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| **Early Years Foundation Stage Progress Check at Two** |
| **Child’s Name:****Setting Name:** | **Date of Birth:****Age in months:** | **Date of Entry to Setting:** |
| **Home language:** |
| **All about me***Demonstrate your knowledge of this unique child and celebrate how they engage with the experiences and activities across the EYFS curriculum. Give examples of learning experiences you have seen for this child. Use the words of the Characteristics of effective learning to describe the child.* |
| **I like to play with:** | **I stay focused when:** |
| **I show my thinking by:**  | **I have learnt to:**  |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** | **Summary of development:** |
| **MAKING RELATIONSHIPS** |
| **PRE** | **WTS** | **EXS** | **GDS** |
| **SENSE OF SELF** |
| **PRE** | **WTS** | **EXS** | **GDS** |
| **UNDERSTANDING EMOTIONS** |
| **PRE** | **WTS** | **EXS** | **GDS** |
| **COMMUNICATION AND LANGUAGE DEVELOPMENT** | **Summary of development:** |
| **LISTENING AND ATTENTION** |
| **PRE** | **WTS** | **EXS** | **GDS** |
| **UNDERSTANDING** |
| **PRE** | **WTS** | **EXS** | **GDS** |
| **SPEAKING** |
| **PRE** | **WTS** | **EXS** | **GDS** |
| **PHYSICAL DEVELOPMENT** | **Summary of development:** |
| **MOVING AND HANDLING** |
| **PRE** | **WTS** | **EXS** | **GDS** |
| **HEALTH AND SELF-CARE** |
| **PRE** | **WTS** | **EXS** | **GDS** |

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| **Developmental skills we will focus on with your child:**  | **We do will do this by:** |
|  |  |
| **You can boost these skills at home:** |
|  |
| **Parent/Carer comments:** |
|  |
| **Parent/carer Signature(s) :** | **Practitioner Signature:****Role:** |
| **Date completed:** | **Review date:**  |
| \*Early Years Statutory Framework 2021*2.4 When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas. This progress check must identify the child’s strengths, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child’s future learning and development involving parents and/or carers and other professionals (for example, the provider’s Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.* *2.5. Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child.* *If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time.* *Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home*. |

**KEY TO PROGRESS**

* **PRE - On track to be Working at Pre-Curriculum Expectations at the end of the year (i.e. not projected to achieve Working Towards or higher)**
* **WTS - On track to be Working Towards the Curriculum Expectation at the end of the year**
* **EXS - On track to be Working at the Expected Standard at the end of the year**
* **GDS - On track to be Working at Greater Depth at the end of the year**