether or not a particular factor or learning difficulty has been identified and given a name. When families find out that their child or young people may need extra support and help, they often say they don't know what to expect. They're not sure how their child or young person's progress will be affected, and what they can do to help. The Journal can help you see

How to Use the School Years Developmental Journal

how your child or young person is progressing and understand the patterns of development that practitioners (e.g. doctors, speech and language therapists, school teachers, occupational therapists) are looking for. This makes it easier for everyone to work together.

The Journal focuses on what children and young people can do, rather than can't do, and builds a positive record of achievement over time. This is more important than the age at which the Steps occur. However, it can also help you pick up on any changes to the way your child or young person is progressing that might indicate more, or a different kind of, help is needed.

To summarise, the Journal is a flexible resource that can help in many different ways when it's clear that it may be useful to look in detail at how your child or young person is learning and changing.



Quick Start Guide

If you are starting to use the School Years Developmental Journal after reaching Step 14 of the Early Years Developmental Journal, then begin at Step S1.

If you have not used the Early Years Developmental Journal with your child or young person, then you can use the Key Indicators chart to help you find out where to start. Take a look at the chart and find the Step that best represents your child or young person's current developmental level and use this as a starting point. You may need to use different Steps for the different Areas of Development. It may be worth bearing in mind that the Steps in this Journal correspond to Key Stages 1-5 of the National Curriculum.

Read the Summaries of Development for the chosen Step to get an overall view of that period in development, to find out more information and to get ideas about activities that may support development.

Take a look at the items. When your child or young person is showing one of these behaviours, note down the date you noticed this emerging, developing or when it was achieved. Use the 'notes' space to jot down any examples of this ability or other important things you want to remember.

When your child or young person has completed most items in an Area of Development in a Step, you can date this on the Developmental Profile and then move onto the next Step.

If you are a practitioner using the Journal in a school context, we suggest you turn to Appendix 1, which is a short guide about using the Journal in schools.

Please do send us your views using the feedback sheet at the end of this booklet.

What is it for?

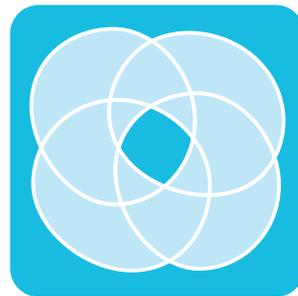
The [School Years Developmental Journal](#) helps you track and understand your child or young person's learning and development, and share information with other people, including any practitioners working with you. It helps you to:

- record and celebrate change and new achievements
- understand the significance of what your child or young person is doing now, what they are likely to do next and how they can be helped to move on
- build up a record of the nature and sequence of development that can be shared with other people
- recognise the value of all new learning – particularly when it may seem that very little is happening.

In particular, the Journal can be used as a shared basis for discussion at times of transition, for example when your child or young person moves to a new school or class. It can also be helpful when you meet new people for the first time and wish to discuss with them how to include your child or young person and to encourage learning and participation in a particular setting, such as their school class.

If your child or young person requires extra help in the form of a structured individual plan, using the Journal jointly with practitioners will make it easier to agree next steps or goals. It will also help to identify when new learning has taken place or new skills have been acquired.

Where many different people or services are in contact with you, the Journal can also provide a single, shared resource that helps everyone to communicate better, using the same language and approach. It can also improve everyone's understanding of the developmental processes involved.



Finding your way around the Journal

Areas of Development

The *School Years Developmental Journal* describes typical patterns of development under four Areas of Development and their subareas:

Personal, Social and Emotional Development

This Area of Development focuses on how children and young people learn who they are, what feelings they have, how they behave, how their relationships develop, how they develop skills for independent living and how they understand society and other people.

Personal, social and emotional is divided into:

- relationships
- emotions
- views, values and identity
- well-being
- independence
- equality, diversity and cohesion

Communication

Children and young people develop in their ability to understand others and to express themselves using spoken language or other means. Communication also includes subtle verbal cues such as intonation and nonverbal cues such as people's facial expressions and the setting.

Communication is divided into:

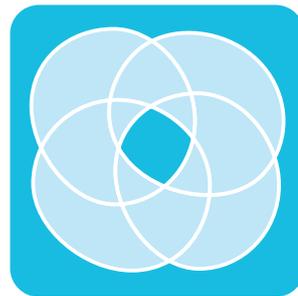
- listening, understanding and reasoning
- sentence building
- speech sounds
- vocabulary
- storytelling and narrative
- social interaction

Physical

This aspect of development focuses on how children and young people develop their ability to move their bodies, hands, feet and fingers, and use their senses, movement and tools to carry out tasks, explore the world and express themselves. It also includes self-care skills like eating, dressing and personal hygiene.

Physical is divided into:

- fine motor skills
- moving in the environment
- moving creatively
- self-care



Thinking

Thinking processes are essential for learning and development. All the time, we are storing information in our memory, processing it and making sense of it. Children and young people's understanding of the world is greatly helped by lots of experiences and discussion about things that are going on around them. Thinking also involves children and young people learning how best to approach tasks.

Thinking is divided into:

- memory
- executive functioning
- creativity
- knowledge of the world and problem-solving
- use of technology

While it's useful to chart progress under these Areas of Development and their subareas, in real life, development in one area influences how a child or young person learns everything else, so it's best to think about progress across all four areas. For example, when a young person is joining in a team sport, they're using their communication skills and understanding of relationships to work with their team-mates, as well as using their physical skills.

Overview

There is further information about the Areas of Development and their subareas at the beginning of the School Years Developmental Journal.

The 'how this applies to us' boxes are there as a space for you to note down any thoughts you may have about how the information may relate to your child or young person – for example, if your child or young person has specific physical needs, then you may want to note down things to consider regarding 'moving in the environment' in the Physical section. These boxes are there for you to personalise the Journal to your family so you could use them in whatever way is best for you.

Developmental Steps

The Journal outlines a series of five Developmental Steps. These Steps correspond to Key Stages 1-5. The Steps are numbered S1-S5 and continue from the Early Years Developmental Journal, which contains Steps 1-14. In Steps S1, S2 and S3, the term **child** is used and in Steps S4 and S5, the term **young person** is used.

Each Developmental Step covers a relatively broad period of development. This is because development varies greatly from individual to individual due to a wide range of factors including life experiences and the child or young person's interests.

Each Developmental Step is presented as a series of items from each of the four Areas of Development. These can be filled in when you notice your child or young person doing something – particularly something you haven't seen them do before.



Summaries of Development

Each Developmental Step is introduced by a short summary of what's going on for children and young people at that point of development, and some ideas about activities you or your child or young person could try. The summaries are organised under the same four headings of the Areas of Development described above.

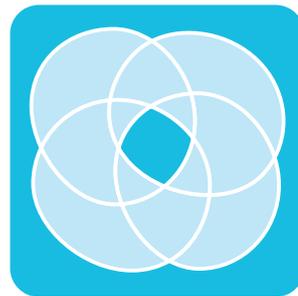
There are also the 'how this applies to us' boxes in the Summaries of Development sections for you to note down any thoughts about how the description of development at each Step may relate to your child or young person.

Developmental Step	Key stage	School year group	Child/young person's age
S1	1	1-2	5-7 years
S2	2	3-6	7-11 years
S3	3	7-9	11-14 years
S4	4	10-11	14-16 years
S5	5	12-13	16-18 years

Key Indicators

At each Developmental Step, and in each Area of Development, two **Key Indicators** has been chosen. These items have been selected because they are particularly important in development and they are shown in bold in the Journal. There is also a separate Key Indicator table, which may be useful when you start to use the Journal.

In some instances your child or young person's unique profile of strengths and needs may mean that it is not possible for them to achieve a specific Key Indicator. Where this is the case we suggest that you speak to a practitioner who knows your child or young person well, to define what they can do that is close to the achievement summed up in the Key Indicator and then note this down in the Step.



Using the Journal

Recording progress using the Developmental Steps

For each item listed for a Step, there are three columns that can be used to record the things that you see your child or young person doing:

Emerging – Seen for the first time

Tick and date this column the first time you notice your child or young person doing something that demonstrates a skill or behaviour, even if it's only an attempt.

Developing – Seen sometimes

Tick and date this column when you notice your child or young person using a skill or behaviour more often or as they become more skilful at it.

Achieved – Seen often

Tick and date this column when you see your child or young person doing something often and with confidence in a number of different situations – for example, in different settings, in different activities or with different people.

You don't have to use all three columns, all of the time. For example, you may only notice a new behaviour or skill when your child or young person is using it quite a lot so you may describe it immediately as 'developing' or 'achieved', rather than 'emerging'. You may also prefer to have a colour-coding system, rather than writing dates in, for example using a green highlighter for one term, a yellow highlighter for the next term.

There are different ways in which you may know that a certain skill is emerging, developing or achieved. You may see it yourself or a practitioner who works closely with your child may tell you about it – for example, their teacher. It may also be helpful to involve your child or young person when completing the Journal as they may be able to tell you more about what they can do and how they do it. For some of the items, it will be helpful to discuss with your child or young person about strategies or techniques they use when completing certain tasks.

As each child or young person makes their own developmental journey, you may find that sometimes they begin to do something that's one or even two Steps ahead of the other things that they can do. So it's worth looking through later Steps from time to time, to get an idea of what next Steps might be or what may be emerging next. Remember that some skills take longer for children and young people to master than others and so there may be a considerable time between them emerging and being achieved.

Remember that it's not so important what your child or young people can or can't do when you begin to use the Journal. The material is not a test or just a checklist. It comes to life as you use and discuss it with other people over a period of time. The idea is gradually to build up a picture of how your child or young person is changing and developing over months and years – a picture that helps everyone notice and enjoy the new things they learn to do, and think how best to support them.

A sample chart is included overleaf on page 13, to give you an idea of what the charts might look like once you begin to use them.

Personal, social and emotional

Developmental Journal • Step S2

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
				
Relationships <i>continued</i>				
Understands why friends fall out and can think of ways in which they, or others, might resolve their difficulties	✓ Oct 2012	✓ July 2013		
Shows resilience (can cope and 'bounce back') when faced with personal difficulties in relationships	✓ July 2012	✓ Sept 2013		Sept 2012 so pleased to hear that Charlie is much better at coping when a best friend chooses someone else to work with
Shows helpful and caring behaviour when faced with bullying – for example, buddies vulnerable children outside immediate friendship group	✓ Aug 2013			August 2013 proud of Charlie, he helped Cindy get her toy back when a child she didn't know grabbed it at our summer party
Works or plays together with other children with little adult supervision		✓ May 2013	✓ July 2013	July 2013 Phew! At last I feel I can leave Charlie with his friends for a few minutes while they are playing
Organises group activities or games				
Recognises the worth of others - for example, by making positive comments about siblings, friends or classmates, showing appreciation for a kind deed	✓ April 2013			

Notes

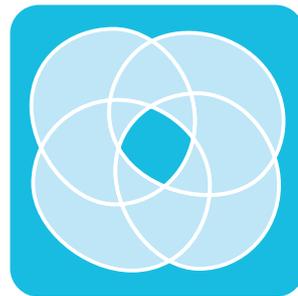
The column on the right of the charts is for you to add comments, if you want.

You might describe what you've seen your child or young person doing, which shows they're developing a behaviour or skill described on the chart – particularly if you see a number of different things that seem relevant. It's helpful to write down particular examples of the things your child or young person says or does. It's nice to have a record, and also these are things that practitioners may ask you about when you talk about your child or young person with them. You also might want to note down any questions you have about what you've seen. This is also a good place to write something about any activities that seem to promote things you're encouraging your child or young person to do.

Some families like to fill out the charts by themselves and then discuss them with other people. Others prefer to talk about everything first and then fill the charts in with the help of people who are working with them or ask someone else to do the paperwork. The Journal can be used in many different ways and you can use it in whatever way you find useful.

Using the Developmental Profile – getting an overview

There's a Developmental Profile at the front of the Journal to help you see the pattern of your child or young person's progress as time goes by and as they move through the Developmental Steps. It allows you to summarise what's going on, after you've filled out the more detailed charts, and gives you a 'bird's eye' view.



Once you have ticked 'achieved' for most of the items for a subarea in an Area of Development in a particular Step, enter the date in the corresponding box on the Developmental Profile sheet. The Profile summarises and celebrates progress over time. It helps you to see at a glance the areas in which your child or young person learns more easily. It also shows you the things that are more difficult and with which your child or young person needs more help. For example, you may find that your child or young person has moved on to Step S3 in Physical but is still at Step S1 in Communication. Some people like to review events every so often, using a different colour to shade in the boxes each time, as well as ticking and dating entries.

As noted previously, some children and young people may not be able to show a specific Key Indicator behaviour, but may be able to do things that are equivalent - for example, by communicating in a different way. If this is the case, simply note the achievement as an alternative to the Key Indicator. If there is a particular reason why a specific Key Indicator is not relevant for your child or young person, it is fine to show a Step as 'completed' once the other items have mostly been achieved.

Some practitioners that you meet may find the Developmental Profile useful, as it gives a quick, at-a-glance summary of everything that's going on that can be used by anyone who's trying to help your child or young person. You can take the whole Journal or simply the Profile with you to appointments as well as showing it to practitioners when they come into your home.

Special achievements and things to celebrate

At the end of each Step, there's a blank page for you to add information you'd like to record and remember. This space can be used to make the record more personal and to include things that aren't covered in the Developmental Steps. You could add photos, or record your child or young person's likes, dislikes and interests – for example, favourite food and toys, the activities they enjoy, the TV programmes or songs they like, things of cultural importance to your family, the places they enjoy going, what makes them laugh and so on. Add more pages if you want to put in more about your child or young person and their life. It makes the material more attractive and can be good to look back on later.

The design for the rest of the Journal has been kept deliberately plain to allow you to personalise it in any way you want. This may be something you'd like to do together with your child or young person. There's plenty of space for you to make it as colourful as you like or you can leave it as it is.

The richer the description of your child or young person, the more chance there is to tailor what people do to try to help learning, participation and enjoyment. So, using this section isn't only about making the Journal more fun – it's about sharing as complete a picture of your child or young person as possible with other people.

Questions you may want to ask

The Journal provides you with lots of opportunities to record new behaviours and skills in a positive way. However, things often aren't straightforward. Children and young people can develop 'difficult behaviour'. At other times, it can seem like nothing's happening for a very long time. Some children or young people may behave in 'different' rather than 'difficult' ways – for example, wanting to repeat the same activity for longer than is usual for other children. Parents tell us that they often forget to ask the questions they mean to



at clinics or when people visit. It's important to discuss these things if they are becoming issues for you or if they simply puzzle you- this page is just to encourage you to note down any questions you have, so you don't forget to ask them the next time you meet with someone you can talk to about it. This is an important space in the Journal, because children and young people tend to move forward more quickly if help and support can be given as soon as you notice things that are beginning to concern you.

Do it your way

There are many different ways of using the Journal - so use it in whatever way you find most helpful. Some people may have been using the Early Years Developmental Journal from the early days of their child's life; others may pick up the School Years Developmental Journal and begin to use it much later.

Families also like to use the material in different ways - some write a lot, others very little. Some families don't want to write anything at all, but find it helpful to use the Developmental Steps for reference when they're discussing what their child or young person is able to do with other people - and may then ask other people to fill in the Steps for them.

There are no hard and fast rules, except that the material comes alive and is most useful when it's discussed with other people. In general, it's more important to share the information the Journal provides with other people than to fill out all the boxes (however you decide that you want to do that). It helps everyone involved with your child or young person work as a team and talk with you about how best to support them. It also helps you to really understand your child or young person's learning and development and what their next steps might be.

How to get started

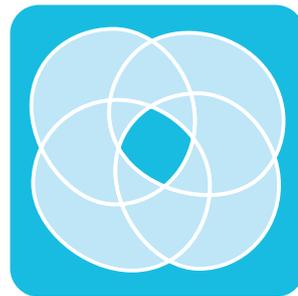
If you have been using the Early Years Developmental Journal and have reached Step 14, then you can just start using the School Years Developmental Journal at Step S1.

If you are new to the Developmental Journals, we suggest looking at the Key Indicator table and thinking about which items your child or young person can do in each Area of Development. This should help you find what seems like a good starting point. It might also be helpful to read the Summary of Development sections for the Steps.

It may be helpful to look at the table (see page 9) that maps the Developmental Steps to the corresponding Key Stages, school year groups and the age of children/young people. It is important to bear in mind that this information is based on 'typical' development.

You may find that your child or young person is developing skills that fall across several different Developmental Steps at the same time – for example, at any given time a child may be developing skills in the Physical section of Step S4, some skills in the Communication section of Step S2 and a few other things described in Step S3. So, flip backwards and forwards to look at the different sections in a number of different steps to find your way around and to get a general impression, before you start to write things down.

Whenever you start using the material, it's useful to discuss where and how to begin with practitioners who know your child or young person. This helps you to use the opportunity to exchange information about what you've noticed your child doing.



How often?

Most families say they like to fill in the Developmental Journal regularly, so they don't forget all the small things that show their child or young person has learnt something new. Doing this can also help to pick up any areas of difficulty that may be developing as early as possible. Some people like to just jot down things as they notice them or may come back to the Journal when they want to check or celebrate something.

You may also find that your use of the Journal changes over time. There are times when you may want to use it very often, because your child or young person seems to be changing a lot, or because there's some sort of crisis and it's helpful to observe more closely what they're doing. On the other hand, if there's a medical problem or something happening in your family that slows development down, it would be fine if you decide to put the Journal away for a bit and come back to it later.

Using the Journal with other people – one set of materials for everyone to use

The Journal is most useful when you talk about it with other people, for example with other family members and practitioners. The material is particularly useful when many different people are trying to help with different aspects of a child or young person's health and development, as it provides one set of information that can be shared and used by everyone involved. The Journal is best used as a core part of regular, on-going relationships between you and the people you meet with most often to discuss how best to help your child or young person. This can be particularly helpful to practitioners and yourself when reports have to be written.

Communication is important, and particularly so when lots of different people are involved with a child or young person, and families sometimes say they find the words used by practitioners working for different services confusing. The Journal encourages everyone involved with your child or young person to use the same language. It also promotes partnership working, by valuing what everyone knows about the child or young person, and keeps the family at the heart of discussion and decision-making.

The Journal can also help when you have many appointments to attend and children and young people have many assessment procedures to undergo. The fact that everything is written down and to hand can reduce stress. It also helps practitioners understand what your child or young person can already do, what they find difficult and how best to help. This may be particularly valuable when talking about your child or young person's situation is difficult. It may also be important at first meetings with new people and at times of transition – for example, when your child or young person moves to a new class or if you move house to a different area.



Many assessments can take place in the school years, both inside and outside of school. The Journal provides information that informs, supplements and enriches the results of more formal assessments undertaken by practitioners in clinical or classroom settings. If you have concerns about the results of assessments or how they match up with what you know your child or young person can do, the Journal can help everyone to have a clearer picture of your child or young person's capabilities in everyday life.

If your child or young person has particular learning needs, it's important that everyone works in partnership to provide support. The Journal can inform early discussions about what will be needed to include your child or young person in school and how best to encourage development and participation.

There is more information in Appendix 1 'Using the School Years Developmental Journal in schools' about how the Journal can be used in practice and it can benefit schools.

Individual children and rates and patterns of development

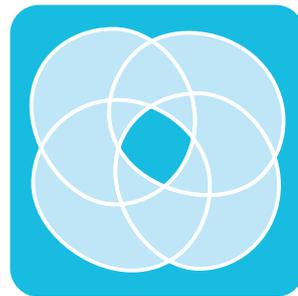
All children and young people show variation in their progress in different areas of development and it's normal for them to make faster progress in some areas than others. The way the Journal is organised helps you to see where this is the case and where your child or young person may need extra help.

The only risk associated with using the Journal is that you may focus too much on particular Developmental Steps or Areas of Development, rather than seeing your child or young person as a whole. It's important for everyone to keep reminding themselves about all the ways in which you and your child or young person are succeeding and developing, and to celebrate success and progress whenever and however it happens.

Learning more than one language

If your child is learning more than one language, i.e. if they are bilingual or multilingual, you might like to have multiple copies of some pages, especially for 'Communication' and fill this in for each language your child is exposed to. Alternatively you could use different colour pens on the same sheet. You may also want to make additional notes, such as the extent of their communication levels in each and any preferences they may show.

If you use a different language at home to the English which is used in your child's school or other learning setting, you might like to ask your child or young person's keyworker, teacher, teaching assistant or other practitioner for help with completing the Developmental Journal for your child's English language ability. You may also like to work together in using the Journal to recognise the importance of the home or community languages your child or young person may speak.



Sensory and physical impairments

Your child or young person may have a physical impairment or a sensory impairment, such as deafness or a vision impairment, which means that some of the items in the School Years Developmental Journal may not be suitable for them. You can change these items so they become appropriate for your child or young person – you might like to do this with a practitioner. You may also choose to miss some items out. This Journal is for you to use in the way that is most helpful for you.

At the end of this How to Use guide there are two appendices, which contain information and additional guidance about how you might use the Journal with children and young people with vision or hearing impairments, and common issues associated with these impairments.

What to do when progress seems to get stuck

Sometimes it may seem that your child or young person is not moving to the next Developmental Step in one or more area. If this is the case, there are several things that you could do:

- talk to a practitioner to find out what they think
- think about backing off from a particular activity for a while. Your child or young person may simply have become bored or their interests may have changed
- choose a different area from the four Areas of Development to concentrate on
- think about what is happening around your child. Have there been changes in their environment?

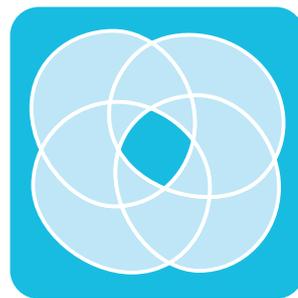
Summary

In summary, the Journal can help you:

- notice more about your child or young person
- understand the importance of what your child or young person is doing as they learn new things
- share what you know about your child or young person
- understand what practitioners may be looking for and how they think about development
- ask questions
- know what to expect next
- discuss how things are going and agree what to do next to help your child or young person.

It can help practitioners:

- work in partnership with you and with each other
- communicate more effectively
- build up a more accurate picture of what your child or young person is able to do and therefore give better advice
- discuss and agree shared goals so that everyone working with your child or young person is focused on the same development priorities
- identify important issues early.



Appendix 1: Using the School Years Developmental Journal in schools

The School Years Developmental Journal helps parents to:

- record and celebrate change and new achievements for their child or young person
- understand the significance of what their child or young person is doing now, what they are likely to do next and how they can be helped to move on
- build up a record of the nature and sequence of development that can be shared with other people
- recognise the value of all new learning – particularly when it may seem that very little is happening

The School Years Developmental Journal follows on from the Early Years Developmental Journal and provides a continuum of developmental markers through to the end of Key Stage 5. It helps parents to identify where their child or young person is in relation to key developmental indicators and supports them in gathering evidence for this developmental profiling. Importantly, the Developmental Journal also signposts next steps in identifying the kind of progress their child or young person may make.

How to Use the School Years Developmental Journal

The Journal consists of five Developmental Steps, which are mapped to Key Stages 1-5. This provides a helpful focus for both parents and teachers in understanding the alignment of progress across the developmental continuum and the curriculum. The Developmental Steps are organised within the four areas of the School Years Developmental Journal:

- personal, social and emotional
- communication
- physical
- thinking

Sharing information with other key people, particularly with teachers, is vital in overcoming feelings of isolation for parents of children and young people with special educational needs and disabilities. Using the Developmental Journal empowers parents and adds a real sense of purpose to how they can contribute along with key practitioners in helping their child or young person to lead an ordinary life.

How can schools benefit?

“We were struggling as to how our usual assessment model would help in this child’s case, we needed to show the small steps of progress and be reflective about what has been achieved and plan the next steps and this [the Developmental Journal] has enabled us to do that”

Quote from a school working with Achievement for All 3As and Early Support

The School Years Developmental Journal has been designed to support teachers and schools in meeting the needs of individual children, young people and their families, along with meeting the requirements of special educational needs and disability policy guidelines and OFSTED.



The use of the Journal is likely to powerfully augment the progress of children and young people with special educational needs and disabilities by:

- identifying early those children and young people who need additional support so that the best outcomes can be planned for them
- enabling greater understanding of the child or young person's progress, by drawing on the experience of the family
- providing an evidence base for a shared understanding between families and teachers about where a child or young person is in relation to progress in learning at school, the potential barriers to progress and what the parent and teacher can do to help the child or young person make further progress
- helping practitioners to set agreed appropriate and meaningful targets for further progress with the family and child or young person, especially where individual or structured learning plans are used by schools in targeting areas of progress and intervention

A key benefit of using the School Years Developmental Journal is in supporting communication between families and practitioners. Use of the Journal can encourage the use of shared and accessible language and therefore help parents to come to a deeper understanding of what progress their child or young person is making through their learning in school. The Journal is a useful tool for supporting dialogue between parents and teachers – for example, when performance reviews are held. If schools are involved in Achievement for All 3As, use of the Journal can inform and enrich “Structured Conversations” by demonstrating progress, including in literacy and numeracy, enhancing pupil voice opportunities and supporting information sharing and understanding among children/young people, families, schools and wider agencies.

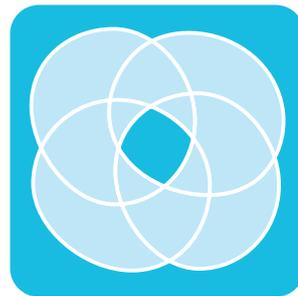
The School Years Developmental Journal, particularly when embedded in a wider Early Support context, can help schools to meet the requirements of OFSTED. Effective use of the Journal allows schools to demonstrate how they work in partnership with parents by communicating with them on a regular basis, sharing information and engaging them in decisions about how best to support their child or young person. Furthermore, the Journal can inform planning, assessment and monitoring of children and young people with special educational needs and disabilities, which can provide important evidence about how the school demonstrates its knowledge of what works well in securing progress.

What schools can do to help families

Families will come to using the School Years Developmental Journal from different starting points. Some parents will be familiar with Developmental Journals as a means of tracking development at the pre-school and reception year phase, while other parents will begin to use the Journals later in their child or young person's schooling. Generally, the earlier the School Years Developmental Journal is used the better, in terms of supporting the development of children and young people.

Schools can become significant partners with parents who have a child or young person with a special educational need or disability by bringing the School Years Developmental Journal to their attention and the attention of other practitioners and encouraging the use of the Journal to inform, supplement and enrich more formal assessments in a range of multi-agency contexts.

Within the school community, it may be that more than one parent uses the School Years Developmental Journal to support their understanding of their child or young person's progress and how to promote this. Where this is the case, schools can have an important role by establishing a support network for parents who already use the Journal as well as parents new to using the Journal. By



encouraging networking among parents, schools can then link use of the Journal to training opportunities for parents - for example, regarding improving a child or young person's communication skills both at home and school. This can also be linked to specific interventions that the school uses and then used as an opportunity to share the details of these with parents - for example, a language development programme.

Considerations when using the Journal in schools

Schools will need to decide how the use of the School Years Developmental Journal can be encouraged and supported, and also how it can inform teachers' planning for progress. This might be the role of the Special Educational Needs Co-ordinator, a dedicated key teacher or specialist teaching assistant. In secondary schools, the information provided by the Journal will need to be distributed to all subject specialist teachers and schools will need to carefully consider how the information can be shared and also how feedback can be provided to support the dialogue between families and school staff.

Use of the information provided by the Journal will be of particular significance around key transitions, both within and between schools. It will be important for schools to be informed when the Journal is being used with a child or young person so that the evidence of their personal development and progress can be used to ensure the most smooth and seamless transition to a new phase of learning as possible.

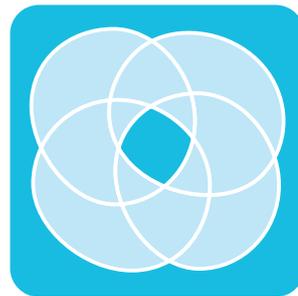
Appendix 2: Using the School Years Developmental Journal with deaf children and young people: A parent and practitioner guide

Overview

This guide has been produced to help you to complete the School Years Developmental Journal for children and young people who are deaf. The term “deaf” means a permanent hearing loss, which requires the individual to use some sort of hearing technology.

This guidance has been written for parents and mainstream teachers, but teachers of the deaf and other practitioners may find it useful too. Early Support has produced a wide range of resources, including further information on deafness, which you may find useful www.ncb.org.uk/early-support/resources/new-information-resources.

We know that with appropriate support, deaf children and young people can communicate and learn alongside their hearing peers and so the Developmental Steps described in the Journal can be applied to deaf children and young people. However, we also know that deaf children and young people need their parents and teachers to understand the challenges they face when it comes to learning and communicating. Some of these challenges can be easily overcome, whilst others may need more thought, planning and resources. All challenges however, whether big or small, need to be managed to ensure that deaf children and young people reach their full potential and move through the Steps described in the Journal in the same way as their hearing peers.



In the following text, some of the most common challenges affecting deaf children and young people are described, along with some possible solutions to help you to overcome them. These will be grouped into four categories:

- using hearing technologies
- social and emotional development
- learning
- language and literacy

More specific advice around issues for individual children and young people should be directed to supporting practitioners, such as their teacher of the deaf.

Using hearing technologies

There are a range of hearing technologies available such as hearing aids, bone anchored hearing aids and cochlear implants. The type of technology a deaf child or young person uses will depend on the type and level of their hearing loss, and some people may use technology in both ears, whilst others only use it in one. The aim of all hearing technology is to hear speech, so, with well fitted and consistent use, children and young people will be able to hear and listen.

Deaf children and young people may find it hard to listen over a distance

- try and stand or sit as close to the child or young person as possible
- think about where the child or young person is sitting – for example, in class they may find it easier to listen if they are closer to the front, but remember they need to be able to see their class mates as well as their teachers
- sound sources, especially voices, need to be as close as possible so microphones in hearing technology can pick up the sound
- make use of assistive devices that use remote microphone

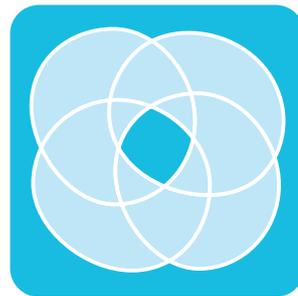
systems, like radio aids, as much as possible during teaching. These devices send the signal directly from the speaker to the child or young person's hearing technology, to counteract the effects of distance

Deaf children and young people may find it harder to listen and learn in groups

- encourage peers in class or group settings to be deaf aware. Establish ground rules with the group so everyone knows who is talking and how the discussion will work. Take turns in talking and use assistive devices such as radio aids where the microphone can be passed around the group
- cue the child or young person into learning by providing information before the lesson starts and recap at the end
- arrange the seating carefully so the child or young person can see everyone in the group
- manage noise levels in the room in general

Deaf children and young people may struggle to listen in background noise

- spend some time working out where background noises come from, especially in the classroom, and think about how to prevent or reduce the noise
- soften off hard surfaces by using carpets, curtain and other wall coverings. This can help reduce both noise and reverberation
- add rubber tips to chairs and tables
- switch off electrical equipment such as computers and projectors when you're not using them
- encourage other children and young people to work quietly in the classroom
- wait for the class or group to be quiet before speaking or giving instructions



Hearing technologies can break down!

- make sure you have spare batteries available should they be needed
- have a trouble shooting pack for the child or young person, with a simple guide for trouble shooting the equipment and phone numbers to call if there's a problem
- do a listening check each day to check the equipment- ask a teacher of the deaf how to do this
- encourage the child or young person to take responsibility for their own equipment

Social and emotional development

All children and young people learn best when they placed in a positive learning and social environment. Deaf children and young people may become frustrated when they are not able to hear and communicate and when they do not understand what is happening around them. This can have an effect on their confidence, self esteem and sometimes, their behaviour.

Deaf children and young people may need help to develop their confidence and self esteem

- use descriptive praise so that the child or young person understands their own strengths and achievements
- praise the child or young person when they ask for help and clarification
- ensure that all disabilities including deafness are covered in the curriculum

Deaf children and young people may need help to develop age-appropriate social skills

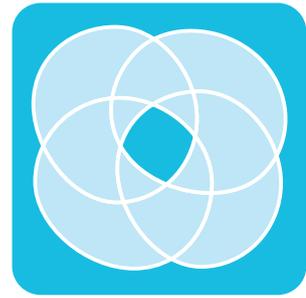
- provide lots of opportunities for small group work
- provide chances to participate in events outside school
- provide opportunities to participate in group games and music
- make sure that friends and classmates are deaf aware and know how to communicate with the deaf child or young person. If they use British Sign Language (BSL) or signs to support their English, it may be a possibility to run signing classes in school for their hearing friends

Learning

All children and young people are different and have their own personality, preferences and learning style, and this is true of deaf children and young people too. It's important that deaf children and young people have the right support to benefit from the same opportunities as other children and thrive in educational settings.

Deaf children and young people may have different learning styles to their hearing peers

- use as many different multisensory methods as possible to get across new ideas and concepts
- make sure the child or young person has additional time to ensure they have grasped new ideas



Deaf children and young people may need extra help with memory tasks

- younger children may enjoy playing memory games such as picture matching or 'pairs', and 'Kim's game' to develop their working memory. Older children and young people may need information to be delivered in more manageable chunks and may need more time to process information
- phonological awareness training using particular strategies developed for deaf children can be helpful; consult a teacher of the deaf about these.
- learning rhymes and listening and retelling stories can help younger children to develop their memory

Deaf children and young people may find it harder to attend and concentrate and they may get tired more easily

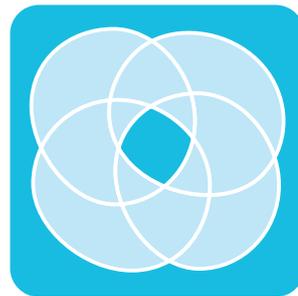
- using hearing technologies effectively, including assistive devices such as radio aids, makes listening easier.
- make sure the listening environment is quiet and calm
- try to slow down the speed of the conversations or teaching sessions, to give the child or young person the time they need
- use visual aids to support teaching and learning
- ensure the child or young person has the opportunity to learn relevant new vocabulary or language before the lesson or learning session
- give children and young people time to relax and recharge - listening and learning can be hard work

Language and literacy

New hearing technologies, early identification and better support mean that for many deaf children, young people and their families, communication is happening more naturally and easily than ever before. However, within the population of deaf children and young people there is almost more diversity now when it comes to communication. Some deaf children and young people can communicate using fluent spoken language, others use BSL, or rely on sign support, and there are still a significant group who struggle to develop their communication skills and may have additional difficulties as well as their deafness. For those who use BSL to communicate and learn, communication support workers and teachers of the deaf should be consulted when completing the Developmental Journal, so they can help you to decide if the step has been achieved in the child or young person's preferred language.

Deaf children and young people may have slower language development, both spoken and written, with a reduced vocabulary size and poorer understanding of words and concepts.

- get to know the child or young person's strengths and weaknesses in communication by talking to the practitioners who support them, such as their teacher of the deaf or speech and language therapist. Their assessment findings will help you to adapt the school curriculum to meet their language needs
- create a good listening environment
- provide varied opportunities for language learning, in small groups and in 1 to 1 sessions if necessary
- parents and practitioners should work together at home and school around language and communication
- provide the child or young person with pre and post learning sessions when introducing new or complex topics



Deaf children and young people may need support to develop their literacy and grammatical skills

- ask your teacher of the deaf about specific programmes or resources to help deaf children and young people in the area of literacy
- use visual cues to support literacy and grammatical skills
- provide the child or young person with small group or 1 to 1 sessions to help their literacy

Deaf children and young people may find it difficult to learn language incidentally and may struggle to pick up on what others are saying

- ensure that peers are deaf aware and know the child or young person's particular communication needs
- create opportunities for listening in 1 to 1 and small group work in good listening conditions
- create opportunities for participating in outside school activities
- prepare the child or young person with vocabulary and language before a learning session, as this may help them to "tune in"

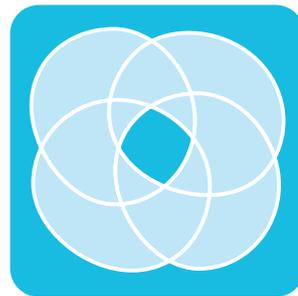
Appendix 3: Using the School Years Developmental Journal with children and young people with vision impairment: A parent and practitioner guide

Overview

This guide has been produced to help you to complete the School Years Developmental Journal for children and young people who have vision impairment. The term “vision impairment” means a loss of vision which cannot be corrected with glasses. The term covers conditions which cause relatively minor visual loss through to those which result in an individual having no vision at all, which is very rare. Vision impairment can affect different children and young people in different ways.

This guidance has been written for parents and mainstream teachers, but qualified teachers of children and young people with vision impairment (QTVI) and other practitioners may find it useful too. Early Support has produced a wide range of resources, including further information on vision impairment, which you may find useful www.ncb.org.uk/early-support/resources/new-information-resources.

We know that, with appropriate support, children and young people with vision impairment can reach most of the same developmental milestones as their fully sighted peers and so most of the Developmental Steps described in the Journal can be applied to them.



However, we also know that for many children and young people with vision impairment, progress may be at a slower rate than for children and young people without a vision impairment, and they may need to practise much more to master a skill. They may also need to receive specialist support.

In the following text, some of the common challenges affecting children and young people with vision impairment are described, along with some possible solutions to help you to overcome them. These will be grouped into six categories:

- movement and mobility
- independence in self-care
- communication
- play and learning
- social and emotional development
- access to the written word and wider school curriculum

More specific advice around issues for individual children and young people should be directed to supporting practitioners, such as their QTVI.

Movement and mobility

In order to move around their environment safely and confidently, first of all children need to understand how their own bodies work and move, so they can then be introduced to their environment, starting from their own homes and then moving into the wider world. Initially, fully sighted children are much more motivated to move because they have seen toys and objects that they want. This is much more challenging for a child with vision impairment so they may be less motivated to move. Teaching your child to be confident to move around independently is sometimes very stressful for a parent or carer but it is important to allow them to explore (at an appropriate level), and make their own mistakes.

Children and young people with vision impairment may sometimes find it difficult to find their way around their environment

- keep furniture in the same place to help children and young people build up a 'mental map' of their home and classroom
- use sensory clues to indicate different rooms as this can help children and young people to find their way around – for example, windchimes, scented candles, something interesting to touch on the door at their height,
- give verbal or sound clues to help them to find their way to you, starting from very close and then moving a little further away. This helps the child or young person to improve listening skills when moving, and they can then go on to develop 'echolocation' skills



Independence and self-care

Self-care skills may need to be taught as children or young people with vision impairment often miss out on 'incidental learning', i.e., learning how to do things because they have seen it being done by someone else many times.

Children and young people with vision impairment may find dressing/undressing difficult

- place clothes where the child or young person can find them again
- use hand over hand guidance when the child or young person is learning a new skill – for example, fastening buttons, using a tie
- allow plenty of time to complete a task

Children and young people with vision impairment may find feeding themselves difficult

- tell the child or young people what is on the plate and where each item is
- provide opportunities for children and young people with vision impairment to play an active part in their daily routines in order to move towards appropriate independence

Communication

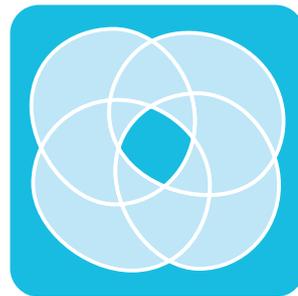
For children and young people with vision impairment, their other sensory skills are key for understanding spoken language when describing objects, concepts and experiences.

Children and young people with vision impairment may need support when exploring objects

- introduce children and young people to as many real objects and real life experiences as possible, so that they can experience these first-hand rather than having them described
- make sure the child or young person has plenty of time to explore objects and make sense of what they are experiencing

Children and young people with vision impairment may need additional spoken input during interactions

- say the child or young person's name first so they know they are part of the interaction and can concentrate fully on what you are saying to them
- talk about what is happening to encourage their curiosity
- feed back about what the child or young person is doing; tell them you are watching and give praise and encouragement through speech



Play and learning

Children with vision impairment need to play, like all other children. However, because they do not see how other children are playing with toys, there are some skills that need to be encouraged or taught rather than leaving them to find out for themselves.

Children and young people with vision impairment may need support and encouragement with playing games

- encourage children and young people to play age-appropriate games such as dominoes and board games
- consider using games that have been adapted for those with vision impairment

Children and young people with vision impairment may get tired more easily

- give children and young people plenty of time to relax and recharge during the day
- ensure children and young people have enough sleep as the demands of school and other activities can be very tiring and lack of sleep can affect motivation

Social and emotional development

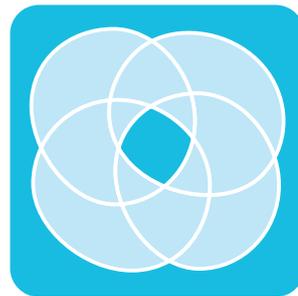
Understanding who they are and what they can achieve, mixing with adults and other children, initiating play and developing friendships may be more of a challenge for a child or young person with vision impairment. Eye contact, gestures and body language, which are often taken for granted by fully sighted people, can all go unnoticed or can be misinterpreted.

Children and young people with vision impairment may need support to develop age-appropriate social skills

- provide opportunities to participate in events outside school
- explain social skills that may be difficult for the child or young person to grasp – for example, that when speaking and listening to others, the child or young person should turn to face them

Children and young people with vision impairment may need support in developing friendships and other relationships

- school staff can help hugely in teaching children and young people about building friendships. Interactions in class and in the playground should be encouraged and can be closely structured at first until the child or young person is confident
- explain to the child or young person about their vision impairment and make sure that friends and classmates are also aware and understand their communication needs
- if the child or young person is in a mainstream class, they may enjoy meeting other children and young people with vision impairment as it offers opportunities to see that they are not alone and to talk to others who face similar challenges



Access to the written word and wider school curriculum

Often in school, learning involves reading and writing. This is an area where children and young people with vision impairment may need support, depending on the extent of their difficulties. The text in books can be modified and such books are commercially available. Technology can also support children and young people's access to the curriculum as many different computer programmes and equipment are available. A QTVI will be able to offer support and advice about what may be most suitable for your child or young person.

Children and young people with vision impairment may not be able to see standard print in books

- encourage a love of stories and read to your child. If they cannot see pictures, they might like to hold tactile objects related to the story
- provide adapted books and worksheets – for example, in larger sized print or Braille
- discuss the use of a low vision aid with a QTVI
- consider the use of different technologies – for example, speech output on a computer

Children and young people with vision impairment may need support in writing activities

- provide simple pieces of equipment that encourage independent access to writing activities – for example, dark lined books, thick black felt pens, tactile rulers and maths equipment
- consider teaching touch-typing

Feedback on the School Years Developmental Journal

My name and contact details (leave blank if you wish):

I am a:

a parent/carer

a practitioner (role: _____)

The basis of my experience with the journal is:

The most positive aspect(s) of the journal:

The most negative aspect(s) of the journal:

The amount of content in the journal is:

- too much comment:
- about right
- too little

The guidance on using the journal is:

- very useful comment:
- of some value
- insufficient

The amount of detail in the journal is:

- too much comment:
- about right
- too little

The language level of the journal is:

- too high comment:
- difficult in places
- accessible to most

The amount of help that I/the parents I support need in using the journal is:

- a lot comment:
- moderate
- very little

How to Use the School Years Developmental Journal

How useful is the journal for enhancing communication among the team around the child:

- very useful comment:
- moderately useful
- not very useful

How fully do I/the parents I support complete the journal:

- much or all comment:
- about half
- just a few parts

How regularly do I/parents I support make entries in the journal:

- often comment:
- variably
- occasionally

Using this in a web or app based format would be:

- an improvement comment:
- acceptable
- problematic

What improvements do you think should be made:

Thank you for taking the time to give us your views. Please return this feedback sheet to:

Developmental-Journal@open.ac.uk
FELS ChDL, Briggs Building Level 2, The Open University,
Milton Keynes, MK7 6AA

Acknowledgements

John Oates Project Lead

*Centre for Childhood, Development and Learning,
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Silvana Mengoni Research Fellow

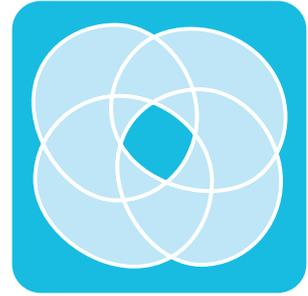
Centre for Childhood, Development and Learning, The Open University

Early Support Developmental Journal Working Group:

Stephen Armstrong	Achievement for All
Kim Bevan	Director of Early Support
Gillian Bird	Down's Syndrome Association
Caroline Hattersley	National Autistic Society
Louise Jackson	SCOPE
Julie Jennings	RNIB
Wendy Lee	The Communication Trust
Sue Lewis	Mary Hare
Steve Rose	SENSE
Eve Wagg	The Communication Trust

Early Support Developmental Journal Advisory Group:

Elizabeth Andrews	Former Director of Early Support
Parmi Dheensa	Include Me TOO
Jane Marriott	Medway Council
Chrissy Meleady	Early Years Equality
Derek Moore	University of East London
Paul Newton	Institute of Education
Lorraine Petersen	NASEN
Karen Woodissee	Family Voice
Lisa Woolfson	University of Strathclyde
Ingram Wright	North Bristol NHS Trust



Also:

Anna Barnett

Sally Bates

Helen Cowie

Janet Cuthbert

Early Years Equality –

Julie Grayson

Suzanne Harrigan

Lucy Henry

Sheffield Children’s Centre

Oxford Brookes University

University College Plymouth

St Mark and St John

University of Surrey

Qualified teacher for children and young people with vision impairment

Disabled Children’s and Young People focus group, BME focus group, LGBT focus group, Religion and Belief focus group, Mixed Ethnic focus group

The Open University

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Department
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Early Support

for children, young people and families

School Years Developmental Journal

Child/young person's name: _____

Date of birth: _____



The Developmental Profile

Enter the date in the corresponding box when you consider the Step to have been 'achieved'. Children are likely to be achieving new things in different Steps at any one time, so check backwards and forwards as well.

Child/young person's name: _____

Date of birth: _____

Area of Development		Step S1	Step S2	Step S3	Step S4	Step S5
Personal, social and emotional	Relationships					
	Emotions					
	Views, values and identity					
	Well-being					
	Independence					
	Equality, diversity and cohesion					
Communication	Listening, understanding and reasoning					
	Sentence building					
	Speech sounds					
	Vocabulary					
	Story-telling and narrative					
	Social interaction					
Physical	Fine motor skills					
	Moving in the environment					
	Moving creatively					
	Self-care					
Thinking	Memory					
	Executive functioning					
	Creativity					
	Knowledge of the world and problem-solving					
	Use of technology					

Key Indicator Table

This table shows all the Key Indicators for each Area of Development and in each Developmental Step.

	Personal, social and emotional	Communication	Physical	Thinking
Step S1	<p>Shows some understanding and awareness of other children's viewpoints – for example, takes account of somebody else's ideas about how to organise their activity</p> <p>Can sometimes manage own emotions - for example, when upset about something, knows that it is not appropriate to have a tantrum at school</p>	<p>Focuses on the key points and pays less attention to the less important information in a question or instruction</p> <p>Tells a story with important key components in place i.e. sets the scene, has a basic story plot and a logical sequence of events</p>	<p>Uses thumb and first (index) finger to pick up and handle small objects – for example, threading beads on a string</p> <p>Follows safe procedures for food safety and hygiene – for example, washing hands before baking</p>	<p>Remembers simple stories but this is mainly limited to the general gist. May not remember detail correctly - for example, names of characters and what they were wearing - and the sequence may not be logical</p> <p>Tells the time to 5 minutes including to the hour, half past the hour and quarter past/to the hour</p>
Step S2	<p>Recognises the worth of others - for example, by making positive comments about siblings, friends or classmates, showing appreciation for a kind deed</p> <p>Describes their own personality with some detail or complexity – for example, "I am usually a happy person", "Sometimes I get sad" or "I try not to be selfish but sometimes I find it hard"</p>	<p>Uses a range of regular and unusual word endings, with few errors being made – for example, fought, fell, brought, geese, fish</p> <p>Is aware when someone doesn't understand and tries another way to get information across</p>	<p>Works in pairs or small group to develop turn-taking in physical activities – for example, throwing and catching</p> <p>Moves freely across a large space, negotiating the space including obstacles and people – for example, running, jumping, dancing</p>	<p>Attends selectively to tasks and ignores distractions if motivated to do so – for example doesn't talk to their friends or call out loud when required not to do so</p> <p>When doing activities, knows that steps have to be done in the right order – for example when baking or cooking, in a science experiment or planting in the garden</p>

Key Indicator Table continued

	Personal, social and emotional	Communication	Physical	Thinking
Step S3	<p>Aware of strategies for overcoming stress – for example, talking with friends and family</p> <p>Deals with prejudice, in equality and discrimination in an appropriate manner – for example, may challenge someone’s actions or seek help and support from others</p>	<p>Uses words in more and different ways - for example, ‘bright kid’, ‘bright day’, ‘bright idea’</p> <p>Gives detailed explanations of rules, breaks down steps and describes events in more complex sequences</p>	<p>Uses two hands together to perform complex tasks in an automatic way – for example, quickly tying a shoelace with little attention</p> <p>Represents their own ideas, thoughts and feelings through sequences of creative movement, gestures and expression</p>	<p>Explores and experiments with ideas independently and inventively – for example, creating a new recipe</p> <p>Explores and interprets different sources of information and begins to assess these for validity and bias – for example, realises that articles on the internet may be people’s opinions rather than facts</p>
Step S4	<p>Makes judgements about their personal qualities, skills and achievements and uses these to set future goals</p> <p>Understands and respects how differing characteristics – for example, cultures, ethnicities, nationalities, sexual orientation, genders, religions and beliefs - may influence lifestyle choices</p>	<p>Understands the words that are used in questions in exams and the classroom – for example, ‘compare’, ‘discuss’, ‘evaluate’</p> <p>Listens carefully in discussions and responds sensitively to other people’s views</p>	<p>Plans a sequence of complex movements using a range of fine motor skills to use materials in order to complete a task and/or cause a change - for example, pottery and ceramics, needlework, collage and printing</p> <p>Evaluates own physical abilities and skills, identifying strengths and areas for development</p>	<p>Repeats a six digit number sequence – for example, ‘2, 6, 1, 4, 9, 3’</p> <p>May change their own views as a result of informed discussion or research and examination of relevant evidence</p>

Key Indicator Table continued

	Personal, social and emotional	Communication	Physical	Thinking
Step S5	<p>Is confident in resisting pressure to engage unwillingly in risky or dangerous behaviours- for example, use of alcohol or drugs or anti-social behaviour</p> <p>Extends ability to develop independence and responsibility - for example, by planning and making journeys alone or acting as a peer mentor on social networking sites</p>	<p>Picks out overall messages from discussions and understands when meaning is inferred and not obvious - for example, "I thought he was quite arrogant as he always talks about all these things he can do, but I think he's just trying to impress Laura, you can tell he really likes her"</p> <p>Switches easily between informal and formal styles of talking - for example "Yeah, whatever guys...oh good evening Mr Johnson, how are you?" To friends: "That's our neighbour, what's he doing here?"</p>	<p>Carries out most tasks using their hands quickly, automatically and often not with full attention – for example, while talking to someone else</p> <p>Independently maintains a high level of personal hygiene tasks</p>	<p>Organises their own college and/or paid work without assistance</p> <p>Independently comes up with an original idea, plans, assembles materials and creates a well-finished product – for example, a scrapbook of a holiday</p>

Developmental Journal

Personal, social and emotional development

Overview

Each child and young person has their own unique set of characteristics that interact with the social and cultural environments in which they are growing up, including their family, community, school and also wider society. There is a lot of change during childhood and adolescence in terms of expectations, school settings, puberty and relationships. Having a positive sense of self, stable and happy relationships and well-developed social skills can help children and young people deal with this constructively and with resilience (the capacity to cope with stress and how well someone can 'bounce back' from a negative event).

Forming close, affectionate relationships, initially within the family and later with other adults, children and young people, is an important basis for personal and social development. This helps in forming an understanding of relationships that rely on qualities such as affection, trust and being valued. There are lots of different types of relationships – for example, with siblings, long-term romantic relationships and friendship. As they develop, children and young people become more aware of this and even more subtle distinctions. They are also acquiring the skills to have a wide range of successful relationships.

Being involved in communities such as school and groups such as Brownies and Scouts, culturally specific groups, or mixed community social groups helps children and young people to develop social skills such as sharing, helping others, turn-taking, co-operation, effective communication, following conventions and rules, relating to different adults and children of different ages and coping with difficulties in relationships.

Awareness of their own feelings and other people's emotions are essential for children and young people to have successful relationships. Children and young people become increasingly able to identify their emotions, discuss them in a calm

and helpful way and manage strong emotions such as anger in an appropriate way. Children may already have some awareness that their actions can affect other people. This continues to develop so children and young people can use this knowledge to help them make decisions.

Throughout life, we learn about ourselves as individuals. As children and young people learn to recognise, develop and communicate their qualities, skills and opinions, they build knowledge, confidence and self-esteem and make the most of their abilities. This helps them to gain a positive view of themselves. Throughout development, children and young people explore, change and establish their opinions, and they're able to discuss these with others including those who may have different viewpoints.

We are all members of different groups – for example, within the family, being part of a friendship group and belonging to the wider community. Children and young people learn a great deal about their identity in different domains – for example, their ethnicity, culture, nationality, religion, beliefs, gender and sexual orientation. They become aware that they have multiple roles and responsibilities. As they develop, children and young people become more aware of the similarities and differences between different people, cultures and societies, and the commonalities that bind them together. They also learn about their rights and the opinions, needs and rights of other people, and how these rights come also with responsibilities for self and towards others. All this comes together to promote a positive view of diversity and cohesion in society.

During childhood and adolescence, children and young people learn how to take responsibility for themselves regarding their emotional and physical well-being, and also for their future. However they sometimes experience peer pressure to act in a certain way which may not be in their best interests. As they mature, become

Developmental Journal

Personal, social and emotional development *continued*

more confident and better able to make informed choices, then children and young people are more likely to resist peer pressure to engage in risky behaviour. Particularly from Key Stage 3 onwards in school, there is a lot of focus on preparing for adulthood and developing skills for independent living – for example, with work experience opportunities. Even earlier in school, there are often opportunities for children to take on responsibilities such as being on the school council, getting involved in a peer mentor or buddying scheme or being a library monitor.

A key factor in personal, social and emotional development is how children and young people approach new challenges. At some point in their life, most children and young people will encounter stress, anxiety-provoking situations or setbacks and their ability to cope with these is very important. A positive attitude, a network of support, managing emotions effectively, a proactive and problem-solving approach and adapting to change can all help children and young people deal with setbacks.

Relationships

Being able to understand, form and maintain relationships is important throughout a person's life. Children and young people need to be aware of the different types of relationships and what they involve. This helps them to then have positive relationships with a wide range of people such as teachers, classmates, neighbours, wider community members and family members. Children and young people can vary in their capacity to form friendships and to maintain a circle of acquaintances.

Sometimes there are difficulties or negative experiences in relationships such as a disagreement with a friend, a misunderstanding or bullying. Moreover, there may be times when a child or young person cannot, and should not be expected to,

resolve difficulties without support – for example, in situations of discrimination against them because of their additional needs or disability, race, gender, sexual orientation, religion or belief. Resolving these situations may need sensitive handling, a variety of strategies and help from others.

Successful relationships involve thinking about the perspectives of others. In order to appreciate that another person may have different knowledge, culture, beliefs and desires, children and young people need to be able to attribute mental states to others which may be different to their own. This is sometimes called 'theory of mind' and might involve children and young people imagining themselves in the other person's situation.

How does this apply to us?

Developmental Journal

Personal, social and emotional development continued

Emotions

The ability to identify and describe a range of different emotions tends to get more sophisticated with maturity. Emotions also need to be managed, especially strong or negative feelings, in order to cope in a wide range of social situations. Children and young people also need to develop the ability to understand how somebody might be feeling and how this might affect their behaviour. This is sometimes called 'empathy' and is very important. It also affects children's and young people's behaviour towards others – for example, leading to a compassionate action such as a hug or saying something to cheer the other person up. Success in forming good relationships with peers depends to a large extent on children and young people managing their own emotions and in accurately assessing the feelings of others.

How does this apply to us?

Views, values and identity

People tend to have views about themselves on different levels and these can get more sophisticated with age - for example, physical characteristics, personality traits, strengths and weaknesses. 'Self-esteem' refers to a person's overall opinion about themselves and a child or young person's view about different aspects of themselves contributes to this. Self-esteem is strongly influenced by the child or young person's perceived ability in a variety of domains and by their experiences of social and cultural support from adults and their peers.

People tend to belong to lots of different groups in society – for example, their family, friendship group, culture and nation. Therefore, children and young people can develop different types of identity, which can be quite complex and continue to develop throughout childhood and adolescence.

Right from the early years, children have their own opinions and views about things but with more life experience, these develop. Children and young people may form more balanced opinions as they become aware of different factors, information or viewpoints, and they typically become better able to express them and discuss or debate them with others.

How does this apply to us?

Developmental Journal

Personal, social and emotional development *continued*

Well-being

Life tends to produce challenges and risks to both physical and emotional well-being. Sometimes, it is necessary to risk something to attempt a new challenge but sometimes risk is harmful. Therefore, children and young people need to learn how to assess and manage risk.

Peer pressure is often part of childhood and adolescence, and children and young people have to learn to deal with this in appropriate ways. Adolescence in particular may present pressure to engage in risky behaviour. As young people become more confident, they may feel more able to resist peer pressure.

How does this apply to us?

Independence

Childhood and adolescence are important life stages in their own right and are also important in preparing children and young people for adulthood and independent living. Lots of different skills are required for this. Personal development is important to develop transferable skills such as learning to take on responsibilities – for example, in school, at home or in the community – and becoming more independent from parents. As they develop, children and young people may increasingly be able to appreciate the benefits of being involved in their culture or community – for example, attending a place of worship or joining a local voluntary group. There are also more directly linked skills to prepare for adulthood such as dealing with money, making career plans, work-specific skills and work experience.

How does this apply to us?

Developmental Journal

Personal, social and emotional development *continued*

Equality, diversity and cohesion

Children and young people learn much about equality, diversity and cohesion through their relationships with other people. They realise that other people have different opinions, strengths, beliefs and culture to them and appreciate that this diversity is a positive aspect of society and respect others who may be different to themselves. They also recognise the things they have in common with others. From the early years, children grasp concepts of fairness and equality. With maturity, they may also become aware of inequality and disadvantages that some groups of people experience and the importance of challenging prejudices and encouraging equal opportunities and equal outcomes.

How does this apply to us?

Developmental Journal

Communication

Overview

Communication is a complex process and there are lots of things children and young people need to grasp in order to become effective communicators. Speech, language and communication are key for learning in school (and outside of school!), reading, making friends, social interactions and for expressing views and feelings. The most obvious progress in language development is evident in the early and primary school years. However there is a lot of change during the secondary school years too, especially in how young people use language and the variety of contexts in which they can communicate skilfully.

Listening and attention are fundamental for good communication. This is part of turn-taking in conversations in the early years and children and young people learn to modify their replies based on their conversational partner. In later childhood and adulthood, young people are expected to be able to contribute their own views in discussions and this often necessitates listening and understanding other people's point of view.

Being able to produce speech sounds correctly, using appropriate vocabulary and putting sentences together in the right order are all crucial factors in being able to communicate effectively. Typically, most speech sounds are acquired in the early years but some are still developing in the school years. Children's vocabularies expand rapidly through development, as they learn new words every day. They gradually learn more sophisticated words, such as 'overjoyed' for 'happy', and words specific to school work. The structure of sentences is also important – for example, putting the right words in the right order. With experience, sentences become longer and more complex.

Throughout development, children and young people learn to express themselves more effectively and creatively, adapting their style, vocabulary and sentence structure according to the situation, listeners and purpose. Often the language people use is not literal and we have to apply our reasoning skills to interpret it correctly. Sometimes we might have to apply our existing knowledge about the world, the situation and other people. Non-literal language is also used in jokes and sarcasm, and children can find these tricky to understand at first. Other examples of non-literal language include metaphors and idioms. Metaphors can also be called 'figures of speech' and apply a description to something even though it is not literally applicable – for example 'I'm feeling blue'. Idioms are 'sayings' that mean something other than their literal meaning – for example, 'You're pulling my leg'.

Communication is all around us and with a little thought and imagination, children and young people's communication development can be supported in effective and fun ways. Children and young people can gain knowledge of language from all sorts of places in all sorts of ways – for example, taking part in conversations, listening to others, reading, telling stories, poetry, television and playing games. Being immersed in a language-rich and supportive environment encourages children and young people to use their language skills and express themselves.

If your child and/or family are bi-lingual or multilingual it is important to support this aspect of their identity by ensuring that these different languages are given equal value and that children and young people are given the opportunity to use them. It is important to know that children and young people, including those with disabilities or other additional needs, can benefit from learning multiple languages. In the long-term there is no evidence to suggest that this harms language development and there is evidence that it can benefit thinking skills and is essential for the development of positive cultural awareness and identity.

Developmental Journal

Communication continued

Listening, understanding and reasoning

Attention and listening are the foundations of communication and language. As children and young people develop, they become more able to listen and concentrate without getting distracted, even if they are doing something else at the same time. It's also important that children and young people recognise when they don't understand something and ask for clarification – for example, asking the speaker to repeat something or asking 'why' and 'how' questions to find out further information.

When we talk we sometimes assume the listener has certain knowledge – for example, if you say "I need to take an umbrella with me today", the listener will probably infer that it may rain or is already raining. As children develop, their ability to make inferences becomes more sophisticated.

How does this apply to us?

Sentence building

This is to do with grammar and using and understanding the rules of spoken language. Some grammatical rules can be explicitly taught and generalised – for example, adding 'ed' onto the end of words to signify past tense. However as children get older, they encounter more difficult and less predictable word forms – for example 'drank'. Sentence building isn't just to do with individual words; as children and young people develop, the structure of their sentences tends to get more complex and the length of their sentences increases.

How does this apply to us?

Developmental Journal

Communication continued

Speech sounds

This is all about how children say words; how they pronounce sounds and say words with lots of syllables. Speech errors are common in early development and some sounds may still be tricky for children in Key Stage 1 such as 'r' and 'th'.

How does this apply to us?

Vocabulary

Children learn new words quickly and their vocabulary level is important for educational attainment. As they progress through school, children and young people also learn lots of new words relevant for topics they are learning about.

How does this apply to us?

Developmental Journal

Communication continued

Storytelling and narrative

Much of our communication is based on telling stories and narratives – for example, telling each other about our day at work or school. Talking about our lives and exchanging information in this way is important for building relationships. Stories, even those about real events, often follow a structure, which helps them make sense to other people.

How does this apply to us?

Social interaction

Communication is important within social interactions to develop relationships with a range of people. Different types of communication are appropriate in different situations and with different people – for example, using slang words with peers but more formal language with strangers or adults, or dialects or home languages when in cultural groups or family settings. There are lots of social rules in conversations – for example, waiting for your turn and not interrupting. In discussions, it is important to be able to keep to the topic in question, listen to other people, monitor other people's understanding and pick up on cues – for example, if someone wants to change the topic of conversation!

How does this apply to us?

Developmental Journal

Physical

Overview

From birth to young adulthood, children and young people develop in their ability to control and coordinate their bodies to perform a wide variety of everyday activities. The development of these physical skills is important for school, home life, leisure, recreation and sport - for example, writing, gardening, swimming, riding a bike, catching and throwing, kicking, running and driving.

Some aspects of physical development relate to agility of the whole body and coordination of all limbs - for example, running - while others are concerned with small movements of specific body parts - for example, control of the fingers to write or using tools. Sometimes the skills involving the whole body are called 'gross motor skills' and the skills involving smaller movements are called 'fine motor skills'. Aspects of physical development are also needed for self-care, allowing us to feed, dress and wash ourselves.

Physical skills can vary greatly; some can be completely self-paced - for example, drawing - while others involve rhythm and keeping in time - for example, dancing or playing a musical instrument. Some of the most complex physical skills require quick reactions to changes in the environment and the movement of other people - for example, fast sports like basketball or when driving in a busy street. Performance of all of these skills relies on information from the senses, particularly vision and the 'feel' of movements, to control the muscles to move accurately in time and space.

Physical skills are crucial for development generally; in fact, research shows that co-ordination is strongly linked with thinking and communication skills right through from infancy to adolescence. Physical development is also linked to social skills. Body language, gestures and speech all rely on movement of different body parts and are important for communicating and interacting with others. Having confidence in one's own abilities and positive self perceptions can also come from having well-developed physical skills. In particular, skill and achievement in sport can help to develop positive self-esteem and motivation.

The rate at which children and young people develop their physical abilities and the types of skills that they practice and learn depends on many different things. These include personal or internal factors such as physical attributes and capabilities. Everyone differs in physical characteristics (height, weight, body shape/proportion & composition) and their rate of physical growth and fitness. This may influence the choice of, and motivation to, perform certain activities. How quickly and accurately we notice, process and act on information can also have an impact on the ability to perform certain tasks, particularly more complex tasks or those requiring fast reactions. Psychological and emotional factors such as anxiety, self-esteem, confidence and motivation may also affect a child or young person's willingness to practice and engage in physical activities and will therefore influence learning. External or environmental factors also play a role - for example, the influence of communities, family, friends and peers or the availability of resources and facilities.

Developmental Journal

Physical continued

Fine motor skills

This area describes skills that involve hands, fingers and hand-eye co-ordination. These skills are important for using equipment and tools such as writing implements, cutlery and scissors. With development, children and young people are able to complete more complex, delicate and fiddly tasks with greater accuracy.

How does this apply to us?

Moving in the environment

Getting from place to place, playing sports, swimming and cycling involve whole-body movements, balance and co-ordination. For such activities, children and young people need to plan ahead, think strategically and sometimes work with others. These activities often involve the ability to use and control equipment such as bats or balls. It's important to remember that the development of many of these skills often depend on the opportunities that are available to children and young people.

How does this apply to us?

Developmental Journal

Physical continued

Moving creatively

This refers to body awareness and the ability to interpret music, actions, thoughts and emotions through movement and dance. Children and young people develop a sense of rhythm beginning with being able to clap or tap their feet to a beat and progressing to being able to choreograph and/or carry out a sequence of moves to a piece of music.

How does this apply to us?

Self-care

Physical skills are needed for personal hygiene and self-care tasks, which include dressing, washing and eating, and the nature of these tasks vary with maturity and gender. Children and young people should also understand the importance of these tasks such as why they need to eat healthily and keep active.

How does this apply to us?

Developmental Journal

Thinking

Overview

Problem-solving, creativity and understanding the world are all underpinned by many different skills. As children and young people develop they encounter a wide range of information through everyday life, and more explicitly through education and learning. Before a child can begin to make sense of their experiences or solve problems, they must take in the relevant information. This then needs to be retained and retrieved when needed.

There are different ways in which we remember certain types of information. Sometimes we only need to remember things for a few seconds, like when we dial a phone number, but sometimes we need to remember information over several hours, days, weeks or months, like when studying for an exam. This is the difference between short-term and long-term memory. Memory skills are also involved in complex problem-solving, like when doing a complicated sum; this is called executive working memory. We can also draw distinctions between information we remember in a verbal form (using words) and information we remember in a visual or spatial form. Importantly, children and young people can have strengths or weaknesses in these different types of memory.

Using memory strategies can make a big difference to memory performance. There are several methods that can be used – for example, repeating things over and over, forming links between pieces of information to keep them in mind and leaving notes in obvious places.

The term 'executive functioning' refers to a set of essential thinking processes that control and regulate our abilities and behaviours. Executive functioning includes the ability to decide when to start and stop actions, set goals, change behaviour as needed, and plan future behaviour when faced with new tasks and situations. Executive functioning skills also enable us to inhibit inappropriate behaviour. Attention skills develop to enable us to focus on one thing when needed but also to switch attention to and from different tasks. These skills have clear implications for school and employment.

During the school years, there are marked improvements in children and young people's ability to attend to information gained from the environment, to combine it with existing knowledge and to use this to solve problems flexibly and make sense of their experiences. Children and young people become more able to concentrate on the most relevant information, their ability to remember key information improves, and they become more flexible in creating, using and monitoring strategies to achieve complex goals. At the same time, children and young people also become faster, more efficient, and more knowledgeable about a whole range of things that help them to process the information around them in a more effective way. With development and different experiences, children and young people gradually learn more about the world and they can apply this knowledge in various situations. They also become more able to apply their creativity and independent thinking.

Developmental Journal

Thinking continued

Memory

This area covers different things children and young people have to remember and the different ways they might do this. Short-term memory can often be assessed by asking children and young people to remember pieces of information presented in a sequence – for example, a list of numbers or positions on a board. Executive working memory comes into play when we have to remember information and do something with it – for example, repeat a list of numbers backwards. As they develop, children and young people can remember more pieces of information.

At school and home, we come across lots of stories; these might be in books or things that other people tell us about. Therefore our ability to remember this type of material is really important and includes remembering fine details, take-home messages and sequence of events.

A range of different memory strategies can be used to improve recall, and these develop with age. It's important to remember that memory skills and use of strategies vary between different individuals and with age.

How does this apply to us?

Developmental Journal

Thinking *continued*

Executive functioning

Every activity from a toddler putting two or three words together, a young child learning the alphabet in order, a child in Key Stage 2 doing their first independent project, an 11-year old using public transport by themselves, a 15-year old staying in step with their peers, to an 18-year old applying to university, involves executive functioning skills.

Attention is fundamental to learning and includes many different components: concentrating on a particular task for a relatively long period of time, ignoring irrelevant information and switching attention from one task to another. In everyday life, particularly during complex or demanding tasks, we often need to rapidly switch our attention from one thing to another and back again. Being flexible enough to switch attention where necessary and back again is an important and useful skill. We also need to be able to inhibit automatic responses – in other words, the capacity to stop doing or saying something despite wanting to. The ability to think ahead and plan is important for everyday life – for example, arranging a trip to the cinema - and within the school environment – for example, writing an essay.

Being creative and flexible in our thinking involves being fluent with both words and ideas. Verbal fluency is the term used to describe the rate at which someone can produce words within a given category of items such as foods or animals, and involves conscious mental processing. Measuring fluency of ideas often looks at how good people are at developing new and original ideas - for example, listing different ways to use a brick or newspaper.

How does this apply to us?

Developmental Journal

Thinking continued

Creativity

When thinking about creativity, typically we think about arts and crafts activities, music, dance or drama. Children and young people can also show creativity in a variety of other ways – for example, in storytelling, when playing and how they come up with solutions to problems. Thinking creatively in tasks such as these may have many benefits such as developing an interest in discovering things for themselves, being open to new ideas, working well with others and learning effectively.

Despite being so varied, projects that require children and young people to be creative have many things in common. They often involve skills such as researching, planning, changing something if it doesn't work and evaluation, as well as the actual creation of the end-product.

How does this apply to us?

Knowledge of the world and problem-solving

Through schoolwork, play, hobbies and home-life, children's understanding of the world rapidly grows. This enables them to predict and anticipate events and apply logical problem-solving and reasoning skills. Children and young people become aware of issues in their community and wider society and begin to form opinions and arguments based on evidence, and are aware of different viewpoints on the same matter.

How does this apply to us?

Developmental Journal

Thinking continued

Use of technology

Technology is increasingly important and part of everyday life. Children and young people may be able to use the internet on smart phones, tablets and computers along with watching the news or documentaries on the television to find out information. Children and young people should also be aware of the limitations of technology.

How does this apply to us?

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Step S1



Developmental Journal

Summary of development during Step S1

Personal, social and emotional

Relationships earlier in development affect how children act and feel now. Although children still primarily view relationships from their own perspective, they are beginning to understand ways to maintain good relationships – for example, through listening, supporting and caring. Children often have preferences at this stage for some peers over others – for example, they may often choose to play with the same small group of children when playing at school or community groups.

At this point in development, children tend to have vivid imaginations – for example, imaginary friends exist in around two thirds of children up to the end of Key Stage 1. These ‘friends’ offer help when troubled and take the blame when things go wrong; they help the child explore difficult feelings and relationships. Similarly, many children confide in their pets and view them as ‘friends’ who understand them.

At the beginning of this Step, children may report preferences for others that they see as similar to them. However, they do not necessarily think negatively of people they see as different to them. This emphasises the importance of valuing diversity and things that they may also have in common with others in order to deepen children’s understanding and respect of groups that may differ from their own.

Through their many interactions with other children and adults, children develop a wide repertoire of social skills. During play, children are learning to negotiate and how to share resources with others. There are also lots of informal rules that children pick up along with formal school rules about how to behave towards others.

Children are learning to understand emotions in more complex ways than they did previously. They are increasingly aware of their own characteristics and feelings and are able to use more complex language to express these. They are also more able to understand that another person’s emotions may differ from their own and act accordingly.

Understanding that other people may have different views, ways of living and beliefs to their own is a very important ability for children to develop. This can be encouraged at home and school through pretend play, reading and listening to stories, talking about events, engaging in multicultural activities, group work, team sports and games. Such experiences enhance children’s ability to take the perspective of another person and develop their understanding of why people act as they do. They also discover that people do not always say exactly what they mean.

In this Step, children tend to identify with others of the same gender. Toys play a part in helping children to understand gender roles. Try providing toys that challenge traditional male and female stereotypes such as giving girls the option to play with toy cars.

How does this apply to us?

Developmental Journal

Summary of development during Step S1 continued

Communication

In this Step, children show signs of monitoring their own understanding; they can pick out the most important pieces of information when others speak to them, and if they don't understand they can ask appropriate questions so the information is clarified. They can also often listen effectively whilst doing other simple tasks.

Children learn to speak confidently, listening to other people carefully and taking their needs into account. They can discuss things that are important to them in groups with other people. Conversations also become more two-way and less dominated by just what the child wants to talk about! Children can communicate effectively about their own experiences and use language imaginatively – for example, when telling stories. Children's growing knowledge of story conventions helps them in understanding stories told to them, thinking about what might happen next and also telling their own well-structured stories.

When children enter this Step, they may still find some speech sounds tricky; however by the end of this Step, most children will have acquired most speech sounds, although there may still be occasional errors with longer words and consonant clusters – for example, 'thr' in 'three'. Their awareness of sounds in words will also be growing – for example, they will be able to identify and come up with rhyming words and break words into their individual sounds. As well as being really important for being able to say words properly, this also helps children in their reading development.

The structure of children's spoken language and vocabulary becomes more complex as they develop. Their sentences may contain multiple phrases, and adjectives are used to make sentences more interesting and descriptive, although sometimes their sentences may be quite long and tricky to follow. Children's vocabulary increases at dramatic rates, learning both everyday language and new words specific for topics at school. Although this may be confusing for them at first, children become aware that some words can sound the same but have different meanings

As adults we sometimes use quite advanced vocabulary, however it is important to use the right level of language for children – for example, using words they are familiar with and using sentences only a couple of words longer than the sentences they produce. At the same time it is important to provide opportunities for children to hear and participate in more extended and advanced language experiences. This encourages their inclusion in group and family ordinary life.

Games like I Spy can be played anywhere, in the car, waiting for a bus, in the house. This emphasises the initial sounds of words to children and by giving clues, highlights properties of items e.g. "it begins with a C and it's white and fluffy" for 'cloud'.

Developmental Journal

Summary of development during Step S1 continued

Asking open-ended questions – for example, “What are you painting?” rather than “Are you painting a house?” – encourages children to use their communication skills. It can also be helpful to sometimes make comments rather than direct questions – for example “Wow! That’s a lovely picture. You’re better at painting than me!” This can be more natural, keeps the child’s attention on the task and doesn’t make children feel like they’re answering questions all the time.

How does this apply to us?

Physical

As earlier in development, play is really important for learning and involves lots of body control and coordination. This includes using fine motor skills in activities such as drawing and using whole body movements in physical play. Formal learning in the classroom also includes a wide range of ‘hands on’ practical activities - for example in maths, science and art. These control and coordination skills remain important for learning throughout a child’s education and development.

Children are more able to do ‘fiddly’ tasks using their fingers and thumbs – for example threading beads onto a string. This also means they are getting better at using tools – for example, cutting out more neatly and colouring in without going over the lines.

Children are able to dress and undress themselves managing most types of fastenings. They may still find things like shoelaces a bit tricky. They can also understand the importance of keeping clean, being active and eating healthily. They are also able to explain some of this knowledge – for example, why it’s important to keep clean – and carry out tasks that fit in with this – for example, brushing their teeth without being reminded all the time!

Children tend to enjoy physical activities at this age and this can be a way for them to explore and learn about the world, as well as express themselves. Children will typically be beginning to show some awareness of rhythm and different types of music. They may be able to move parts of their body to the beat in a piece of music or clap along to a drumbeat.

Taking part in team sports is not only fun but also encourages good team-working and co-operation. Their proficiency in different sports will also be increasing.

Developmental Journal

Summary of development during Step S1 continued

Their ball skills will be improving – for example, they can play football more accurately and use a bat to hit a small ball. Children are able to repeat simple actions and put these in a sequence– for example in a dance routine or learning a technique for a new sport. If, and how well, children acquire some of these skills will depend on opportunities to engage in these activities as some physical skills need to be explicitly taught – for example, swimming and cycling. Research has shown that regular participation in physical activity in childhood is linked to later participation. It is therefore important to encourage such activity early on to encourage the benefits that come with long-term physical activity, which include increased social, psychological and physical well being.

Some children will need more time and support to learn new physical tasks than others. Try encouraging children to monitor their own performance and think for themselves about what they need to focus on to achieve success. Children should be praised for effort as well as achievement.

Going to parks is a great way for children to use and develop their physical skills, especially their whole body skills through running, hopping and skipping. Using playground equipment requires children to use their co-ordination, agility and balance skills, and it's also important that they enjoy and use the equipment in a safe way.

There are also lots of fun 'rainy day' activities you can do to promote physical development, especially fine motor skills. Doing dot-to-dot puzzles or having colouring books around the house may help children's pencil skills. Playing with clay or dough is also fun and allows children to explore shapes, weights and textures.

How does this apply to us?

Developmental Journal

Summary of development during Step S1 continued

Thinking

During this Step, children's memory is at a stage whereby they can understand and remember simple stories. However, this is limited to remembering the overall message and not necessarily the ability to recall non-essential detail. Children may also 'fill in' with invented detail. It's important to remember that any problems with language can affect a child's recall and children may demonstrate their knowledge in a number of different ways – for example, by re-telling the story, answering questions about the story or using pictures to represent the story. During this Step, children tend not to use many memory strategies. To help them remember sequences, children might say them aloud over and over again. However not all children will be doing this at this stage.

From the early days at school, children are expected to follow instructions, sit still, keep quiet when asked and behave in a thoughtful way, and this becomes increasingly important as they progress through school. During this Step, their ability to focus and sustain attention will improve quite a lot, although they may still get distracted at times. Inhibition is one of the earliest executive functioning abilities to appear, and this helps the ability to sit still and concentrate for short periods of time. Forward planning also develops in this Step so children may be able to plan what they need to do for simple activities – for example, show and tell at school or getting ingredients out prior to starting to make a basic recipe. However at this Step, children may be relatively slow at switching or they may want to stay with one way of doing things.

Children gain a lot of factual knowledge about the world with the start of formal full-time schooling – for example, learning how to tell the time and using language associated with this. They build on their early childhood experiences of investigating objects around them and explore how familiar things work and talk about their ideas. It's important to encourage children to think imaginatively and talk about what they like and dislike when designing and making things. Children tend to be very creative and can come up with highly original ideas. You can promote this by encouraging children to question things and think about different possibilities and discussing with them different ways of solving problems or challenges.

In everyday life, we are used to sorting objects for different reasons and using different criteria – for example, when tidying up, you might put all books away on a bookshelf, DVDs in a cupboard and clothes in wardrobes. This is less automatic for young children but they can be encouraged to think about the different properties of objects and how they can go together. Toys can be sorted according to their type and this can be more or less detailed – for example, sorting into vehicles, building blocks, animals or sorting into cars, lorries, planes, ships etc. Helping to put the food shopping away can also be an opportunity for learning as different types of food has to go in different places and also involves thinking about the different shapes when in stacking things.

Games like musical statues can challenge children's attention, especially if you try and distract them by saying their name or clapping your hands. With age, children will be able to remain still for progressively longer periods of time and ignore attempts to break their concentration.

Developmental Journal

Summary of development during Step S1 continued

There are different ways you can observe and encourage your child's memory. After reading a story to your child, you could ask them to tell you what they remember. You can leave pictures for them to look at if there's no text on the same page. 'Kim's game' can be used to develop visual memory skills and the use of strategies. Different objects are placed on a tray and after the child has been given some time to look at them, the tray is covered up and children are asked to say what was on the tray. To try and encourage the use of strategies, you might want to do this with two categories of objects – for example, fruit and toy vehicles.

How does this apply to us?



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Relationships			
Shows awareness of different kinds of relationship through play – for example, playing with daddy and baby teddies			
Shows contrasting aspects of relationships through play – for example, happiness/sadness, trust/mistrust, like/dislike			
Understands different ways that family and friends should care for one another – for example, shows this in everyday life, talks about it, demonstrates it in play			
Has a basic understanding of what friendship means, though it tends to be one-way rather than reciprocal – for example “a friend is someone who helps you”			
Is usually able to deal with separation from parent or caregiver - for example, at the beginning of the school day, does not cry inconsolably but says goodbye and joins in with school activity			
Greets parent or caregiver at the end of the school day in an affectionate, cheerful way			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Relationships <i>continued</i>			
Forms new relationships with adults, such as teachers and classroom assistants, as well as peers			
Shows preferences for some peers over others – for example, may choose to play with some children more than others			
Bargains and compromises in social situations - for example, if another child has a toy they would like, they may offer to swap			
Can identify bullying and knows it is wrong			
Shows some understanding and awareness of other children's viewpoints – for example, takes account of somebody else's ideas about how to organise their activity			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Emotions			
Shows understanding of emotions using toys, pets, imaginary friends or through characters in books, drama or the media			
Understands basic feelings of others like sadness and anger – for example, may communicate that they think a friend or book character feels sad using words or pictures			
Knows that people sometimes display emotions they don't always feel - for example, someone may look happy even though they feel sad			
Can sometimes manage own emotions - for example, when upset about something, knows that it is not appropriate to have a tantrum at school			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Views, values and identity			
Describes self in terms of physical characteristics – for example through words or drawing pictures of themselves			
Describes self in terms of simple personality characteristics – for example, “I am happy” or “I am brave”			
Expresses a basic concept of self-esteem - for example, “I am the best painter!” or “I’m helpful, aren’t I?”			
Expresses own views and opinions simply – for example, about fairness and sharing			
Shows awareness of belonging to a particular ethnic or cultural group and can distinguish between own cultural group and others			
Shows awareness of gender identity - for example in describing a range of ‘gender typical’ behaviours			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Well-being			
Understands about possible danger in household products			
Knows how to keep safe in familiar situations – for example, crossing the road			
Seeks help from others in risky situations			
Recognises and avoids risks during physical play activities			
Independence			
Takes initiative in addressing issues that directly affect themselves and peers - for example, by taking on roles of responsibility in the classroom			
Equality, diversity and cohesion			
Understands and talks about differences and similarities between people, families, communities and traditions			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Listening, understanding and reasoning			
Lets you know when they haven't understood – for example, may ask "What's the difference between fiction and non-fiction books?"			
Understands and follows complicated three part instructions - for example, "Wash your hands then come into the kitchen to choose a snack"			
Focuses on the key points and pays less attention to the less important information in a question or instruction			
Sentence building			
Links phrases together using words like 'because' and 'so' to help explain or justify an event - for example, "It was scary because even the man with the dog looked worried, so we decided to get out of there."			
Asks lots of questions to find out specific information including 'how' and 'why' - for example, "How do we know burglars can't get in?"			
Uses an imaginative range of descriptive words in sentences - for example, "Suddenly, he saw a huge hairy creature."			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Speech sounds			
Identifies end sounds in words			
Identifies more complex rhymes – for example, 'happy' and 'snappy'			
Splits up short words into sounds - for example, 'd-i-nn-er'			
Counts syllables in words - for example, knows that 'cat-er-pill-ar' has 4 syllables			
Vocabulary			
Compares words regarding the way they look, sound or mean - for example, how 'bare' and 'bear' sound the same but have different spellings and meanings			
Can 'guess the word' when provided with clues using shape, size and function - for example, "A wild animal, grey and quite fat with thick skin, it isn't an elephant, it has a long name and starts with 'h'"			
Uses newly learned words in a specific and appropriate way - for example, "Do you know what symmetry means? If you draw a line down a shape and it's exactly the same on each side of the line, then it's symmetrical."			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Storytelling and narrative			
Describes their own experiences in detail and in the right order when talking about a holiday, weekend activities or visits			
Begins to be aware of what the listener knows already and makes checks while telling a story - for example, "You know Mr Jones, he's our caretaker, he always wears a hat, well he wasn't in school today..."			
Accurately predicts what will happen next in a story			
Exaggerates in an implausible way, to make stories more exciting - for example, "Last year on my summer holidays, I made the biggest sandcastle in the world."			
Tells a story with important key components in place i.e. sets the scene, has a basic story plot and a logical sequence of events			
Social interaction			
Takes turns to talk, listen and respond in groups			
Uses language they hear other people using and is aware of some current peer language			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Fine motor skills			
Turns the page of a book with one hand			
Attempts to use a range of tools – for example, using scissors with some degree of accuracy			
Uses thumb and first (index) finger to pick up and handle small objects – for example, threading beads on a string			
Moving in the environment			
Transfers weight from one body part to another showing stability and balance – for example, can stand on one leg easily			
Makes strong, controlled movements with upper and lower body in order to move – for example, when swimming			
Rides a bike with some control			
Catches a small soft ball			
Kicks a football with some accuracy			
Uses a bat or racket to hit a small ball, although this may not go very far			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Moving creatively			
Moves parts of body in time to different sounds – for example, spontaneously taps feet to the sound of drums			
Stops and starts body movement in response to interrupted sounds, rhymes, songs and/or music			
Changes speed and type of body movements in response to different tempos, rhythms and types of music			
Moves whole body and controls arms and legs to dance and perform simple gymnastics			
Self-care			
Knows the importance of physical exercise to good health			
Knows the importance of a healthy diet to good health			
Follows safe procedures for food safety and hygiene – for example, washing hands before baking			

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Memory				
Remembers three spatial positions in the correct sequence				
Repeats a four digit number sequence – for example, '7, 9, 1, 6'				
Repeats a two digit number sequence in reverse order – for example hears '8, 4' and responds "4, 8"				
Remembers simple stories but this is mainly limited to the general gist. May not remember detail correctly - for example, names of characters and what they were wearing - and the sequence may not be logical				
Executive functioning				
Comes up with at least 8 words within an easy category when asked to – for example, when naming as many animals as they can				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Executive functioning <i>continued</i>				
Suggests one or two original ideas when asked to think of different uses for an object – for example, different uses for a brick				
Focuses attention on a task but may become distracted by other things in the environment – for example, tends not to touch things when asked not to but may need some reminding				
Sits still and concentrates for short periods of time				
Doesn't call out or talk when required not to do so, but may need some reminding				
Plans simple activities – for example, takes in something for 'show and tell' at school				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Creativity				
Comes up with original ideas in lessons and at home – for example, when doing arts and crafts activities				
Cuts out a range of shapes in different materials – for example, paper, cardboard, fabric				
Knowledge of the world and problem-solving				
Understands the simple physical properties of a variety of everyday materials - for example, if they are bendy or soft				
Knows and compares the uses of a variety of everyday materials – for example, wood, metal, plastic, glass, rock and paper				
Finds out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting or stretching				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Knowledge of the world and problem-solving <small>continued</small>				
Understands descriptions of dates and times of the year, including days of the week, weeks, months of the year and years				
Understands descriptions of chronological order – for example, before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening				
Recognises coins and notes of different values				
Understands the language associated with probability – for example, certain, equally likely, unlikely, impossible				
Recognises what they have done well and what they could do better in a range of activities – for example, drawing, painting, reading a book				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Knowledge of the world and problem-solving <small>continued</small>				
Tends to accept and follow simple rules, although they sometimes may forget – for example not running in corridors, being quiet in a library				
Tells the time to 5 minutes including to the hour, half past the hour and quarter past/to the hour				
Use of technology				
Uses technology to find information				

Special events and achievements:

Developmental Journal • Step S1

Need more sheets? Add as many as you want

Questions we want to ask:

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Step S2



Developmental Journal

Summary of development during Step S2

Personal, social and emotional

At this phase of development, children are acquiring a wider network of friends and acquaintances within the peer group. Children appreciate the two-way nature of friendship more and value qualities such as trustworthiness and fairness in others. Some friendships may be close and involve intense emotions and disagreements. Resolving problems in relationships is an important skill throughout life and children are in the process of learning how to do this.

Children are meeting people outside their school and family such as adults who work in their community, such as in their local shop, adults who run community groups or extracurricular activities and the children who attend them. Children can apply their social skills to these new situations, form relationships with new people and work effectively with them.

The experience of bullying and social exclusion is strongly related to emotional well-being at that point in time and also to the quality of relationships at later stages of development. At this Step, children are able to identify and describe bullying and its consequences. They are aware of some strategies to deal with bullying either when faced with it themselves or when seeing it affect others. This might include telling adults about what's happening, talking to their friends or participating in a buddy scheme.

As their horizons and experiences broaden, children develop a more complex understanding of emotions and, depending on their language skills, can describe these. They are also more able to take into account factors such as body

language and the surrounding context when interpreting other people's behaviour and emotions. Their ability for empathy is also increasing and children may try and offer help when others are upset or in difficulty.

Previously, most children would describe themselves using their physical characteristics, simple personality traits or overall statements about their ability in a limited number of activities. Now, how children view themselves incorporates a wider range of factors and more detail. This then feeds into their self-esteem. They also have their own opinions and views on lots of different things and are able to discuss these confidently with others who may have different views.

Some children may need help and support in forming relationships in the form of social skills training. These children may find it difficult to play co-operatively and nicely with other children or they may spend a lot of time playing by themselves. Reading stories that focus on friendship and emotions can make children aware of different types of relationships, what is important in friendships, how to solve arguments, and why people might feel certain ways. You can use stories as a starting point to discuss with your child what qualities and behaviours they think are important in a friend or how they might manage certain emotions.

It can be valuable to talk to your child about how to deal with worries. Some worries and anxieties are justified and can be useful – for example, about tests or starting a new school. However some worries are not useful and need to be challenged. In both scenarios, it's important to make sure your child knows you take their concerns seriously.

Developmental Journal

Summary of development during Step S2 continued

Starting at different schools, including the transition to next stage of schooling, presents children with new social environments. It's important that children prepare for this change and feel supported in order to help them feel positive about it. If your child is nervous about this change, then encourage them to talk to you, their friends and their teacher. You can also talk with them about other life events that have happened to them, their outcome and how they felt – for example, starting primary school, a younger sibling being born or moving house.

How does this apply to us?

Communication

Throughout development, children become increasingly aware of how and why language may change in different situations and can use language for a variety of different reasons. This means that they learn to vary their vocabulary, grammar and body language according to different contexts. In relatively formal situations – for example, talking to adults such as teachers, librarians, shop-keepers, parents of friends – children may use quite different language to that used with friends, siblings or cousins.

Children are now using more sophisticated vocabulary and grammar, and the way they structure their sentences becomes easier to follow. Their sentences increase in length and they may link phrases within one sentence using words such as 'therefore' or 'meanwhile'. By the end of this Step, most children will have mastered the tricky grammatical rules associated with word endings in English and will only be making few errors. Children's knowledge of words is also growing; not only do they know more words, they also know more about them. This means that if you ask them to explain what a word means, they can often give a good dictionary-style definition and may be able to say what other words mean similar things.

In this Step, children are better able to identify the really important information and main points from discussions, television programmes, school lessons, books or films. They will often be able to provide a quite concise and accurate summary of what they have learnt.

When recounting experiences and telling stories, children use different tools in order to engage people – for example, humour, using persuasive language, exaggerating and rhetorical questions. When telling stories, children may include a subplot – details that relate to, but aren't crucial for, the main plot. They can also communicate this information clearly and effectively to others.

Developmental Journal

Summary of development during Step S2 continued

At this Step, children are beginning to understand figurative language, but they may not be able to completely explain their understanding. So, they might know that some sayings don't reflect their literal meanings – for example 'making a mountain out of a molehill' – but may not understand their figurative nature.

Sometimes children don't like to say when they're struggling or when they don't understand. It's important to create an environment in which children feel comfortable in asking for clarification – for example, by always responding positively when they, or others, ask questions by saying "That's a really good question...."

Through interaction and communication with others, children will be learning about other people. Sometimes they may need things explaining to them, so it might be helpful to have conversations about how someone feels, why they might feel like that and how that might affect interacting with them.

Museums and galleries are often free and have lots of interesting things to see and do for both adults and children. For this reason, they can provide lots of talking points. Museums sometimes have their own 'treasure trails' for children but you can easily make up your own too – for example, asking your child to search for the oldest thing, the strangest looking item, their favourite thing etc.

How does this apply to us?

Physical

Development during this Step builds on fundamental movement skills that children have mostly acquired but that are now becoming more refined. Children typically take part in a wider variety of activities providing greater chances for practice and development. This development will depend to a greater extent on the opportunities the child has, and decides to take, for being taught and practising certain skills – for example, learning to play a musical instrument.

Children are increasingly able to take responsibility for most aspects of self-care including dressing and undressing, using small, fiddly fastenings and showering or bathing. They are also able to make choices that fit in with a healthy lifestyle – for example, sometimes choosing to snack on a piece of fruit rather than chocolate or crisps.

Children are becoming more able to carry out complicated tasks with their hands in a gentle and careful way – for example, when threading a needle. This also means they're able to use a wider range of tools – for example, different pieces

Developmental Journal

Summary of development during Step S2 continued

of kitchen equipment. They can now be able to use a pen to draw and write neatly without making too many mistakes. Children can also engage in problem solving and investigation using hands and tools to use materials, make changes and test out an idea – for example, cooking activities.

Children’s ability at different sports will be building on that already acquired but becoming more accurate and including a wider range of techniques and strategies. When playing catch, children are able to both throw and catch accurately and consistently, or when riding their bike they shouldn’t fall off very often! If taught to swim, children’s skills will be reasonably advanced with knowledge of different strokes. In sport, children may be able to apply their knowledge and skill in a tactical way – for example, by choosing the best person to pass to in a team sport or by pacing themselves in a long race. Children can also apply their movement skills to new environments – for example, a new piece of equipment at the playground.

Co-ordination of the whole body is developing and children may be able to demonstrate basic choreography skills by putting together a series of simple whole-body movements to a piece of music. At first, this may be just a few different actions repeated. Dance is a great way for children to exercise and express themselves. They may enjoy choosing their own music and making up their own routines. They may participate in different multi-cultural and world dance activities. If they do this in a group, it also develops their team-working and communication skills.

Being outdoors is something many children like and it helps to develop their movement skills. Children will still enjoy going to the park or playground but now is also a great time to get them involved in activity trails out and about, such as looking out for different wildlife or plants, treasure hunts, or even orienteering.

Little and often is the best way to learn – for example, if your child has to do handwriting practice then try to do this for a few minutes most days rather than one long session a week. Like when learning most new skills, practice should be varied, engaging and fun, focusing on meaningful tasks that the child can relate to and understand.

How does this apply to us?

Thinking

During this Step, there are rapid improvements in the ability to choose where to direct attention and stay focused. This means that in the classroom, children are more able to be quiet and concentrate without being distracted. This also applies to other situations such as going to museums or art galleries, at a place of worship, when someone else is talking or when doing homework. Children will also be better able to switch their attention from one thing to another and back again as required. Again, there will be considerable variability between children and motivational factors will affect how successfully they can resist distraction. Planning skills also increase during this Step, with greater awareness of the

Developmental Journal

Summary of development during Step S2 continued

necessity of time management. This comes in useful as homework demands increase and children carry out relatively lengthy projects for school.

As children further develop, their ability to recall more complex and detailed information in stories and the order in which things occurred improves. These developments help children better understand stories. They may demonstrate their increased understanding in a number of different ways – for example, by re-telling the story, answering questions about the story or using pictures to represent the story.

Visual and spatial short-term memory develop rapidly from approximately 8 years of age. As children develop and grow in knowledge and experience, they start to discover and use a larger range of memory strategies. For example, children may realise that they need to remind themselves to do things, and they may try different methods of improving memory performance. One memory strategy is to categorise pieces of spoken, written or visual information into logical groups; although limitations in use of this strategy may be seen in children with language difficulties. For example, if asked to recall the words 'car, apple, train, banana, boat, orange' a strategy may be applied which groups these words into the two categories of 'fruit' and 'transport'.

Children's concept of 'fairness' is developing and this will be having a greater influence on their behaviour. They are beginning to understand that situations aren't always straightforward and sometimes it's important to consider the surrounding context and events. Children can also express their opinions about situations that they see as fair and unfair.

If your child finds it difficult to forward plan or sustain attention during activities, it may be helpful to create a visual prompt such as a flow chart. This can be used

for lots of different things such as recipes, how to plant a flower or doing a papier-mâché model. This provides a concrete reminder of the task and breaks it down into smaller, more manageable chunks. At the beginning of the activity, children can look ahead to all the steps and prepare for them in advance – for example, getting out the necessary ingredients for a recipe.

Creativity at this age might move from traditional arts and crafts activities to other domains such as cooking, gardening, drama clubs or science experiments – for example, you can get lots of kits ranging from making your own volcano to creating bath bombs. If your child enjoys music, they can experiment with trying to play different instruments. Some schools may have a range of instruments to try, as may community groups.

How does this apply to us?



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Relationships			
Understands more complex aspects of friendship – for example, that friendship is two-way and friends help each other			
Shows an awareness of qualities important for relationships in other people – for example, being fair or trustworthy			
Identifies different types of relationship – for example, marriage, different family structures and friendship			
Deals with being away from home without distress - for example, when on overnight school trips or on sleepovers with friends			
Forms new relationships outside the family and school - for example, with adults and peers at a community group			
Chooses friends on basis of shared interests and values			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Relationships <small>continued</small>			
Turn-taking in play becomes more reciprocal – for example, if another child shares a toy with them, they are likely to ‘return the favour’ and share one of their toys			
Plays fairly and cooperatively – for example, in team sports, informal games and online gaming			
Works cooperatively outside immediate friendship group			
Expresses their understanding about how their actions have consequences for themselves and others			
Develops a more complex theory of mind – for example, understands how someone might feel if they were having difficulties in relationships			
Reflects on the ups and downs of relationships and is aware of relationship difficulties like rejection, neglect and exclusion			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Relationships <small>continued</small>			
Understands why friends fall out and can think of ways in which they, or others, might resolve their difficulties			
Shows resilience (can cope and 'bounce back') when faced with personal difficulties in relationships			
Shows helpful and caring behaviour when faced with bullying – for example, buddies vulnerable children outside immediate friendship group			
Works or plays together with other children with little adult supervision			
Organises group activities or games			
Recognises the worth of others - for example, by making positive comments about siblings, friends or classmates, showing appreciation for a kind deed			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Emotions			
Shows understanding of complex, opposing feelings - for example, that a person can be happy to visit someone in hospital while also feeling sad that the person is ill			
Understands a range of emotions such as jealousy, unhappiness, anger and annoyance			
Understands the importance of relevant cues such as body language and situation for interpreting emotions			
Understands concepts such as 'rival' and 'enemy'			
Demonstrates understanding about why a person might behave and how this changes their own feelings about that person - for example, may be less upset that a friend didn't want to play with them if they knew they felt unwell			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Views, values and identity			
Shows awareness of judgements of self by others			
Recognises their own worth - for example, by making positive comments about themselves			
Interested in other people's values – for example, spiritual/religious beliefs and cultural and other identities			
Expresses their views confidently – for example, in speech, writing or through actions			
Has their own opinion about what is fair and unfair in different situations			
Understands that you sometimes have to take someone's situation or needs into account when deciding what is fair			
Describes their own personality with some detail or complexity – for example, "I am usually a happy person", "Sometimes I get sad" or "I try not to be selfish but sometimes I find it hard"			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Well-being			
Knows some factors that affect emotional health and well-being – for example, exercise			
Is aware of the risks involved in forming online friendships			
Is aware of ways to resist negative peer pressure around issues affecting their health and wellbeing			
Adopts positive ways to face new challenges			
Is aware of some of the bodily and emotional changes at puberty, and can adjust to these in a positive way			
Can manage risks in different familiar situations – for example, around personal safety			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Independence			
Takes initiative in addressing wider issues that affect themselves and a larger group of others - for example, by taking on roles of responsibility in school council			
Has some basic understanding of how they will develop skills to work in the future in simple terms			
Can manage small amounts of money – for example, may be able to save for a short period of time			
Equality, diversity and cohesion			
Understands benefits of getting to know people from outside their immediate environment – for example, online friendships, penpals, taking part in inter-cultural activities			
Is aware of some of the range of different beliefs and values in society			
Responds to, or challenges, negative behaviours such as discrimination, inequality, stereotypes and aggression			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Listening, understanding and reasoning			
<p>Understands different question types – for example replies with detail to open questions such as “What did you do at school today?”; replies with yes/no answers to closed questions such as “Dinner is going to be a bit later today, do you want an apple as a snack?”; knows rhetorical questions do not require an answer such as “How many times have I told you not to talk with your mouth full?!”</p>			
<p>When they don’t understand something, is specific about what additional information they need – for example, “So what number do we put the oven on? Are we using centigrade or gas mark?”</p>			
<p>Make predictions about what might happen from what people say – for example, “Now, kids, I’m going to count to 10”, knows that this means mum is getting cross and if they don’t stop messing around, they might end up in trouble.</p>			

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Sentence building				
Uses complex sentence structures and more complex joining words – for example, ‘meanwhile’ or ‘therefore’				
Can talk using sentences of around 7-11 words, though during conversation and discussion, shorter phrases are usually used				
Explains some rules of grammar and knows when a sentence is not grammatically correct				
Uses a range of regular and unusual word endings, with few errors being made – for example, fought, fell, brought, geese, fish				
Speech sounds				
Uses words with three consonants clustered together – for example, ‘splash’				
Uses words with lots of syllables – for example, ‘cauliflower’, ‘helicopter’				



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Vocabulary			
Uses sophisticated words but the meaning might not always be accurate – for example, “I had to co-operate really hard to get the work done.”			
Learns new, specialised vocabulary – for example when learning about specific topic areas at school			
Uses more objective and clearer definitions of words, as you might find in a dictionary - for example, for the word ‘excited’ definitions such as “when it’s Christmas or my birthday” will develop into “it means eager or thrilled”			
Understands that some words have more than one meaning and can explain this			
Uses more interesting and complex vocabulary when prompted - for example, ‘immense’ instead of ‘huge’ or ‘stagger’ instead of ‘walk’			

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Storytelling and narrative				
Tells elaborate and entertaining stories which are full of detailed descriptions				
Uses detailed everyday language about experiences that may have happened some time ago or are planned for the future				
Includes a subplot in telling stories and recalling events, before resolving the main storyline				
Explains the rules of a game, instructions or a sequence of events in a simple but accurate way				
Social interaction				
Keeps conversations going with a range of people in different situations, by making relevant comments or by asking questions				



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Social interaction <i>continued</i>			
Sees someone else's point of view when having a discussion			
Changes the style of their language to suit the situation and the listener - for example, "Hey, how you doing?" to greet a friend and "Good Morning Mr Smith" to greet a teacher			
Negotiates with friends and others to resolve conflicts by explaining options and outcomes			
Understands sarcasm when it's obvious - for example, "You've knocked over my favourite vase. That was really clever"			
Recognises simple 'sayings' but can't really explain why they're funny or what they mean – for example 'pulling someone's leg'			
Enjoys jokes based on double meanings though they may not always be able to explain them – for example, "What do you get when you cross a snowman with a vampire?" Answer: "Frostbite"			
Is aware when someone doesn't understand and tries another way to get information across			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Fine motor skills			
Uses thumb and first (index) finger to pick up and handle very small objects and tools, using two hands together in an intricate way where needed – for example, with fiddly construction toys			
Performs delicate tasks with appropriate control – for example, threads a needle			
Uses eating utensils to cut and manipulate food with no mess			
Controls a pen using thumb and first (index) finger to draw shapes and join letters			
Uses multiple fingers independently to type on a keyboard			



Emerging
Seen for the
first time

Developing
Seen sometimes

Achieved
Seen often

Notes

Moving in the environment

Controls whole body to move around quickly and safely in the environment with co-ordination – for example, runs with speed and runs up stairs

Swims using different strokes

Swims unaided over a distance of 25 metres

Rides a bike with more control, safely avoiding some obstacles

Catches a small tennis ball

Throws a ball accurately to a target or other person



Emerging
Seen for the
first time

Developing
Seen sometimes

Achieved
Seen often

Notes

Moving in the environment *continued*

Dribbles a football with accuracy and sufficient force

Kicks a football with accuracy and sufficient force

Uses a bat or racket to hit a small ball with accuracy and sufficient force

Works cooperatively and in defence in fast moving team games – for example, when passing and tackling in football

Uses a series of basic whole body actions on the floor and on apparatus – for example, rolling, squatting, jumping

Works in pairs or small group to develop turn-taking in physical activities – for example, throwing and catching



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Moving creatively			
Creates and repeats a sequence of body movements incorporating rhythm			
Moves in co-ordination with others using small objects and equipment such as ribbons and hoops			
Moves freely across a large space, negotiating the space including obstacles and people – for example, running, jumping, dancing			
Self-care			
Dresses self quickly and tidily, managing most fastenings on clothes, including small buttons and shoelaces			
Bathes or showers and dries self with towel independently			
Makes choices about how to develop healthy lifestyles - for example, choosing between different foods			

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Memory				
Remembers stories with a logical sequence of recall, i.e. this happened, then that happened etc				
Remembers correct content of stories and tends not to include made-up content				
Remembers some non-central details of a story - for example, names of characters, what they were wearing				
Remembers more complex information in a story – for example, who, what, why, when				
When trying to remember things, organises separate pieces of information into related groups, although the number of categories created to aid memory may be few or prompting may be needed				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Memory <i>continued</i>				
Rehearses verbal lists of information silently				
Remembers four spatial positions in the correct sequence				
Repeats a five digit number sequence – for example, '1, 6, 3, 8, 5'				
Repeats a three digit number sequence in reverse order – for example, hears '5, 3, 9' and responds "9, 3, 5"				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Executive functioning				
Comes up with at least 11 words within one category when asked to – for example, when naming as many animals as they can				
Suggests two or three original ideas when asked to think of different uses for an object – for example, different uses for a brick				
Sits quietly for extended periods of time				
Organises simple activities by themselves				
Is aware that they have to manage their time effectively				
Attends selectively to tasks and ignores distractions if motivated to do so – for example doesn't talk to their friends or call out loud when required not to do so				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Creativity				
Works with a variety of materials and tools carefully, accurately and understanding how each can be best used – for example, paint, fabric, paper, dough, colouring pencils, cardboard				
When making or building something, is aware when something has gone wrong or can be improved – for example, when a house made of building blocks is a bit wobbly, understands that this might fall down so needs changing				
When doing activities, knows that steps have to be done in the right order – for example when baking or cooking, in a science experiment or planting in the garden				
Knowledge of the world and problem-solving				
Explores differences between materials – for example, floating or sinking				
Can arrange things by properties such as height and weight – for example, ordering a set of objects by size				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Knowledge of the world and problem-solving <small>continued</small>				
Is aware of forces and how they affect objects - for example, gravity, friction, water resistance				
Knows the four seasons and weather associated with them in the UK				
Tells and writes the time to the nearest minute from analogue clocks (with a dial and hands) and 12 hour and 24 hour digital clocks				
Understands descriptions of different times of the day - for example, am, pm, morning, afternoon, noon and midnight				
Knows the number of seconds in a minute				
Knows the number of days in each month				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Knowledge of the world and problem-solving <small>continued</small>				
Knows the number of days in a year and in a leap year				
Compares durations of events - for example, to calculate the time taken up by particular events or tasks				
Combines amounts of money to make a particular value				
Understands the importance of testing out ideas and can apply that knowledge when carrying out simple investigations themselves				
Use of technology				
Interprets information gathered using technology				
Uses technology to record observations, thoughts and experiences – for example, digital photos and videos				

Special events and achievements:

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Step S3



Developmental Journal

Summary of development during Step S3

Personal, social and emotional

The transition to secondary schooling is an important event in a young person's life. Those who are confident in their ability to learn and make friends may feel a bit anxious but typically deal with the transition well. Having pride in who they are and having strong identities and self-esteem also help. Children who feel less confident about learning, are shy or have difficulty relating to people may find the transition more challenging.

The transition from childhood to adolescence can sometimes bring about dramatic changes in how children view themselves. School transition, the onset of puberty and an increased concern with body image, belonging and acceptance by peers may also lead to a decrease in self-esteem. Children may also feel more anxious about relationships than previously but they may try not to let this affect them. If a friendship does end, then children are often able to reflect on this, cope and accept it. Children become more aware of the strategies they can use for dealing with feelings such as anxiety and worry – for example, by talking about it, exercising or taking some time for relaxation. Equally, it's important that children can identify and talk about their strengths and achievements as well.

In addition to understanding other people's emotions and offering immediate emotional support, children may be able to identify ways they can help practically either in that instance or to prevent the situation occurring again.

Risk, challenges and mistakes are part of everyday life. Every now and then, children will make mistakes; it's important for children to learn from these mistakes, not dwell on them and use them to change future behaviour. Some risk-taking is essential in life but it's important to evaluate risk in terms of the possible consequences and how likely it is that something negative may happen. It can be difficult for children to make these choices but they are becoming able to overcome peer pressure to participate in risky or unwanted behaviours while maintaining a positive attitude towards trying new things and broadening their horizons.

Children will probably be becoming more independent along with developing skills and behaviours that will help them prepare for adulthood. If children get pocket money or money for doing jobs round the house, then they will begin to be able to manage their money. This may involve simple budgeting – for example, knowing how many sweets they can buy with their money – and they may even save some money for a short-term goal – for example, going shopping with friends at the weekend or buying a new film or book that they've been waiting for.

Roles that involve taking on responsibility can help children develop transferable skills necessary for adulthood. This may be in school through a school council, a prefect system or mentoring scheme, in the community, in a religious setting, or at home.

If children find it difficult to resist impulses and wait for rewards, encourage them to set medium-term goals before building up to long-term goals – for example, finish their homework before they go out to meet friends – and to reward themselves if they stick to their plan – for example, allow themselves 20 minutes to watch their favourite TV programme.

How does this apply to us?

Developmental Journal

Summary of development during Step S3 continued

Communication

During this Step, children are better able to present information and their opinions in different ways according to the situation, audience and also depending on what they are trying to achieve – for example, using persuasive language if trying to bring someone round to their way of thinking. They also show an understanding of other people’s language use and strategies.

In the later stages of childhood, there are changes in how children use language – for example, regarding how different language is used in different situations. When with friends, children may use slang, sarcasm and more informal language. However they can also use more formal language where necessary and adapt their conversational style to the setting and audience.

Children’s understanding of vocabulary becomes more analytic as they use their knowledge of the structure of words to work out meanings. This might involve using prefixes (for example, ‘un’) or suffixes (for example, ‘er’). This is really important as it gives children the tools to independently work out what unfamiliar words mean.

As well as an increase in the complexity of language they can produce, children can also understand more complex language – for example, longer sentences and instructions with lots of phrases embedded within them. Children become more able to understand implicit or subtle messages; this may involve using cues such as tone of speech, facial expressions and knowledge of the situation. This skill is really important because a lot of our communication depends on these factors.

Sometimes children and young people may need time to think before responding to questions, instructions or comments. It may be helpful to have a ‘10 second’ rule, so they have 10 seconds to wait and think before they answer.

If you’re not sure how well your child can summarise events or identify key messages, encourage them to talk about something they have recently seen or heard – for example, a recent episode of a favourite TV programme. Listen carefully to see if their description is easy-to-follow, clear and accurate (so it might help if you’ve seen it too!)

How does this apply to us?

Physical

During this Step, children may be entering puberty and there can be large changes in maximum performance levels in physical activities regarding strength, speed and accuracy. At this point in development, children are also becoming better at adapting their movements to more complex and changing surroundings. During sport, performing or carrying out physical tasks, children are able to plan, think about what they are doing, evaluate the situation and make decisions. They may think creatively about tactics, strategies and choreography and try out their own ideas with success. Children are more able to carefully and purposefully control their movements resulting in better performance – for example, when shooting or moving past their opponents in netball or basketball or other group sports.

Developmental Journal

Summary of development during Step S3 continued

There may also be increased opportunities for the development of sport-specific skills and participation in competitive activities. While some basic motor skills and competencies will be learned by most children, some more complex and/or specific skills often depend on significant amounts of practise and training – for example, playing a particular sport or musical instrument at an advanced level.

Children’s fine motor skills will typically be well-developed at this Step and they will often be quite quick and automatic – for example, tying shoelaces. While out and about, children’s physical skills allow them to safely move around when crossing a road, on public transport or cycling. It’s also important that children can recognise any potential dangers whilst taking part in physical activities and can avoid or minimise these.

It can be beneficial for children to try different sports and physical activities, whether at school or outside of school. Discovering what they like to do at this age can help to set up lifelong hobbies.

If possible, children will benefit from taking on different roles during sporting activities – for example, being the referee, playing different positions within a team or coaching. This helps them develop a range of different skills and improves their knowledge about the game. Through doing this, they can also become aware of what roles they enjoy most and are successful at.

How does this apply to us?

Thinking

The move to secondary school brings lots of change, including an increasing emphasis on independent study, homework, assessments and long-term projects. Thinking skills can help children deal with this – for example, organizing the right things to take to school each day, time management for doing homework and remembering where to go for different lessons.

Children may now experience a wider range of subjects at school, especially in the area of Design Technology – for example, graphic design, resistant materials, textiles, electronics and food technology. This is a great opportunity for children to apply their creative thinking in different ways, explore and experiment with ideas, materials, tools and techniques and learn from mistakes. Depending on their interests, children and young people may develop expertise with using a range of tools and materials in their activity of choice. They may also gain knowledge about the subject as a whole – such as researching the history of an artist they particularly like or are learning about.

Developmental Journal

Summary of development during Step S3 continued

Some executive functions such as inhibition and switching attention seem to develop relatively early and are usually already at adult levels by this Step, whilst others, such as fluency of thinking and planning will continue to develop. When using strategies for remembering information, some categories may not be obvious and children might create their own 'new' categories by forming links between previous unrelated items.

Memory for stories will probably be well-developed now with children being able to remember lots of detail as well as the central message of the text. This may be reflected in their ability to answer questions about the story, discuss it and give their personal opinions.

Children can take a scientific and logical approach to a task. They may understand that outcomes of actions can differ sometimes and can think about the reasons why this might happen – for example, if something else in the environment is different. They can also interpret information and sources – such as written accounts in history, articles on the internet, newspaper pieces – and evaluate objectively how reliable these may be. More generally, they may sometimes make decisions based on fairness or on evaluated consequences rather than rules.

Thinking critically is a very important skill and increases in importance throughout schooling. This can be developed in a number of different ways. When children have just watched a film, seen a show or watched a new TV show, they could try writing down five things they liked and five things they disliked. It's also good for children to discuss these, and other, opinions. It's important for them to keep an open mind too - this can mean trying to see an argument from a different viewpoint or trying something new like listening to classical music or music from other cultures or trying an unfamiliar type of food.

If your child finds it difficult to manage their time – for example, fitting all their homework in – they can try making a timetable that details when they are going to do their work i.e. straight after school, later in the evening or at weekends. This is good practice for later and more intensive stages of schooling.

How does this apply to us?



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Relationships			
Evaluates the quality of their relationships within the family as well as within the peer group			
Understands the importance of having a variety of social and personal relationships and how these can impact on their lives and well-being			
May feel anxious about friendships sometimes but makes some attempt to cope with this			
Has a wide circle of friends, which may include online relationships			
If a friendship breaks-up, can be realistic about the quality of the friendship and is aware of the emotional effects of separation and loss			
Negotiates and compromises solutions within relationships effectively			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Emotions			
Aware of strategies for dealing with difficult emotions - for example, stopping themselves from getting too aggressive or trying not to worry too much about things they can't control			
Appreciates that strategies for dealing with difficult emotions might be hard to carry out			
Expresses empathy for others' distress through some form of appropriate practical action - for example, through asking peers to help			
Aware of strategies for overcoming stress – for example, talking with friends and family			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Views, values and identity			
Reflects on and evaluates their achievements and strengths in different areas of their lives			
Is aware of the conflict between pressure to conform to the opinions of peers and the need to form one's own independent views			
Is aware that active involvement is a valuable way of becoming involved in domains beyond the self, for example, through spiritual/religious faith or political/community action			
Well-being			
Although will sometimes go along with peer pressure to behave in particular ways, does some show some ability to deal with it			
Assesses and manages risks associated with personal lifestyle choices and situation, tries new ideas and face challenges safely			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Well-being <i>continued</i>			
Recognises that external factors, such as relationships, achievements and setbacks, can affect emotional well-being			
Knows the characteristics of good health and how to stay physically, emotionally and mentally healthy			
Deals with prejudice, inequality and discrimination in an appropriate manner – for example, may challenge someone’s actions or seek help and support from others			
Independence			
Is aware of the importance of becoming more independent from parents - for example, shows greater reliance on the peer group			
Demonstrates an understanding of the concept of ‘career’ in relation to examples of people that they know – for example “my brother works in a shop and one day he wants to be the manager.”			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Independence <i>continued</i>			
Recognises their strengths, achievements and challenges and evaluates how these might inform future choices in learning and work			
Is aware of the qualities, attitudes and skills needed for employability			
Uses information sources to explore options and choices for learning and work			
Demonstrates an understanding of different types of work, including employment, self-employment and voluntary work			
Equality, diversity and cohesion			
Is aware of more subtle differences and diversity and demonstrates respect and understanding towards others who live their lives differently from them			



	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Listening, understanding and reasoning				
Understands instructions that don't follow the same order as the words in the sentence - for example, "Before you get changed, look at what homework you've got and decide what you need to do before dinner."				
Can understand information that is not directly stated and when simple inferences are needed - for example, "Why do you think she grabbed her coat and bag and dashed out of the door?" [she was in a hurry/late]				
Sentence building				
Joins longer spoken sentences using words such as 'furthermore', 'nevertheless'				
Includes conflicting or contradictory ideas within single sentences – for example, "the man wanted to get home quickly but he knew the speed limit was 40 miles per hour"				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Vocabulary				
Defines more difficult words and give examples - for example, "Justice is about fairness and honesty, where the right thing happens. The law is meant to make sure that justice happens"				
Uses spelling rules and patterns in words to get clues to meaning - for example knows that 'un' often means 'not'				
Uses more difficult words when prompted in formal speaking situations – for example, in a formal situation: "Dan is incredibly arrogant"; with friends: "Dan is so full of himself – he's a pain"				
Confidently explains the meaning of words in different school subjects – for example, in Maths: 'quadratic equation', 'factorise', 'inequality'; in Science: 'respiratory', 'digestion', 'metamorphosis'				
Understands more complex words such as those ending –ment, -ity and –ship – for example, 'bewilderment' and 'hostility'				
Uses words in more and different ways - for example, 'bright kid', 'bright day', 'bright idea'				



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Storytelling and narrative			
Tells well-planned, complex stories with different elements, several subplots and plenty of detail			
Gives detailed explanations of rules, breaks down steps and describes events in more complex sequences			
Social interaction			
Understands and uses slang with peers			
Understands less obvious 'sayings' – for example, 'Rome wasn't built in a day'			
Notices and understands sarcasm with some clues – for example, the tone of someone's voice			
Responds to views different to their own in discussions			

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Social interaction <i>continued</i>				
Uses sarcasm as a way to interact with peers and familiar adults - for example, "Cool dance dad!"				
Thinks about how they might persuade other people, including what they'll say if other views are different from their own – for example, "I know you aren't into rugby, but there're a few of us going to watch it on TV and order in pizza – it'll be a laugh"				
Keeps a topic of conversation going even if the person they're speaking is less skilled at this				
When talking to others, pays close attention and asks questions to develop ideas				
Takes an active part in discussions, and shows understanding of the ideas of others				



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Fine motor skills			
Uses input devices – for example, a computer mouse, a joystick and touchscreens			
Safely uses a range of tools with accuracy and precision – for example, knives to slice and chop food, a grater and other kitchen equipment			
Controls a pen to draw intricate and complex shapes, can join letters and write quickly and neatly			
Types quickly on a keyboard			
Plans what physical skills and fine motor control are needed in order to solve a problem and reach a goal - for example, model making, design and engineering activities			
Uses two hands together to perform complex tasks in an automatic way – for example, quickly tying a shoelace with little attention			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Moving in the environment			
Has sufficient co-ordination and control of balance to swim greater than 25 metres at speed			
Moves around safely in public environments like town centres – for example, road crossing, travelling on public transport			
Rides a bike with good control, negotiating different surfaces, slopes and on different surfaces			
Rides a bike safely on the road			
Moves whole body and controls limbs to use a range of gym equipment and balance well			
Demonstrates good spatial awareness and hand-eye coordination when engaged in ball games - for example, able to perform a one-handed catch in each hand			

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Moving in the environment <i>continued</i>				
Demonstrates good spatial awareness, co-ordination and balance when negotiating obstacles - for example, controls a football well while moving				
Works effectively as part of a team in physical activities, predicting movements of others and using game strategies				
Moving creatively				
Uses two hands together to perform complex tasks in an automatic way – for example, quickly tying a shoelace with little attention				
Self-care				
Manages most fastenings on the front and back of clothes, and a tie, if taught				
Independently manages personal hygiene tasks required for age				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Memory				
When trying to remember things, organises separate pieces of information into pre-existing categories				
When trying to remember things, creates a larger number of categories as well as remembering more items within those categories				
When trying to remember things, creates their own 'new' categories and forms new links between previous unrelated items				
Remembers five spatial positions in the correct sequence				
Repeats a sequence of four digits in reverse order – for example, hears '2, 7, 1, 4' and responds "4, 1, 7, 2"				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Executive functioning				
Comes up with at least 15 words within one category when asked to – for example, when naming as many animals as they can				
Suggests three or more original ideas when asked to think of different uses for an object – for example, different uses for a brick				
Switches attention from one task to another and back again				
Inhibits all or most inappropriate responses, both verbal and behavioural, for as long as necessary without much difficulty				
Organises their own schoolwork without assistance				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Executive functioning <i>continued</i>				
Breaks large tasks down into smaller, more manageable tasks - for example, when solving a maths equation, starting a piece of coursework, cooking a meal				
Makes social arrangements and plans activities				
Creativity				
Develops ideas for activities or games by drawing on and using various sources of information - for example, using the internet, textbooks, asking friends, in art or photo galleries				
Has own opinions about arts and crafts – for example, at a museum or at gallery, watching a dance				
Explores and experiments with ideas independently and inventively – for example, creating a new recipe				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Knowledge of the world and problem-solving				
Understands that different outcomes may result from repeating an action or experiment				
Explores and interprets different sources of information and begins to assess these for validity and bias – for example, realises that articles on the internet may be people’s opinions rather than facts				
Use of technology				
Selects the information they have gathered using technology for different purposes and checks its accuracy				

Special events and achievements:

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Questions we want to ask:

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Step S4



Developmental Journal

Summary of development during Step S4

Personal, social and emotional

By this Step, young people are not only aware of the various different types of relationships but have a greater understanding of what is involved in them and the range of roles and responsibilities they involve. They are becoming increasingly independent from family and peers, although they are also able to reflect on relationships and know the importance of having established and fulfilling relationships with family and friends. Having a network of supportive relationships can help young people deal with stress.

Some young people are increasingly interested in forming romantic relationships. In the early stages of adolescence, these relationships are usually quite short-lived but, as they get older, romantic relationships are more likely to be viewed as a longer-term commitment and provide the young person with emotional support.

Young people's ability to manage emotions is more sophisticated and they can combine this skill with increasing social awareness – for example, knowing a wider range of appropriate ways to behave and express feelings in different situations.

At this stage, young people may be getting more self-confident and comfortable in how they view themselves. They may be building on their awareness of different aspects of their identities, including their ethnicity, sexual orientation, nationality, culture, if they have religious beliefs or otherwise, and the complexity of these diverse components that make up their overall sense of self. They may also be more reflective about their own abilities and skill set and how this might affect their future – for example, career choice.

Young people will be better able to describe the challenges to both emotional and physical well-being and how they might overcome them. These may be about stress caused by upcoming assessments and strategies to deal with them, about the risks inherent in alcohol and drug use or how to overcome peer pressure. These challenges may also relate to experiences of discrimination or inequalities that they directly experienced or have seen occurring against other people; support with issues of fairness and social justice in these challenging circumstances may be required.

Many young people have the opportunity to participate in work experience whilst at school. This can increase their awareness of what is involved in having a job and can also help to develop work-related skills. Some young people may also have casual jobs or take part in volunteer work. Other skills for independent learning are also developing – for example, their ability to save for long-term goals such as holiday spending money or funding their hobbies.

If young people do have the opportunity to engage in work experience, have a discussion with them about their choices. Encourage them to think about what they enjoy doing, what their strengths are and what kind of job they want to find out more about. Young people may be aware of some careers through the adults in their lives and this may be a good opportunity to try out something different.

Developmental Journal

Summary of development during Step S4 continued

Life can be stressful and so it's normal to feel stressed sometimes. However we need to identify when we feel stressed and the extent of this. A little bit of pressure can make us perform better but too much stress leads to performance being impaired. Stress can have effects on our mental performance (problems concentrating, indecisiveness), emotions (moodiness, inability to relax), body (nausea, headaches) and behaviour (a change in sleep patterns, procrastination, challenging behaviour). It can be useful to talk to young people about the different symptoms of stress, to help them to recognise what situations might cause these and to reassure them that it's normal to feel stressed. There are lots of different strategies to try and minimise stress – for example, exercise, talking to friends, trying to take control of the situation, challenging discrimination where appropriate, relaxation and applying time management techniques.

How does this apply to us?

Communication

By this Step, young people are generally confident and able communicators with a wide range of strategies at their disposal. This helps them deal with, and adapt their language to, unfamiliar situations. Their personality may also be coming through in how they use language – for example, they may use sarcasm or joke a lot or they may show their curiosity about the world by asking lots of questions.

Young people are typically able to listen and attend for sustained periods of time. They will probably be able to keep up a conversation whilst doing something else – for example, whilst preparing a meal.

When describing recent events and explaining their ideas, they can do so clearly and confidently using different aspects of language and communication, including intonation, body language, grammar and vocabulary. If in a discussion with another person who has a differing view, young people can appreciate this, evaluate it and, if appropriate, adapt or change their own opinions.

Understanding subject-specific words and question-words is important for success in educational assessments. Knowledge of technical vocabulary will be particularly relevant for subjects like science and maths. The specific words used in exam or essay questions often affect how young people may wish to structure their answer and what content they include. Therefore an awareness of what is required from different question words is an important component of preparation for assessments. This may include learning what words such as 'evaluate', 'contrast' and 'discuss' mean.

Developmental Journal

Summary of development during Step S4 continued

Young people can often be given long lists of instructions. If you're not sure how well they can follow these, watch out for particular signs of difficulties – for example, do they do things in the correct order? Do they only do the last thing in the list?

When young people have a discussion or debate, it can be helpful for them to reflect on this. This may involve summarising the main points, thinking about how they structured their arguments, if there was anything they could have expressed more clearly, and what the conclusion was.

How does this apply to us?

Physical

In this Step, abilities are generally consolidating rather than emerging and young people will be performing their skills with more consistency and accuracy. During this period the young person may have greater choice regarding participation in various sporting, musical and leisure activities that involve body control and coordination. The levels of performance observed will very much depend on the choices made and opportunities available for training and practice.

Sometimes circumstances can change and challenges can arise during a performance or game – for example, a team member retiring because of injury. Young people will be becoming more resilient (can cope well and 'bounce back') when faced with such difficulties. They will be thinking creatively and flexibly to devise new plans either independently or when talking with peers. Young people can also apply critical evaluation skills to their performance in physical activities - for example, they may practise certain moves or try out different techniques that they have found difficult.

Young people will be adapting their fine motor skills to a range of different tasks including cooking, baking, design technology lessons, some DIY equipment, art and craft projects and science experiments. Many pieces of technology also require good fine motor skills such as a touchscreen or keyboard on a mobile phone, a video game controller or a computer mouse. Young people often become more interested in taking care of their physical appearance and personal hygiene, and their fine motor skills enable them to do this – for example, hair styling, cutting and painting nails or wearing jewellery.

Developmental Journal

Summary of development during Step S4 continued

As well as being important for fitness and health, physical activities are also important for mental wellbeing. Young people can be encouraged to choose sports or activities they enjoy so they can relax and take a break. This might be something very active such as football, running or netball or something more gentle and relaxing such as taking a walk, gardening or yoga.

How does this apply to us?

Thinking

Thinking skills help young people become independent learners. In everyday life, it's important for them to know when they don't fully understand so they can resolve this – for example, by asking someone else about it, finding out the definition of an unfamiliar word or seeking more information. In the development of reasoning skills, critical thinking is particularly important in this Step for deep learning and therefore understanding. This involves analysing information, evaluating evidence, comparing different ideas, bringing together different viewpoints and arguments in a logical way and evaluating their own and other's ideas. Development in reasoning skills and the formation of personal opinions on a range of subjects can also lead to the questioning and challenges to authority that are sometimes seen in the teenage years.

If young people want to investigate something, by now they understand the importance of doing so in a fair and unbiased way. This might be in a practical way – for example, carrying out a well-designed science experiment – or when researching a topic – for example, using newspapers, books or the internet, or asking people's opinions. When there are many different viewpoints or perspectives on an issue, young people can apply their reasoning skills and consider the evidence, and may come to the conclusion that some viewpoints may be more accurate or reliable than others.

Young people often have an increased coursework and revision load at this stage. Forward planning and organisation help young people to plan how long projects will take and carry them out effectively. Revising for assessments places a heavy load on memory skills so different memory strategies really come in useful here. Memory skills are becoming well-developed with young people being able to remember phone numbers, for example. Memory for factual information is also

Developmental Journal

Summary of development during Step S4 continued

important at this stage. Memory strategies are useful for learning facts or sequences such as this one for remembering the colours of the rainbow where the first letter of each word represents a colour: Richard Of York Gave Battle in Vain. Rhymes are another way of remembering information, such as this one for remembering what happened to each of Henry VIII's wives: divorced, beheaded, died, divorced, beheaded, survived.

Study timetables can be really useful when young people are preparing for important assessments. They might try creating a calendar for the next few weeks or months – which encourages forward planning – as well as concentrating on what they have to do in the short term – which encourages time management skills. It's also important to allow time for regular breaks!

How does this apply to us?



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Relationships			
Understands some of the possible effects of significant life events on feelings, emotions and personal wellbeing, and the impact these may have on relationships			
Understands different relationships and what they involve – for example, marriage, civil partnerships, long-term commitments and stable relationships			
Is mostly secure within relationships and tends not to feel anxious about friendships			
Is reflective in dealing with relationship difficulties – thinks carefully about what has happened, comes to a thoughtful conclusion about how to resolve difficulties and what they might do differently in the future			
Takes the initiative in challenging or giving support in connection with offensive, abusive or bullying behaviour			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Emotions			
Interprets the underlying meaning of emotionally-driven behaviour - for example, angry outbursts or social withdrawal			
Is aware of the reasons for managing one's own feelings in different situations			
Can more easily calm emotions caused by conflicts and disagreements			
Expresses understanding of the complex mix and interaction of emotions - for example, in books, TV shows, films and plays			
Expresses empathy in a range of ways depending on needs and situation			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Views, values and identity			
Is more secure in their own identity			
Is aware of the things they have in common with others, although they may have a different cultural, national or other identity			
Responds positively to praise and constructive criticism			
Demonstrates stronger capacity to deal with the conflict between pressure to conform to opinions of peers and need to form one's own independent views			
Is more aware of the importance of understanding abstract principles about fairness and justice			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Views, values and identity <i>continued</i>			
Is more aware of the complexity of national identity and how ethnic diversity differs from national identity			
Makes judgements about their personal qualities, skills and achievements and uses these to set future goals			
Well-being			
Deals with emotions aroused by peer pressure			
Is aware of some of the causes and symptoms of mental and emotional ill health, as well as strategies for recognising, preventing and addressing these in themselves and others			
Demonstrates confidence in finding professional health advice and helps others to do so			
Recognises that risk assessment and management are part of life and gives examples of how to manage and reduce risk in different circumstances			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Independence			
Takes opportunities to develop own ability for pro-social behaviour - for example, through community projects, sports and musical activity, taking part in peer support at school			
Relates their abilities, attributes and achievements to career plans			
Proactively looks for opportunities for learning and work			
Saves money for a specific purpose and sticks to saving plan – for example, to buy new clothes or shoes, or holiday spending money			
Equality, diversity and cohesion			
Understands and respects how differing characteristics – for example, cultures, ethnicities, nationalities, sexual orientation, genders, religions and beliefs - may influence lifestyle choices			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Listening, understanding and reasoning			
Confidently follows complex instructions, which may consist of several sentences			
Sentence building			
Structures what they say clearly, using appropriate vocabulary, intonation and emphasis			
Vocabulary			
Uses vocabulary in precise and creative ways; typically uses appropriate words in sentences and may sometimes use more unusual or advanced words			
Understands the words that are used in questions in exams and the classroom – for example, ‘compare’, ‘discuss’, ‘evaluate’			
Storytelling and narrative			
Gives well organised, complex and detailed information about their experiences, ideas and thoughts			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Social interaction			
Adapts their talk to different contexts, including those that are unfamiliar			
Uses formal language confidently in situations that require it			
Familiar with a wider range of, and less common, 'sayings' – for example, 'hit below the belt', 'paint the town red'			
Leads discussions on subjects that they are knowledgeable about			
Listens carefully in discussions and responds sensitively to other people's views			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Fine motor skills			
Uses powered machinery safely, with precision and appropriate control – for example, a drill, pottery wheel			
Uses delicate tools safely, with precision and appropriate control – for example, a small sharp knife for slicing food, an icing bag to decorate a cake			
Writes quickly over a sustained period			
Plans a sequence of complex movements using a range of fine motor skills to use materials in order to complete a task and/or cause a change - for example, pottery and ceramics, needlework, collage and printing			

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Moving in the environment				
Given the opportunity, adapts and transfers riding skills to different types and sizes of bike on various surfaces				
Adapts tactics and strategy in sports when changes occur				
Controls whole body efficiently to move around safely even in crowded environments – for example, a busy street, crowded bus				
Seeks out challenges in physical activities, understanding that more effort or a different approach will be successful				
Evaluates own physical abilities and skills, identifying strengths and areas for development				



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Moving creatively			
Combines use of music, movement, drama and words to create an original performance as an individual or as part of a group – for example, choreographing a dance			
Self-care			
Independently manages a wide range of personal hygiene tasks, as appropriate for physical maturity – for example, cutting/filing nails, styling hair or fastening jewellery			

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Memory				
Repeats a six digit number sequence – for example, ‘2, 6, 1, 4, 9, 3’				
Executive functioning				
Applies time-management skills to doing coursework and preparation for assessment				
Creativity				
Understands how creative materials and processes can be used and applies this knowledge				
Produces plans that predict the time needed to carry out the main stages of completing their project or activity – for example, with school coursework, making a meal with several courses				
Judges their own work and that of others, demonstrating analytical, critical and contextual understanding.				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Knowledge of the world and problem-solving				
When wanting to find something out, uses a range of search strategies and sources of information with confidence				
Evaluates evidence critically and suggests how problems can be addressed				
May change their own views as a result of informed discussion or research and examination of relevant evidence				
Use of technology				
Considers the benefits and limitations of different technology, tools and information sources and the results they produce				
Independently selects appropriate information sources for specific tasks, taking into account ease of use and suitability				

Special events and achievements:

Developmental Journal • Step S4

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Step S5



Developmental Journal

Summary of development during Step S5

Personal, social and emotional

In this step, relationships with peers tend to become well-established, secure and resistant against temporary difficulties such as a minor difference of opinions. With maturity, the closeness between young people and parents may decrease as peers become more important in the young person's life. Conflicts with parents can be common at this stage since this is a time of change and increasing independence for many young people. This can be expressed, for example, through arguments over issues of personal autonomy; for some young people this may be related to style of dress, staying out late and consuming alcohol, for others it might include cultural differences, aspirations and expectations. Pressure to conform with peers is strong at this stage. Sometimes young people may give in to this pressure in order to keep friends, but in other situations, perhaps with issues that they feel more strongly about, they are more confident in resisting this pressure.

Young people can be very insightful and sensitive regarding other people's emotions - for example, they may recognise when and why someone is trying to hide their emotions. They can also show empathy towards people they have never met in situations they have never previously encountered, as they are able to think carefully and thoroughly about another person's perspective. This can help them in understanding the importance of equal opportunities, anti-discrimination, bringing together different groups and respecting different cultures and lifestyles.

Young people become better able to view their own strengths and weaknesses in a realistic and objective way. Some may have thought a lot about their sense of self and the various aspects that make up their overall identity, while others may not have yet started thinking seriously about identity issues, such as religion or sexual orientation. They may experiment with different opinions, behaviours and lifestyles without necessarily deciding to fully adopt any of these. This allows them to explore the complexities and consequences of their core identities and other potentially changing identities and beliefs.

As young people are exposed to different views and attitudes in society, they are broadening their knowledge and developing their own opinions. It's important that when young people come across opposing views they are encouraged to think about them carefully and logically in order to make a balanced decision and are reassured that it's alright for them to change their minds.

By this Step, young people will probably have preferred hobbies and leisure activities. There are often ways to use their strengths and preferences to engage with and contribute to their family and community - for example, coaching a children's football team, babysitting for a neighbour, joining a local drama group or supporting community activities such as dance lessons for younger children. There are lots of benefits to this, including gaining new skills and having new experiences.

How does this apply to us?

Developmental Journal

Summary of development during Step S5 continued

Communication

In this Step, young people tend to understand quite complex, long sentences and instructions, but on occasions where this is not the case, they are able to pinpoint where their understanding has broken down and take steps to resolve it. They understand other's literal and non-literal communication and can infer underlying meanings skilfully. To do this, they can take into account non-verbal cues such as facial expressions, the context and gestures.

Young people can also communicate complex concepts to others and ensure that their message has been understood. They use appropriate types of language for different situations – for example, using emotive language when speaking persuasively, using appropriate intonation and pausing in speech when telling jokes. Young people can initiate, join in and maintain conversations with others – both friends and strangers – and keep the conversation flowing.

Depending on the young person's interests, they may enjoy joining a drama club. Developing acting skills is a fun way of practising and learning communication techniques – both verbal and non-verbal. Being involved in a drama club can also mean helping with set design, music or directing. Doing such roles in a language-rich environment is a great way of promoting communication skills. Conversely if they prefer watching such shows, then attending community-produced shows can be a way of experiencing a wide range of theatre and drama.

How does this apply to us?

Developmental Journal

Summary of development during Step S5 continued

Physical

Developing the necessary physical skills for independent living is important in this Step – for example, travelling around independently and personal hygiene tasks. This in turn can help develop autonomy and confidence. Young people will become better able to take responsibility for making decisions about physical activity and diet based on maintaining a balanced lifestyle – for example, this includes understanding the differences between carbohydrates, protein and fat.

Some activities, particularly sport, dance or playing a musical instrument, may become highly practiced and peak performance may be reached given the appropriate training, practice opportunities and motivation. If performing at elite levels, young people will need to understand the preparation required for this, both physical and mental.

Acquired physical ability and existing proficiency in physical activities can also enable young people to learn new skills – for example, when trying a new sport or learning to drive. Although some young people may have found sports they already enjoy, it's still beneficial for them to try new things to acquire a new skill and gain further enjoyment from physical activities.

Fine motor skills allow individuals to carry out tasks easily at an advanced level and often automatically - for example, multi-tasking by holding a conversation and sketching at the same time. Young people may also benefit from gaining experience of how manipulative skills, machinery and tools are used in the workplace - for example visiting a car factory, chocolate factory. This may be especially relevant if this is something they are good at and/or interested in, like mechanics or catering.

How does this apply to us?

Developmental Journal

Summary of development during Step S5 continued

Thinking

Originality will be apparent in young people's thought processes, their behaviour and what they produce, and this can be shown in many different ways. They may enjoy creative hobbies such as painting, cooking or drama. If they are in paid or voluntary work, they may be contributing unique ideas. If they are continuing their formal education, there will be increasing expectations to make their own original observations, critically evaluate sources of information and to explain their reasoning.

Young people often need to juggle busy work/education and social lives and independently organise their college or paid work. However this can sometimes be challenging – for example if they have work shifts at different times or have varying timetables at college or sixth form. If young people find it difficult to keep track of all their different activities, using a diary, setting up reminders in electronic or paper form or using the calendar function on their mobile phone may help.

How does this apply to us?



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Relationships			
Reflects on the nature of relationships, past and present – for example, thinks about the reasons for relationship difficulties in earlier childhood or the different perspectives of parents who are separated			
Understands that romantic relationships involve intimacy, commitment and emotional support			
Prioritises the nature of a relationship over status in eyes of peers – this may be regarding friendships or romantic relationships			
Turns more to peers than to parents for social support and identity			
Is able to have a difference of opinion with a friend without it affecting the relationship in the long-term			
Is skilled at understanding relationship difficulties and confident in using strategies for resolving these conflicts			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Emotions			
Reflects on the underlying meaning of their own emotionally-driven behaviour - for example, angry outbursts or social withdrawal			
Shows more advanced awareness of own and others' feelings - for example, is sensitive to another person's shyness or embarrassment			
Shows greater awareness of the ways in which different contexts can affect feelings and behaviour			
Shows awareness of a wider range of subtle emotions – for example, pride, guilt, jealousy, nervousness and loneliness			
Shows greater capacity to manage own difficult emotions through such strategies as positive thinking			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Emotions <i>continued</i>			
Shows greater capacity to manage own emotional impulses by thinking about the consequences of such behaviour			
Shows more advanced awareness that others may hide their emotions for a range of reasons, - for example, embarrassment or the desire to please			
Responds to other people's emotions appropriately when listening to them – listens carefully, thoroughly considers what they say and the context, asks appropriate questions and acts appropriately			
Shows deeper compassion for others in a range of social contexts - for example, towards asylum seekers or people who have disabilities			
Is aware of own capacity to take the perspective of another person			



Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Views, values and identity			
Is realistic about own qualities and accepts own limitations as well as strengths			
Is able to develop strategies for minimising the negative effects of being rejected or excluded by peers			
Shows resilience and the ability to 'bounce back' in the face of difficulties			
Explores a range of possible perspectives on an issue without yet deciding which to adopt - for example, with regard to religious belief, they might say, "Yes, I guess I am going through that now. I just can't see that there can be a God and yet so much evil in the world"			
Is aware that different people hold different, and widely varying, views - for example, concerning religious, secular or political beliefs			
Has greater awareness of the complexity of gender identity - for example, indicating that young men can display emotional sensitivity and also be masculine			

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Well-being				
Is confident in resisting pressure to engage unwillingly in risky or dangerous behaviours - for example, use of alcohol or drugs or anti-social behaviour				
Independence				
Develops new skills through involvement in family and community settings – for example, by undertaking voluntary work or work experience				
Experiences personal benefits of work (paid or unpaid) in community, such as pride or sense of social cohesion and belongingness, as well as benefits, such as recognition and accreditation				
Extends ability to develop independence and responsibility - for example, by planning and making journeys alone or acting as a peer mentor on social networking sites				
Equality, diversity and cohesion				
Aware of the importance of equal opportunities in the workplace – for example, through work experience, voluntary work or paid work				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Listening, understanding and reasoning				
Picks out overall messages from discussions and understands when meaning is inferred and not obvious - for example, "I thought he was quite arrogant as he always talks about all these things he can do, but I think he's just trying to impress Laura, you can tell he really likes her"				
Sentence building				
Can talk using sentences with an average length of 9-13 words, although during conversation and discussion shorter phrases are usually used				
Joins spoken sentences using words such as 'provided that', 'similarly', 'conversely', 'moreover'				
Vocabulary				
Uses a wide range of difficult descriptive words and phrases – for example, 'exhausted', 'meandered', 'incessant'				
Understands subtle differences between similar words - for example between 'severe' and 'considerable'				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Storytelling and narrative				
Tells long and complex spoken stories ensuring that the 'thread' of the story is understood throughout				
Gives complex information, checking that the information is being understood by the listener(s), and makes the information simpler if needed				
Social interaction				
Stays on one conversational topic for long periods and moves sensibly from one topic to another				
Takes part in large group social interactions, knowing appropriate times to join in				
Is skilful in discussions and uses a range of arguments to persuade others				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Social interaction <small>continued</small>				
Joins in with humorous 'banter' with friends				
Uses language imaginatively for social interaction - for example, "that's so many colours of wrong"				
Understands sarcasm just through the situation and without the need for a sarcastic tone of voice				
Uses sarcasm appropriately – for example, I'm so happy to see you				
Uses sarcasm in humour				
Switches easily between informal and formal styles of talking - for example "Yeah, whatever guys...oh good evening Mr Johnson, how are you?" To friends: "That's our neighbour, what's he doing here?"				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Fine motor skills				
Writes quickly and neatly while listening to someone talking – for example, to take notes in class				
Carries out most tasks using their hands quickly, automatically and often not with full attention – for example, while talking to someone else				
Moving in the environment				
Given appropriate opportunities, applies existing skills to quickly learn new physical activities				
Travels in unknown busy environments where further adaptations may be required – for example, using different types of transport which they haven't used before such as trams or an underground system				
Self-care				
Independently maintains a high level of personal hygiene tasks				

	Emerging Seen for the first time	Developing Seen sometimes	Achieved Seen often	Notes
Executive functioning				
Organises their own college and/or paid work without assistance				
Creativity				
Independently comes up with an original idea, plans, assembles materials and creates a well-finished product – for example, a scrapbook of a holiday				
Knowledge of the world and problem-solving				
Fairly and accurately judges the validity of information, views, opinions, ideas and arguments				
Uses relevant information to make persuasive arguments that balance different viewpoints clearly and logically				
Reasons logically about imaginary or hypothetical problems				

Special events and achievements:

Developmental Journal • Step S5

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School Years Developmental Journal Record

Personal, social and emotional: Relationships

Item	E	D	A
Step S1			
Shows awareness of different kinds of relationship through play – for example, playing with daddy and baby teddies			
Shows contrasting aspects of relationships through play – for example, happiness/sadness, trust/mistrust, like/dislike			
Understands different ways that family and friends should care for one another – for example, shows this in everyday life, talks about it, demonstrates it in play			
Has a basic understanding of what friendship means, though it tends to be one-way rather than reciprocal – for example “a friend is someone who helps you”			
Is usually able to deal with separation from parent or caregiver - for example, at the beginning of the school day, does not cry inconsolably but says goodbye and joins in with school activity			
Greets parent or caregiver at the end of the school day in an affectionate, cheerful way			
Forms new relationships with adults, such as teachers and classroom assistants, as well as peers			
Shows preferences for some peers over others – for example, may choose to play with some children more than others			
Bargains and compromises in social situations - for example, if another child has a toy they would like, they may offer to swap			
Can identify bullying and knows it is wrong			
Shows some understanding and awareness of other children’s viewpoints – for example, takes account of somebody else’s ideas about how to organise their activity			
Step S2			
Understands more complex aspects of friendship – for example, that friendship is two-way and friends help each other			
Shows an awareness of qualities important for relationships in other people – for example, being fair or trustworthy			
Identifies different types of relationship – for example, marriage, different family structures and friendship			
Deals with being away from home without distress - for example, when on overnight school trips or on sleepovers with friends			
Forms new relationships outside the family and school - for example, with adults and peers at a community group			
Chooses friends on basis of shared interests and values			
Turn-taking in play becomes more reciprocal – for example, if another child shares a toy with them, they are likely to ‘return the favour’ and share one of their toys			
Plays fairly and cooperatively – for example, in team sports, informal games and online gaming			
Works cooperatively outside immediate friendship group			
Expresses their understanding about how their actions have consequences for themselves and others			
Develops a more complex theory of mind – for example, understands how someone might feel if they were having difficulties in relationships			
Reflects on the ups and downs of relationships and is aware of relationship difficulties like rejection, neglect and exclusion			
Understands why friends fall out and can think of ways in which they, or others, might resolve their difficulties			

School Years Developmental Journal Record
 Personal, social and emotional: Relationships continued

Item	E	D	A
Step S2 continued			
Shows resilience (can cope and 'bounce back') when faced with personal difficulties in relationships			
Shows helpful and caring behaviour when faced with bullying – for example, buddies vulnerable children outside immediate friendship group			
Works or plays together with other children with little adult supervision			
Organises group activities or games			
Recognises the worth of others - for example, by making positive comments about siblings, friends or classmates, showing appreciation for a kind deed			
Step S3			
Evaluates the quality of their relationships within the family as well as within the peer group			
Understands the importance of having a variety of social and personal relationships and how these can impact on their lives and well-being			
May feel anxious about friendships sometimes but makes some attempt to cope with this			
Has a wide circle of friends, which may include online relationships			
If a friendship breaks-up, can be realistic about the quality of the friendship and is aware of the emotional effects of separation and loss			
Negotiates and compromises solutions within relationships effectively			
Step S4			
Understands some of the possible effects of significant life events on feelings, emotions and personal wellbeing, and the impact these may have on relationships			
Understands different relationships and what they involve – for example, marriage, civil partnerships, long-term commitments and stable relationships			
Is mostly secure within relationships and tends not to feel anxious about friendships			
Is reflective in dealing with relationship difficulties – thinks carefully about what has happened, comes to a thoughtful conclusion about how to resolve difficulties and what they might do differently in the future			
Takes the initiative in challenging or giving support in connection with offensive, abusive or bullying behaviour			
Step S5			
Reflects on the nature of relationships, past and present – for example, thinks about the reasons for relationship difficulties in earlier childhood or the different perspectives of parents who are separated			
Understands that romantic relationships involve intimacy, commitment and emotional support			
Prioritises the nature of a relationship over status in eyes of peers – this may be regarding friendships or romantic relationships			
Turns more to peers than to parents for social support and identity			
Is able to have a difference of opinion with a friend without it affecting the relationship in the long-term			
Is skilled at understanding relationship difficulties and confident in using strategies for resolving these conflicts			

School Years Developmental Journal Record

Personal, social and emotional: Emotions

Item	E	D	A
Step S1			
Shows understanding of emotions using toys, pets, imaginary friends or through characters in books, drama or the media			
Understands basic feelings of others like sadness and anger – for example, may communicate that they think a friend or book character feels sad using words or pictures			
Knows that people sometimes display emotions they don't always feel - for example, someone may look happy even though they feel sad			
Can sometimes manage own emotions - for example, when upset about something, knows that it is not appropriate to have a tantrum at school			
Step S2			
Shows understanding of complex, opposing feelings - for example, that a person can be happy to visit someone in hospital while also feeling sad that the person is ill			
Understands a range of emotions such as jealousy, unhappiness, anger and annoyance			
Understands the importance of relevant cues such as body language and situation for interpreting emotions			
Understands concepts such as 'rival' and 'enemy'			
Demonstrates understanding about why a person might behave and how this changes their own feelings about that person - for example, may be less upset that a friend didn't want to play with them if they knew they felt unwell			
Step S3			
Aware of strategies for dealing with difficult emotions - for example, stopping themselves from getting too aggressive or trying not to worry too much about things they can't control			
Appreciates that strategies for dealing with difficult emotions might be hard to carry out			
Expresses empathy for others' distress through some form of appropriate practical action - for example, through asking peers to help			
Aware of strategies for overcoming stress – for example, talking with friends and family			
Step S4			
Interprets the underlying meaning of emotionally-driven behaviour - for example, angry outbursts or social withdrawal			
Is aware of the reasons for managing one's own feelings in different situations			
Can more easily calm emotions caused by conflicts and disagreements			
Expresses understanding of the complex mix and interaction of emotions - for example, in books, TV shows, films and plays			
Expresses empathy in a range of ways depending on needs and situation			

School Years Developmental Journal Record

Personal, social and emotional: Emotions continued

Item	E	D	A
Step S5			
Reflects on the underlying meaning of their own emotionally-driven behaviour - for example, angry outbursts or social withdrawal			
Shows more advanced awareness of own and others' feelings - for example, is sensitive to another person's shyness or embarrassment			
Shows greater awareness of the ways in which different contexts can affect feelings and behaviour			
Shows awareness of a wider range of subtle emotions - for example, pride, guilt, jealousy, nervousness and loneliness			
Shows greater capacity to manage own difficult emotions through such strategies as positive thinking			
Shows greater capacity to manage own emotional impulses by thinking about the consequences of such behaviour			
Shows more advanced awareness that others may hide their emotions for a range of reasons, - for example, embarrassment or the desire to please			
Responds to other people's emotions appropriately when listening to them - listens carefully, thoroughly considers what they say and the context, asks appropriate questions and acts appropriately			
Shows deeper compassion for others in a range of social contexts - for example, towards asylum seekers or people who have disabilities			
Is aware of own capacity to take the perspective of another person			

School Years Developmental Journal Record

Personal, social and emotional: Views, values and identity

Item	E	D	A
Step S1			
Describes self in terms of physical characteristics – for example through words or drawing pictures of themselves			
Describes self in terms of simple personality characteristics – for example, “I am happy” or “I am brave”			
Expresses a basic concept of self-esteem - for example, “I am the best painter!” or “I’m helpful, aren’t I?”			
Expresses own views and opinions simply – for example, about fairness and sharing			
Shows awareness of belonging to a particular ethnic or cultural group and can distinguish between own cultural group and others			
Shows awareness of gender identity - for example in describing a range of ‘gender typical’ behaviours			
Step S2			
Shows awareness of judgements of self by others			
Recognises their own worth - for example, by making positive comments about themselves			
Interested in other people’s values – for example, spiritual/religious beliefs and cultural and other identities			
Expresses their views confidently – for example, in speech, writing or through actions			
Has their own opinion about what is fair and unfair in different situations			
Understands that you sometimes have to take someone’s situation or needs into account when deciding what is fair			
Describes their own personality with some detail or complexity – for example, “I am usually a happy person”, “Sometimes I get sad” or “I try not to be selfish but sometimes I find it hard”			
Step S3			
Reflects on and evaluates their achievements and strengths in different areas of their lives			
Is aware of the conflict between pressure to conform to the opinions of peers and the need to form one’s own independent view			
Is aware that active involvement is a valuable way of becoming involved in domains beyond the self, for example, through spiritual/religious faith or political/community action			
Step S4			
Is more secure in their own identity			
Is aware of the things they have in common with others, although they may have a different cultural, national or other identity			
Responds positively to praise and constructive criticism			
Demonstrates stronger capacity to deal with the conflict between pressure to conform to opinions of peers and need to form one’s own independent views			
Is more aware of the importance of understanding abstract principles about fairness and justice			
Is more aware of the complexity of national identity and how ethnic diversity differs from national identity			
Makes judgements about their personal qualities, skills and achievements and uses these to set future goals			

School Years Developmental Journal Record

Personal, social and emotional: Views, values and identity continued

Item	E	D	A
Step S5			
Is realistic about own qualities and accepts own limitations as well as strengths			
Is able to develop strategies for minimising the negative effects of being rejected or excluded by peers			
Shows resilience and the ability to 'bounce back' in the face of difficulties			
Explores a range of possible perspectives on an issue without yet deciding which to adopt - for example, with regard to religious belief, they might say, "Yes, I guess I am going through that now. I just can't see that there can be a God and yet so much evil in the world"			
Is aware that different people hold different, and widely varying, views - for example, concerning religious, secular or political beliefs			
Has greater awareness of the complexity of gender identity - for example, indicating that young men can display emotional sensitivity and also be masculine			

School Years Developmental Journal Record

Personal, social and emotional: Well-being

Item	E	D	A
Step S1			
Understands about possible danger in household products			
Knows how to keep safe in familiar situations – for example, crossing the road			
Seeks help from others in risky situations			
Recognises and avoids risks during physical play activities			
Step S2			
Knows some factors that affect emotional health and well-being – for example, exercise			
Is aware of the risks involved in forming online friendships			
Is aware of ways to resist negative peer pressure around issues affecting their health and wellbeing			
Adopts positive ways to face new challenges			
Is aware of some of the bodily and emotional changes at puberty, and can adjust to these in a positive way			
Can manage risks in different familiar situations – for example, around personal safety			
Step S3			
Although will sometimes go along with peer pressure to behave in particular ways, does some show some ability to deal with it			
Assesses and manages risks associated with personal lifestyle choices and situation, tries new ideas and face challenges safely			
Recognises that external factors, such as relationships, achievements and setbacks, can affect emotional well-being			
Knows the characteristics of good health and how to stay physically, emotionally and mentally healthy			
Deals with prejudice, inequality and discrimination in an appropriate manner – for example, may challenge someone’s actions or seek help and support from others			
Step S4			
Deals with emotions aroused by peer pressure			
Is aware of some of the causes and symptoms of mental and emotional ill health, as well as strategies for recognising, preventing and addressing these in themselves and others			
Demonstrates confidence in finding professional health advice and helps others to do so			
Recognises that risk assessment and management are part of life and gives examples of how to manage and reduce risk in different circumstances			
Step S5			
Is confident in resisting pressure to engage unwillingly in risky or dangerous behaviours - for example, use of alcohol or drugs or anti-social behaviour			

School Years Developmental Journal Record

Personal, social and emotional: Independence

Item	E	D	A
Step S1			
Takes initiative in addressing issues that directly affect themselves and peers - for example, by taking on roles of responsibility in the classroom			
Step S2			
Takes initiative in addressing wider issues that affect themselves and a larger group of others - for example, by taking on roles of responsibility in school council			
Has some basic understanding of how they will develop skills to work in the future in simple terms			
Can manage small amounts of money - for example, may be able to save for a short period of time			
Step S3			
Is aware of the importance of becoming more independent from parents - for example, shows greater reliance on the peer group			
Demonstrates an understanding of the concept of 'career' in relation to examples of people that they know - for example "my brother works in a shop and one day he wants to be the manager."			
Recognises their strengths, achievements and challenges and evaluates how these might inform future choices in learning and work			
Is aware of the qualities, attitudes and skills needed for employability			
Uses information sources to explore options and choices for learning and work			
Demonstrates an understanding of different types of work, including employment, self-employment and voluntary work			
Step S4			
Takes opportunities to develop own ability for pro-social behaviour - for example, through community projects, sports and musical activity, taking part in peer support at school			
Relates their abilities, attributes and achievements to career plans			
Proactively looks for opportunities for learning and work			
Saves money for a specific purpose and sticks to saving plan - for example, to buy new clothes or shoes, or holiday spending money			
Step S5			
Develops new skills through involvement in family and community settings - for example, by undertaking voluntary work or work experience			
Experiences personal benefits of work (paid or unpaid) in community, such as pride or sense of social cohesion and belongingness, as well as benefits, such as recognition and accreditation			
Extends ability to develop independence and responsibility - for example, by planning and making journeys alone or acting as a peer mentor on social networking sites			

School Years Developmental Journal Record

Personal, social and emotional: Equality, diversity and cohesion

Item	E	D	A
Step S1			
Understands and talks about differences and similarities between people, families, communities and traditions			
Step S2			
Understands benefits of getting to know people from outside their immediate environment - for example, online friendships, penpals, taking part in inter-cultural activities.			
Is aware of some of the range of different beliefs and values in society			
Responds to, or challenges, negative behaviours such as discrimination, inequality, stereotypes and aggression			
Step S3			
Is aware of more subtle differences and diversity and demonstrates respect and understanding towards others who live their lives differently from them			
Step S4			
Understands and respects how differing characteristics – for example, cultures, ethnicities, nationalities, sexual orientation, genders, religions and beliefs - may influence lifestyle choices			
Step S5			
Aware of the importance of equal opportunities in the workplace – for example, through work experience, voluntary work or paid work			

School Years Developmental Journal Record
Communication: Listening, understanding and reasoning

Item	E	D	A
Step S1			
Lets you know when they haven't understood – for example, may ask "What's the difference between fiction and non-fiction books?"			
Understands and follows complicated three part instructions - for example, "Wash your hands then come into the kitchen to choose a snack"			
Focuses on the key points and pays less attention to the less important information in a question or instruction			
Step S2			
Understands different question types – for example replies with detail to open questions such as "What did you do at school today?"; replies with yes/no answers to closed questions such as "Dinner is going to be a bit later today, do you want an apple as a snack?"; knows rhetorical questions do not require an answer such as "How many times have I told you not to talk with your mouth full?!"			
When they don't understand something, is specific about what additional information they need – for example, "So what number do we put the oven on? Are we using centigrade or gas mark?"			
Make predictions about what might happen from what people say – for example, "Now, kids, I'm going to count to 10", knows that this means mum is getting cross and if they don't stop messing around, they might end up in trouble.			
Step S3			
Understands instructions that don't follow the same order as the words in the sentence - for example, "Before you get changed, look at what homework you've got and decide what you need to do before dinner."			
Can understand information that is not directly stated and when simple inferences are needed - for example, "Why do you think she grabbed her coat and bag and dashed out of the door?" [she was in a hurry/late]			
Step S4			
Confidently follows complex instructions, which may consist of several sentences			
Step S5			
Picks out overall messages from discussions and understands when meaning is inferred and not obvious - for example, "I thought he was quite arrogant as he always talks about all these things he can do, but I think he's just trying to impress Laura, you can tell he really likes her"			

School Years Developmental Journal Record

Communication: Sentence building

Item	E	D	A
Step S1			
Links phrases together using words like 'because' and 'so' to help explain or justify an event - for example, "It was scary because even the man with the dog looked worried, so we decided to get out of there."			
Asks lots of questions to find out specific information including 'how' and 'why' - for example, "How do we know burglars can't get in?"			
Uses an imaginative range of descriptive words in sentences - for example, "Suddenly, he saw a huge hairy creature."			
Step S2			
Uses complex sentence structures and more complex joining words - for example, 'meanwhile' or 'therefore'			
Can talk using sentences of around 7-11 words, though during conversation and discussion, shorter phrases are usually used			
Explains some rules of grammar and knows when a sentence is not grammatically correct			
Uses a range of regular and unusual word endings, with few errors being made - for example, fought, fell, brought, geese, fish			
Step S3			
Joins longer spoken sentences using words such as 'furthermore', 'nevertheless'			
Includes conflicting or contradictory ideas within single sentences - for example, "the man wanted to get home quickly but he knew the speed limit was 40 miles per hour"			
Step S4			
Structures what they say clearly, using appropriate vocabulary, intonation and emphasis			
Step S5			
Can talk using sentences with an average length of 9-13 words, although during conversation and discussion shorter phrases are usually used			
Joins spoken sentences using words such as 'provided that', 'similarly', 'conversely', 'moreover'			

Communication: Speech sounds

Item	E	D	A
Step S1			
Identifies end sounds in words			
Identifies more complex rhymes - for example, 'happy' and 'snappy'			
Splits up short words into sounds - for example, 'd-i-nn-er'			
Counts syllables in words - for example, knows that 'cat-er-pill-ar' has 4 syllables			
Step S2			
Uses words with three consonants clustered together - for example, 'splash'			
Uses words with lots of syllables - for example, 'cauliflower', 'helicopter'			

School Years Developmental Journal Record

Communication: Vocabulary

Item	E	D	A
Step S1			
Compares words regarding the way they look, sound or mean - for example, how 'bare' and 'bear' sound the same but have different spellings and meanings			
Can 'guess the word' when provided with clues using shape, size and function - for example, "A wild animal, grey and quite fat with thick skin, it isn't an elephant, it has a long name and starts with 'h'"			
Uses newly learned words in a specific and appropriate way - for example, "Do you know what symmetry means? If you draw a line down a shape and it's exactly the same on each side of the line, then it's symmetrical."			
Step S2			
Uses sophisticated words but the meaning might not always be accurate - for example, "I had to co-operate really hard to get the work done."			
Learns new, specialised vocabulary - for example when learning about specific topic areas at school			
Uses more objective and clearer definitions of words, as you might find in a dictionary - for example, for the word 'excited' definitions such as "when it's Christmas or my birthday" will develop into "it means eager or thrilled"			
Understands that some words have more than one meaning and can explain this			
Uses more interesting and complex vocabulary when prompted - for example, 'immense' instead of 'huge' or 'stagger' instead of 'walk'			
Step S3			
Defines more difficult words and give examples - for example, "Justice is about fairness and honesty, where the right thing happens. The law is meant to make sure that justice happens"			
Uses spelling rules and patterns in words to get clues to meaning - for example knows that 'un' often means 'not'			
Uses more difficult words when prompted in formal speaking situations - for example, in a formal situation: "Dan is incredibly arrogant"; with friends: "Dan is so full of himself - he's a pain"			
Confidently explains the meaning of words in different school subjects - for example, in Maths: 'quadratic equation', 'factorise', 'inequality'; in Science: 'respiratory', 'digestion', 'metamorphosis'			
Understands more complex words such as those ending -ment, -ity and -ship - for example, 'bewilderment' and 'hostility'			
Uses words in more and different ways - for example, 'bright kid', 'bright day', 'bright idea'			
Step S4			
Uses vocabulary in precise and creative ways; typically uses appropriate words in sentences and may sometimes use more unusual or advanced words			
Understands the words that are used in questions in exams and the classroom - for example, 'compare', 'discuss', 'evaluate'			
Step S5			
Uses a wide range of difficult descriptive words and phrases - for example, 'exhausted', 'meandered', 'incessant'			
Understands subtle differences between similar words - for example between 'severe' and 'considerable'			

School Years Developmental Journal Record

Communication: Storytelling and narrative

Item	E	D	A
Step S1			
Describes their own experiences in detail and in the right order when talking about a holiday, weekend activities or visits			
Begins to be aware of what the listener knows already and makes checks while telling a story - for example, "You know Mr Jones, he's our caretaker, he always wears a hat, well he wasn't in school today..."			
Accurately predicts what will happen next in a story			
Exaggerates in an implausible way, to make stories more exciting - for example, "Last year on my summer holidays, I made the biggest sandcastle in the world."			
Tells a story with important key components in place i.e. sets the scene, has a basic story plot and a logical sequence of events			
Step S2			
Tells elaborate and entertaining stories which are full of detailed descriptions			
Uses detailed everyday language about experiences that may have happened some time ago or are planned for the future			
Includes a subplot in telling stories and recalling events, before resolving the main storyline			
Explains the rules of a game, instructions or a sequence of events in a simple but accurate way			
Step S3			
Tells well-planned, complex stories with different elements, several subplots and plenty of detail			
Gives detailed explanations of rules, breaks down steps and describes events in more complex sequences			
Step S4			
Gives well organised, complex and detailed information about their experiences, ideas and thoughts			
Step S5			
Tells long and complex spoken stories ensuring that the 'thread' of the story is understood throughout			
Gives complex information, checking that the information is being understood by the listener(s), and makes the information simpler if needed			

School Years Developmental Journal Record

Communication: Social interaction

Item	E	D	A
Step S1			
Takes turns to talk, listen and respond in groups			
Uses language they hear other people using and is aware of some current peer language			
Step S2			
Keeps conversations going with a range of people in different situations, by making relevant comments or by asking questions			
Sees someone else's point of view when having a discussion			
Changes the style of their language to suit the situation and the listener - for example, "Hey, how you doing?" to greet a friend and "Good Morning Mr Smith" to greet a teacher			
Negotiates with friends and others to resolve conflicts by explaining options and outcomes			
Understands sarcasm when it's obvious - for example, "You've knocked over my favourite vase. That was really clever"			
Recognises simple 'sayings' but can't really explain why they're funny or what they mean - for example 'pulling someone's leg'			
Enjoys jokes based on double meanings though they may not always be able to explain them - or example, "What do you get when you cross a snowman with a vampire?" Answer: "Frostbite"			
Is aware when someone doesn't understand and tries another way to get information across			
Step S3			
Understands and uses slang with peers			
Understands less obvious 'sayings' - for example, 'Rome wasn't built in a day'			
Notices and understands sarcasm with some clues - for example, the tone of someone's voice			
Responds to views different to their own in discussions			
Uses sarcasm as a way to interact with peers and familiar adults - for example, "Cool dance dad!"			
Thinks about how they might persuade other people, including what they'll say if other views are different from their own - for example, "I know you aren't into rugby, but there're a few of us going to watch it on TV and order in pizza - it'll be a laugh"			
Keeps a topic of conversation going even if the person they're speaking is less skilled at this			
When talking to others, pays close attention and asks questions to develop ideas			
Takes an active part in discussions, and shows understanding of the ideas of others			
Step S4			
Adapts their talk to different contexts, including those that are unfamiliar			
Uses formal language confidently in situations that require it			
Familiar with a wider range of, and less common, 'sayings' - for example, 'hit below the belt', 'paint the town red'			
Leads discussions on subjects that they are knowledgeable about			
Listens carefully in discussions and responds sensitively to other people's views			

School Years Developmental Journal Record

Communication: Social interaction continued

Item	E	D	A
Step S5			
Stays on one conversational topic for long periods and moves sensibly from one topic to another			
Takes part in large group social interactions, knowing appropriate times to join in			
Is skilful in discussions and uses a range of arguments to persuade others			
Joins in with humorous 'banter' with friends			
Uses language imaginatively for social interaction - for example, "that's so many colours of wrong"			
Understands sarcasm just through the situation and without the need for a sarcastic tone of voice			
Uses sarcasm appropriately - for example, I'm so happy to see you			
Uses sarcasm in humour			
Switches easily between informal and formal styles of talking - for example "Yeah, whatever guys...oh good evening Mr Johnson, how are you?" To friends: "That's our neighbour, what's he doing here?"			

School Years Developmental Journal Record

Physical: Fine motor skills

Item	E	D	A
Step S1			
Turns the page of a book with one hand			
Attempts to use a range of tools – for example, using scissors with some degree of accuracy			
Uses thumb and first (index) finger to pick up and handle small objects – for example, threading beads on a string			
Step S2			
Uses thumb and first (index) finger to pick up and handle very small objects and tools, using two hands together in an intricate way where needed – for example, with fiddly construction toys			
Performs delicate tasks with appropriate control – for example, threads a needle			
Uses eating utensils to cut and manipulate food with no mess			
Controls a pen using thumb and first (index) finger to draw shapes and join letters			
Uses multiple fingers independently to type on a keyboard			
Step S3			
Uses input devices – for example, a computer mouse, a joystick and touchscreens			
Safely uses a range of tools with accuracy and precision – for example, knives to slice and chop food, a grater and other kitchen equipment			
Controls a pen to draw intricate and complex shapes, can join letters and write quickly and neatly			
Types quickly on a keyboard			
Plans what physical skills and fine motor control are needed in order to solve a problem and reach a goal - for example, model making, design and engineering activities			
Uses two hands together to perform complex tasks in an automatic way – for example, quickly tying a shoelace with little attention			
Step S4			
Uses powered machinery safely, with precision and appropriate control – for example, a drill, pottery wheel			
Uses delicate tools safely, with precision and appropriate control – for example, a small sharp knife for slicing food, an icing bag to decorate a cake			
Writes quickly over a sustained period			
Plans a sequence of complex movements using a range of fine motor skills to use materials in order to complete a task and/or cause a change - for example, pottery and ceramics, needlework, collage and printing			
Step S5			
Writes quickly and neatly while listening to someone talking – for example, to take notes in class			
Carries out most tasks using their hands quickly, automatically and often not with full attention – for example, while talking to someone else			

School Years Developmental Journal Record

Physical: Moving in the environment

Item	E	D	A
Step S1			
Transfers weight from one body part to another showing stability and balance – for example, can stand on one leg easily			
Makes strong, controlled movements with upper and lower body in order to move – for example, when swimming			
Rides a bike with some control			
Catches a small soft ball			
Kicks a football with some accuracy			
Uses a bat or racket to hit a small ball, although this may not go very far			
Step S2			
Controls whole body to move around quickly and safely in the environment with co-ordination – for example, runs with speed and runs up stairs			
Swims using different strokes			
Swims unaided over a distance of 25 metres			
Rides a bike with more control, safely avoiding some obstacles			
Catches a small tennis ball			
Throws a ball accurately to a target or other person			
Dribbles a football with accuracy and sufficient force			
Kicks a football with accuracy and sufficient force			
Uses a bat or racket to hit a small ball with accuracy and sufficient force			
Works cooperatively and in defence in fast moving team games – for example, when passing and tackling in football			
Uses a series of basic whole body actions on the floor and on apparatus – for example, rolling, squatting, jumping			
Works in pairs or small group to develop turn-taking in physical activities – for example, throwing and catching			
Step S3			
Has sufficient co-ordination and control of balance to swim greater than 25 metres at speed			
Moves around safely in public environments like town centres – for example, road crossing, travelling on public transport			
Rides a bike with good control, negotiating different surfaces, slopes and on different surfaces			
Rides a bike safely on the road			
Moves whole body and controls limbs to use a range of gym equipment and balance well			
Demonstrates good spatial awareness and hand-eye coordination when engaged in ball games - for example, able to perform a one-handed catch in each hand			
Demonstrates good spatial awareness, co-ordination and balance when negotiating obstacles - for example, controls a football well while moving			
Works effectively as part of a team in physical activities, predicting movements of others and using game strategies			

School Years Developmental Journal Record

Physical: Moving in the environment continued

Item	E	D	A
Step S4			
Given the opportunity, adapts and transfers riding skills to different types and sizes of bike on various surfaces			
Adapts tactics and strategy in sports when changes occur			
Controls whole body efficiently to move around safely even in crowded environments – for example, a busy street, crowded bus			
Seeks out challenges in physical activities, understanding that more effort or a different approach will be successful			
Evaluates own physical abilities and skills, identifying strengths and areas for development			
Step S5			
Given appropriate opportunities, applies existing skills to quickly learn new physical activities			
Travels in unknown busy environments where further adaptations may be required – for example, using different types of transport which they haven't used before such as trams or an underground system			

School Years Developmental Journal Record

Physical: Moving creatively

Item	E	D	A
Step S1			
Moves parts of body in time to different sounds – for example, spontaneously taps feet to the sound of drums			
Stops and starts body movement in response to interrupted sounds, rhymes, songs and/or music			
Changes speed and type of body movements in response to different tempos, rhythms and types of music			
Moves whole body and controls arms and legs to dance and perform simple gymnastics			
Step S2			
Creates and repeats a sequence of body movements incorporating rhythm			
Moves in co-ordination with others using small objects and equipment such as ribbons and hoops			
Moves freely across a large space, negotiating the space including obstacles and people – for example, running, jumping, dancing			
Step S3			
Represents their own ideas, thoughts and feelings through sequences of creative movement, gestures and expression			
Step S4			
Combines use of music, movement, drama and words to create an original performance as an individual or as part of a group – for example, choreographing a dance			

Physical: Self-care

Item	E	D	A
Step S1			
Knows the importance of physical exercise to good health			
Knows the importance of a healthy diet to good health			
Follows safe procedures for food safety and hygiene – for example, washing hands before baking			
Step S2			
Dresses self quickly and tidily, managing most fastenings on clothes, including small buttons and shoelaces			
Bathes or showers and dries self with towel independently			
Makes choices about how to develop healthy lifestyles - for example, choosing between different foods			
Step S3			
Manages most fastenings on the front and back of clothes, and a tie, if taught			
Independently manages personal hygiene tasks required for age			
Step S4			
Independently manages a wide range of personal hygiene tasks, as appropriate for physical maturity – for example, cutting/filing nails, styling hair or fastening jewellery			
Step S5			
Independently maintains a high level of personal hygiene tasks			

School Years Developmental Journal Record

Thinking: Memory

Item	E	D	A
Step S1			
Remembers three spatial positions in the correct sequence			
Repeats a four digit number sequence – for example, ‘7, 9, 1, 6’			
Repeats a two digit number sequence in reverse order – for example hears ‘8, 4’ and responds “4, 8”			
Remembers simple stories but this is mainly limited to the general gist. May not remember detail correctly - for example, names of characters and what they were wearing - and the sequence may not be logical			
Step S2			
Remembers stories with a logical sequence of recall, i.e. this happened, then that happened etc			
Remembers correct content of stories and tends not to include made-up content			
Remembers some non-central details of a story - for example, names of characters, what they were wearing			
Remembers more complex information in a story – for example, who, what, why, when			
When trying to remember things, organises separate pieces of information into related groups, although the number of categories created to aid memory may be few or prompting may be needed			
Rehearses verbal lists of information silently			
Remembers four spatial positions in the correct sequence			
Repeats a five digit number sequence – for example, ‘1, 6, 3, 8, 5’			
Repeats a three digit number sequence in reverse order – for example, hears ‘5, 3, 9’ and responds “9, 3, 5”			
Step S3			
When trying to remember things, organises separate pieces of information into pre-existing categories			
When trying to remember things, creates a larger number of categories as well as remembering more items within those categories			
When trying to remember things, creates their own ‘new’ categories and forms new links between previous unrelated items			
Remembers five spatial positions in the correct sequence			
Repeats a sequence of four digits in reverse order – for example, hears ‘2, 7, 1, 4’ and responds “4, 1, 7, 2”			
Step S4			
Repeats a six digit number sequence – for example, ‘2, 6, 1, 4, 9, 3’			

School Years Developmental Journal Record

Thinking: Executive functioning

Item	E	D	A
Step S1			
Comes up with at least 8 words within an easy category when asked to – for example, when naming as many animals as they can			
Suggests one or two original ideas when asked to think of different uses for an object – for example, different uses for a brick			
Focuses attention on a task but may become distracted by other things in the environment – for example, tends not to touch things when asked not to but may need some reminding			
Sits still and concentrates for short periods of time			
Doesn't call out or talk when required not to do so, but may need some reminding			
Plans simple activities – for example, takes in something for 'show and tell' at school			
Step S2			
Comes up with at least 11 words within one category when asked to – for example, when naming as many animals as they can			
Suggests two or three original ideas when asked to think of different uses for an object – for example, different uses for a brick			
Sits quietly for extended periods of time			
Organises simple activities by themselves			
Is aware that they have to manage their time effectively			
Attends selectively to tasks and ignores distractions if motivated to do so – for example doesn't talk to their friends or call out loud when required not to do so			
Step S3			
Comes up with at least 15 words within one category when asked to – for example, when naming as many animals as they can			
Suggests three or more original ideas when asked to think of different uses for an object – for example, different uses for a brick			
Switches attention from one task to another and back again			
Inhibits all or most inappropriate responses, both verbal and behavioural, for as long as necessary without much difficulty			
Organises their own schoolwork without assistance			
Breaks large tasks down into smaller, more manageable tasks - for example, when solving a maths equation, starting a piece of coursework, cooking a meal			
Makes social arrangements and plans activities			
Step S4			
Applies time-management skills to doing coursework and preparation for assessment			
Step S5			
Organises their own college and/or paid work without assistance			

School Years Developmental Journal Record

Thinking: Creativity

Item	E	D	A
Step S1			
Comes up with original ideas in lessons and at home – for example, when doing arts and crafts activities			
Cuts out a range of shapes in different materials – for example, paper, cardboard, fabric			
Step S2			
Works with a variety of materials and tools carefully, accurately and understanding how each can be best used – for example, paint, fabric, paper, dough, colouring pencils, cardboard			
When making or building something, is aware when something has gone wrong or can be improved – for example, when a house made of building blocks is a bit wobbly, understands that this might fall down so needs changing			
When doing activities, knows that steps have to be done in the right order – for example when baking or cooking, in a science experiment or planting in the garden			
Step S3			
Develops ideas for activities or games by drawing on and using various sources of information - for example, using the internet, textbooks, asking friends, in art or photo galleries			
Has own opinions about arts and crafts – for example, at a museum or at gallery, watching a dance			
Explores and experiments with ideas independently and inventively – for example, creating a new recipe			
Step S4			
Understands how creative materials and processes can be used and applies this knowledge			
Produces plans that predict the time needed to carry out the main stages of completing their project or activity – for example, with school coursework, making a meal with several courses			
Judges their own work and that of others, demonstrating analytical, critical and contextual understanding.			
Step S5			
Independently comes up with an original idea, plans, assembles materials and creates a well-finished product – for example, a scrapbook of a holiday			

School Years Developmental Journal Record

Thinking: Knowledge of the world and problem-solving

Item	E	D	A
Step S1			
Understands the simple physical properties of a variety of everyday materials - for example, if they are bendy or soft			
Knows and compares the uses of a variety of everyday materials – for example, wood, metal, plastic, glass, rock and paper			
Finds out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting or stretching			
Understands descriptions of dates and times of the year, including days of the week, weeks, months of the year and years			
Understands descriptions of chronological order – for example, before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening			
Recognises coins and notes of different values			
Understands the language associated with probability – for example, certain, equally likely, unlikely, impossible			
Recognises what they have done well and what they could do better in a range of activities – for example, drawing, painting, reading a book			
Tends to accept and follow simple rules, although they sometimes may forget – for example not running in corridors, being quiet in a library			
Tells the time to 5 minutes including to the hour, half past the hour and quarter past/to the hour			
Step S2			
Explores differences between materials – for example, floating or sinking			
Can arrange things by properties such as height and weight – for example, ordering a set of objects by size			
Is aware of forces and how they affect objects - for example, gravity, friction, water resistance			
Knows the four seasons and weather associated with them in the UK			
Tells and writes the time to the nearest minute from analogue clocks (with a dial and hands) and 12 hour and 24 hour digital clocks			
Understands descriptions of different times of the day - for example, am, pm, morning, afternoon, noon and midnight			
Knows the number of seconds in a minute			
Knows the number of days in each month			
Knows the number of days in a year and in a leap year			
Compares durations of events - for example, to calculate the time taken up by particular events or tasks			
Combines amounts of money to make a particular value			
Understands the importance of testing out ideas and can apply that knowledge when carrying out simple investigations themselves			
Step S3			
Understands that different outcomes may result from repeating an action or experiment			
Explores and interprets different sources of information and begins to assess these for validity and bias – for example, realises that articles on the internet may be people’s opinions rather than facts			

School Years Developmental Journal Record

Thinking: Knowledge of the world and problem-solving continued

Item	E	D	A
Step S4			
When wanting to find something out, uses a range of search strategies and sources of information with confidence			
Evaluates evidence critically and suggests how problems can be addressed			
May change their own views as a result of informed discussion or research and examination of relevant evidence			
Step S5			
Fairly and accurately judges the validity of information, views, opinions, ideas and arguments			
Uses relevant information to make persuasive arguments that balance different viewpoints clearly and logically			
Reasons logically about imaginary or hypothetical problems			

Thinking: Use of technology

Item	E	D	A
Step S1			
Uses technology to find information			
Step S2			
Interprets information gathered using technology			
Uses technology to record observations, thoughts and experiences – for example, digital photos and videos			
Step S3			
Selects the information they have gathered using technology for different purposes and checks its accuracy			
Step S4			
Considers the benefits and limitations of different technology, tools and information sources and the results they produce			
Independently selects appropriate information sources for specific tasks, taking into account ease of use and suitability			

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