



EARLY YEARS FOUNDATION STAGE PROFILES



We want to highlight development stages
that your child can work towards whilst
attending our classes

Physical Development: Range 1 and 2 (Birth - 18 months)



WHAT THE CHILD MIGHT DO

Range 1

- Makes movements with arms and legs which gradually become more controlled - moves hands together/legs together
- Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp

Range 2

- Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects
- Sits unsupported on the floor, leaving hands free to manipulate objects with both hands
- Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them
 - Enjoys finger and toe rhymes and games.
- Pulls to standing from crawling, holding on to furniture or person for support
 - Walks around furniture lifting one foot and stepping sideways (cruising)
 - Starts walking independently on firm surfaces and later on uneven surfaces
- Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint
 - Pushes, pulls, lifts and carries objects, moving them around and placing with intent
- Manipulates objects using hands singly and together, such as squeezing water out of a sponge

WHAT ADULTS COULD DO

- Providing a safe and comfortable environment for babies to move around
- Offer a range of objects for babies to explore whilst interacting with them, i.e shaking a rattle and handing back
 - Allow plenty of time for babies to explore new spaces and objects
 - Talk or sing to children whilst making movements i.e finger rhymes
- Engage babies in a range of active physical experiences such as bouncing, splashing, rolling over
- Provide a range of wet and dry messy play such as paint, gloop (cornflour & water) or sand to encourage babies to touch, feel, prod and use adult example by mark making
 - Play music or sing to encourage movement to sounds



Physical Development & Writing Goals for Range 3 (18-24 months)



WHAT THE CHILD MIGHT DO

Physical Development

- Changes position from standing to squatting and sitting with little effort
- Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions
- Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand).
 - Shows interest, dances and sings to music rhymes and songs, imitating movements of others
 - Can walk considerable distance with purpose, stopping, starting and changing direction
 - Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other
- When holding crayons, chinks etc, makes connections between their movement and the marks they make release grasp

Literacy: Writing

As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.

- Begins to understand the cause and effect of their actions in mark making
 - Knows that the marks they make are of value
 - Enjoys the sensory experience of making marks

WHAT ADULTS COULD DO

- Providing tools such as moulds, rollers and sticks to be used with playdough or clay always off example and interacting throughout
- Offer water play, with pouring and filling tools, to help younger children experience their body and movements
- Use natural resources which can be found around the house/garden, leaves, sticks, pans, paint brushes etc, allow children to explore large and small movement whilst being vocal and explaining the movements they are making i.e. wow that was an amazing swirl
- Play interactive finger games, rhymes and music to encourage hand and body movement
- Encourage mark making by providing a range of tools and surfaces to mark make with. This could be chunky chinks and a chalkboard or a shallow tray with a layer of sand. Show children the marks naming them as you go

Physical Development & Writing Goals for Range 4 (2 - 3 years old)

WHAT THE CHILD MIGHT DO

Physical Development

- Begins to understand and choose different ways of moving
- May be beginning to show preference for dominant hand and/or leg/foot
- Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
 - Holds mark-making tools with thumb and all fingers

Literacy: Writing

- Distinguishes between the different marks they make
- Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology

WHAT ADULTS COULD DO

- Talk to children about the movements they make and help them explore different movements i.e. move slow, move fast
- Provide a range of tools and loose parts which will help them to develop their manipulative skills i.e fine motor skills
- Offer dance scarves/ribbons to encourage children to make their large movements to music
- "Tool boxes" containing mark making tools are also a great way to encourage mark making both indoors and out
 - Make children aware of shapes, marks and symbols in their surroundings
 - Listen to what your children have to say about their marks and drawings
- Allow children to see you writing for a purpose, such as a shopping list or a letter

Physical Development & Writing Goals for Range 5 (3 - 4 years old)



WHAT THE CHILD MIGHT DO

Physical Development

- Creates lines and circles pivoting from the shoulder and elbow
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

Literacy: Writing

- Makes up stories, play scenarios, and drawings in response to experiences, such as outings
 - Sometimes gives meaning to their drawings and paintings
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
 - Includes mark making and early writing in their play
- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

WHAT ADULTS COULD DO

- Have a selection of mark making tools accessible throughout the day. Giving children the opportunity to mark make and draw. Make reference to their drawings and marks whilst encouraging them to talk about what they are creating
- Lots of praise and celebration is a great way of encouraging mark making which is beginning to form letters, shapes and numbers.
- Help children to identify and begin to scribe their own name, use visual tools written by yourself and see if children are able to copy
- Encourage children to use their phonic knowledge to help in their writing. Using phonics in your own writing can help too
 - Offer tools such as scissors and smaller writing tools to aid in the development of fine motor skills, also show by example
 - Continue to provide a range of make making tools and resources

Physical Development & Writing Goals for Range 6 (4 - 5 years old)

WHAT THE CHILD MIGHT DO

Physical Development

- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
 - Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Literacy - Writing

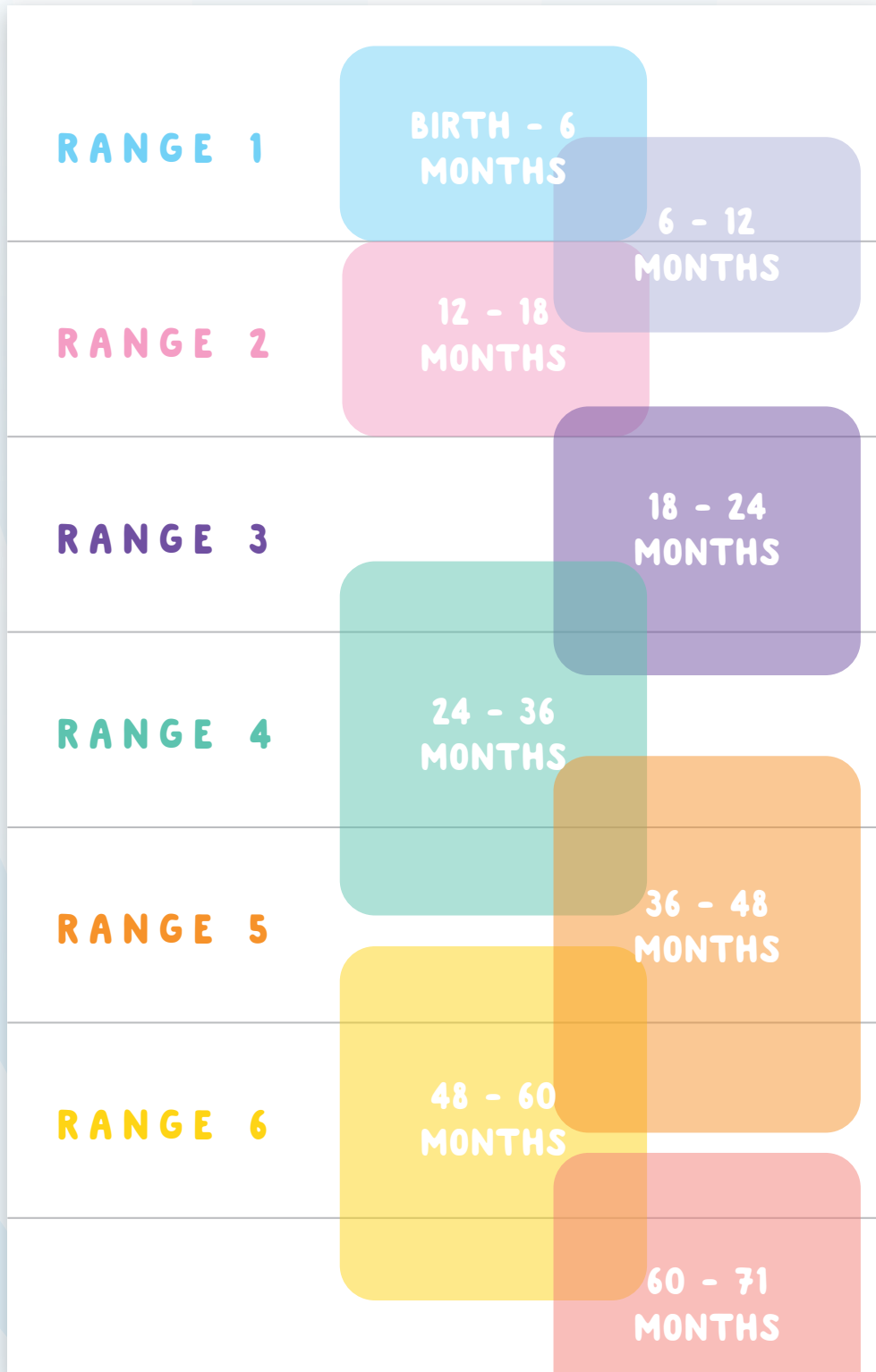
- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology

WHAT ADULTS COULD DO

- Offer a range of writing opportunities for children to write about things that interest them or to write for others i.e greetings cards
- Have a selection of mark making tools accessible throughout the day. Giving children the opportunity to mark make and draw. Make reference to their drawings and marks whilst encouraging them to talk about what they are creating
- Lots of praise and celebration is a great way of encouraging mark making which is beginning to form letters, shapes and numbers.
- Help children to identify and begin to scribe their own name, use visual tools written by yourself and see if children are able to copy

CHARACTERISTICS OF EFFECTIVE LEARNING

Children are powerful learners from birth. They can develop strong habits of mind and behaviours that will continue to support them to discover, think, create, solve problems and self-regulate their learning. Children need consistent lived experiences of autonomy alongside support for their growing awareness and control of the processes of thinking and learning. Play, time, space and freedom to follow their intentions, sustained shared thinking, and experiencing the satisfaction of meeting their own challenges and goals all contribute to development as curious, creative, resourceful and resilient learners.



Children develop and learn at their own rates, and in their own ways. The guidance on possible development trajectories should not be taken as necessary steps, nor assumed to be in a particular order, for individual children. The guidance should not be used as a checklist. The age links overlap Ranges because these are not fixed age boundaries but suggest a typical range of development.