

**My next steps at home:**

**My next step at setting:**

**Next steps agreed with parents:**

The EYFS requires your child’s key person to identify how they can

help your child improve in their learning in the 3 prime areas.

Please can you tell us about your comments and feelings about your

child’s progress check at two and any other information you would like us to know: This is an opportunity to discuss your child’s learning at home with your key person e.g. Zak is now using a big cup.

If there are any significant emerging concerns or an identified special educational need or disability, your child’s key person will talk to you about developing a targeted plan to support your child’s future learning and development involving you and other professionals e.g. Special Educational Needs Co-ordinator (SENCo0, Health Visitor, Speech and Language therapist etc.

**Progress Check at age 2**

**Child’s name: …………………………………………….**

Date of Birth: ………………………………………………

Current age: ……………………………………………….

The learning and development requirements of the Early Years Foundation Stage EYFS states that: ***‘Practitioners must review children’s progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas of the EYFS’; Personal, Social and Emotional Development, Physical Development and Communication and Language when the child is aged between 2 ½ -3’***



**Parents’ thoughts about child’s progress:**



**Key Person: Date:**

**Parent/Carer signature: Date:**

**Any other professional involved: Date:**

**Moderated by: Manager Date:**

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| **Review of Progress**  **Emerging**- the child is just beginning to acquire the skills and knowledge in this age band and will need lots of opportunities to practice and consolidate these.  **Expected**- the child is practicing and consolidating the skills and knowledge in this age band in lots of situations and growing in confidence but will need further opportunities before the learning is fully embedded.  **Exceeding**- the child is fully confident in applying the skills and knowledge in this age band independently and consistently in a range of situations – the learning is now fully embedded. The child is ready to enter into the next age band | | | | | | | | | |
|  | | | | | | | | | |
| **(months)**  Review of progress | **Early learning goals** |  |  |  |  |  |  |  |  |
| **(40-60)** |  |  |  |  |  |  |  |  |
| **(30-50)** |  |  |  |  |  |  |  |  |
| **(22-36)** |  |  |  |  |  |  |  |  |
| **(16-26)** |  |  |  |  |  |  |  |  |
| **(8-20)** |  |  |  |  |  |  |  |  |
| **(0-11)** |  |  |  |  |  |  |  |  |
| **Stages of development** | Prime areas of learning | Making relationships | Self-confidence and self-awareness | Managing feelings and behaviour | Listening and attention | Understanding | Speaking | Moving and handling | Health and self-care |
| **Personal, social and emotional development** | | | **Communication and language** | | | **Physical development** | |

Below is a short written summary of your child’s progress and main strengths in the

prime areas of learning:

**Characteristics of Effective Learning (COEL) – This is how I learn…**

**Personal, social and emotional development**

**Physical development**

**Communication and language**