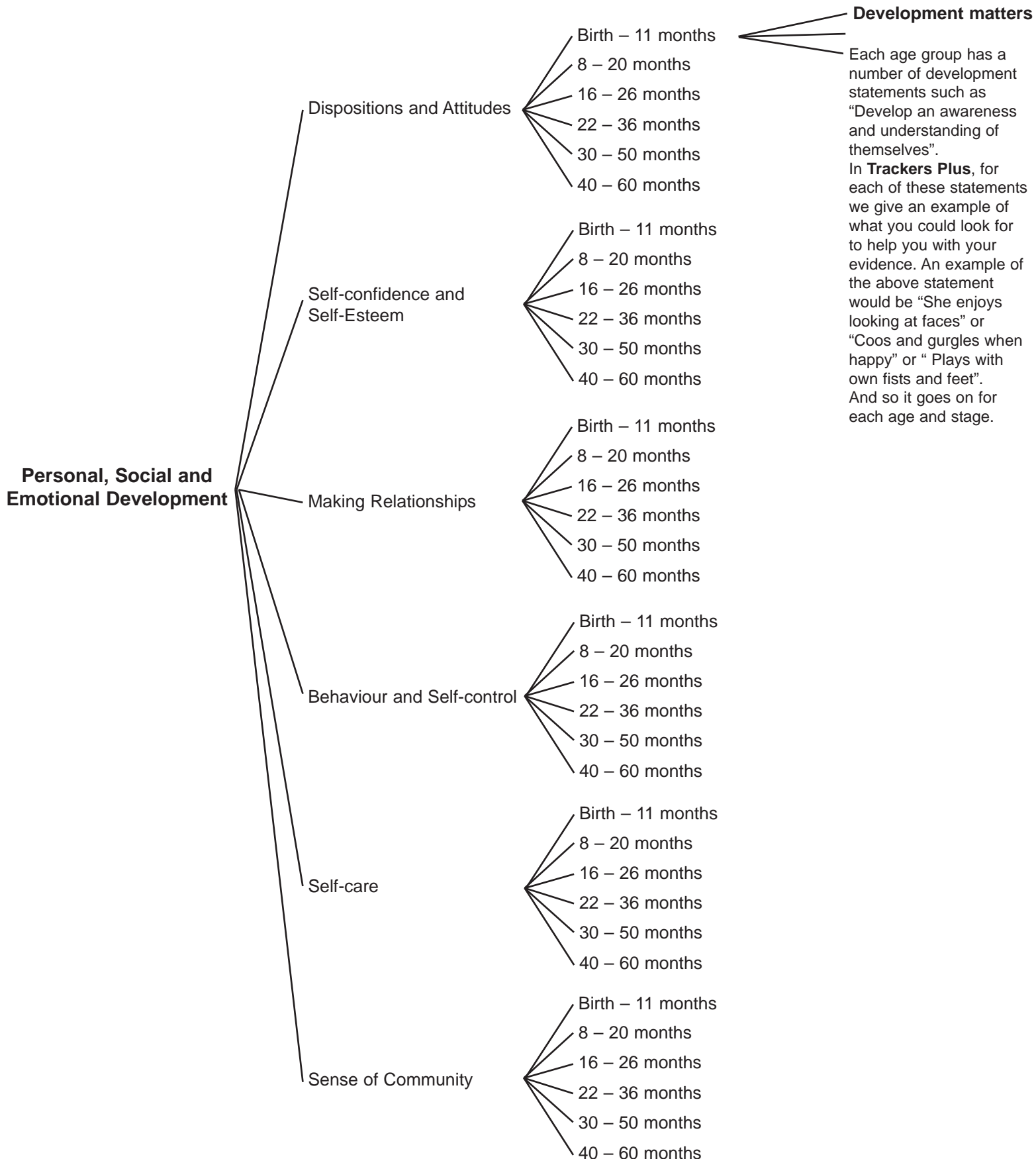


Trackers Plus

Tracking children's progress through the Early Years Foundation Stage

The following few pages will give you an idea of what is in the **Trackers Plus** book.

Just to get your head around it, here is a diagrammatic view of the **Personal, Social and Emotional Development** Area of Learning.



Example

Choose a system of observation and recording to suit your setting and keep it simple [there is lots of useful information about observation in *The Observation and Assessment of Children in the Early Years* (Mortimer, 2008)].

Below is an example of one section in *Trackers Plus* with notes added in the **Evidence and progression** box. Each note that is added is dated with the initials of the person writing the note (this is important because it is an ongoing record).

You might wish to record that a child was unwell for a while in order to explain why there was a setback in their confidence. You might add a comment that a child went into hospital for grommets on a certain date and that might explain why speech and understanding suddenly improved. Or you could add qualifying comments such as 'only if a familiar adult is present'.

Make sure that you have actual evidence for each of the items you record. Work on your *actual* observations rather than on hearsay. This is simply because you need to know which items still need encouragement or teaching and which are well established as part of the child's repertoire.

Area of Learning	Personal, Social and Emotional Development		
Focus	Dispositions and Attitudes		
	Development matters	Dates achieved	Examples
30 – 50 months	<ul style="list-style-type: none"> • Seek and delight in new experiences. • Have a positive approach to activities and events. • Show confidence in linking up with others for support and guidance. • Show increasing independence in selecting and carrying out activities. 	06/04/08	<ul style="list-style-type: none"> • Chooses between activities. • Delights in own successes. • Knows likes and dislikes. • Shows a sense of pride in own achievement. • Plays happily in a large group. • Begins to settle for 5 to 10 minutes on an activity.
		01/05/08	
Evidence and progression notes			
<p>[20/12/07 M.J] Sam tried new activity (block building) when prompted. <u>To do:</u> Talk to Sam early in session to help him plan ahead.</p> <p>[06/04/08 M.J] Often tries things he's not tried before (e.g. drawing program on the PC today).</p> <p>[07/04/08 S.G] Tends to prefer being on his own (reads, or playing with Lego). But often watches other children playing together. <u>To do:</u> Activity 4.3 in <i>Music Makers</i> to help Sam join in with the group.</p> <p>[01/05/08 M.J] When doing the 'Visiting Day' activity, I tracked Sam's progress - he was involved in the Home Corner, the Early Writing, added to the Display, and the Outdoor activity with bears (showing great independence and choice).</p>			

Area of Learning	Personal, Social and Emotional Development
Focus	Behaviour and Self-control

	Development matters	Dates achieved	Examples
30 – 50 months	<ul style="list-style-type: none"> • Begin to accept the needs of others, with support. • Show care and concern for others, for living things and the environment. 		<ul style="list-style-type: none"> • Shows care and concern for living creatures. • Behaves in a way that makes others feel happy/settled. • Aware that plants and trees need caring for. • Knows when some wrong has been done to them and tells adult. • Tells you when they see others treated hurtfully.

Evidence and progression notes

	Development matters	Dates achieved	Examples
40 – 60 months	<ul style="list-style-type: none"> • Show confidence and the ability to stand up for own rights. • Have an awareness of the boundaries set, and of behavioural expectations in the setting. • Understand what is right, what is wrong, and why. • Consider the consequences of their words and actions for themselves and others. 		<ul style="list-style-type: none"> • Understands and accepts the need for rules in games. • Understands and respects others' needs (e.g. why I should be quiet or gentle). • Considers the consequences of their actions (e.g. 'If I snatch this toy my friend will be upset).

Evidence and progression notes

Area of Learning	Communication, Language and Literacy
Focus	Language for Communication

	Development matters	Dates achieved	Examples
16 – 26 months	<ul style="list-style-type: none"> • Use single-word and two-word utterances to convey simple and more complex messages. • Understand simple sentences. 		<ul style="list-style-type: none"> • Eager to use words to 'tell you' things. • Uses single words to tell you what they want (e.g. 'di' for 'drink'). • Uses two-word utterances (e.g. 'mama car').

Evidence and progression notes

	Development matters	Dates achieved	Examples
22 – 36 months	<ul style="list-style-type: none"> • Learn new words very rapidly and are able to use them in communicating about matters which interest them. 		<ul style="list-style-type: none"> • Asks for toys using words. • Uses two or more recognisable words together. • Responds to simple instructions. • Can use 10 clear words.

Evidence and progression notes

Area of Learning	Communication, Language and Literacy
Focus	Linking Sounds and Letters

	Development matters	Dates achieved	Examples
40 – 60 months	<ul style="list-style-type: none"> Continue a rhyming string. Hear and say the initial sound in words and know which letters represent some of the sounds. Hear and say sounds in words in the order in which they occur. Link sounds to letters, naming and sounding the letters of the alphabet. Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. 		<ul style="list-style-type: none"> Can continue a rhyming string (e.g. when I was one I ate a ...). Hears and says the first letter sound of their name. Can listen to some letter sounds and point to the correct letter. Can tell you the sound a word begins with when listening to simple words (e.g. <u>dog</u>). Repeats the first sound of a word (e.g. car starts with 'c'). Tells you words that rhyme with cat/toe/tree. Can tell you the sound a word ends with when listening to simple words (e.g. <u>tap</u>). Can repeat the short vowel sound in a word when listening to simple words (e.g. <u>cat</u>). Blends letters to read CVC words and recognises common digraphs (e.g. 'br' 'sh'). Hears and says sounds in words in the order in which they occur (ELG). Links sounds to letters, naming and sounding the letters of the alphabet (ELG). Uses phonic knowledge to write simple, regular words (c - a - t) (ELG).

Evidence and progression notes

Area of Learning	Problem Solving, Reasoning and Numeracy
Focus	Numbers as Labels and for Counting

	Development matters	Dates achieved	Examples
40 – 60 months	<ul style="list-style-type: none"> Recognise some numerals of personal significance. Count up to three or four objects by saying one number name for each item. Count out up to six objects from a larger group. Count actions or objects that cannot be moved. Begin to count beyond 10. Begin to represent numbers using fingers, marks on paper or pictures. Select the correct numeral to represent 1 to 5, then 1 to 9 objects. Recognise numerals 1 to 5. Count an irregular arrangement of up to ten objects. Estimate how many objects they can see and check by counting them. Count aloud in ones, twos, fives or tens. Know that numbers identify how many objects are in a set. Use ordinal numbers in different contexts. Match then compare the number of objects in two sets. Say and use number names in order in familiar contexts. Count reliably up to ten everyday objects. Recognise numerals 1 to 9. Use developing mathematical ideas and methods to solve practical problems. 		<ul style="list-style-type: none"> Begins to represent numbers by holding up correct number of fingers. Selects numeral to represent 1 to 5 objects. Arranges numerals 1 to 9 in correct sequence. Selects correct numeral to represent 1 to 9 objects. Knows that numbers identify how many objects are in a set. Uses ordinal numbers in different contexts (e.g. first, second). Counts out 5 objects with one-to-one correspondence. Begins to count beyond 10. Estimates how many objects they can see and checks by counting. Counts aloud in ones, twos, fives or tens. Matches then compares the number of objects in two sets. Use language such as 'more' or 'less' to compare two numbers.

Evidence and progression notes

Area of Learning	Knowledge and Understanding of the World
Focus	Exploration and Investigation

	Development matters	Dates achieved	Examples
Birth – 11 months	<ul style="list-style-type: none"> • Use movement and senses to focus on, reach for and handle objects. • Learn by observation about actions and their effects. 		<ul style="list-style-type: none"> • Watches movement of own hand in front of face. • Enjoys objects and playthings through shaking, banging and mouthing. • Enjoys watching colours or lights. • Enjoys crumpling or tearing paper.

Evidence and progression notes

	Development matters	Dates achieved	Examples
8 – 20 months	<ul style="list-style-type: none"> • As they pull to stand and become more mobile, the scope of babies' investigations widens. 		<ul style="list-style-type: none"> • Crawls towards a colourful ball. • Pulls self along the furniture to reach new objects of interest. • Explores and investigates playthings by putting in and emptying out. • Enjoys splashing with water.

Evidence and progression notes

Area of Learning	Physical Development
Focus	Movement and Space

	Development matters	Dates achieved	Examples
16 – 26 months	<ul style="list-style-type: none"> • Have a biological drive to use their bodies and develop their physical skills. • Express themselves through action and sound. • Are excited by their own increasing mobility and often set their own challenges. 		<ul style="list-style-type: none"> • Enjoys holding on to a hand or piece of furniture and 'bouncing'. • Toddles from one person to another (5 - 6 steps). • Toddles at speed, using voice while moving. • Rolls ball between adult and self. • Walks across the room. • Responds to sound with body movements.

Evidence and progression notes

	Development matters	Dates achieved	Examples
22 – 36 months	<ul style="list-style-type: none"> • Gradually gain control of their whole bodies and are becoming aware of how to negotiate the space and objects around them. • Move spontaneously within available space. • Respond to rhythm, music and story by means of gesture and movement. • Are able to stop. • Manage body to create intended movements. • Combine and repeat a range of movements. 		<ul style="list-style-type: none"> • Walks backwards. • Finds three different ways of moving across a room (e.g. walking, jumping, crawling). • Begins to show increasing control (e.g. jump, kick a ball, balance briefly on one leg). • Avoids bumping into/treading over others. • Finds own space on a crowded floor. • Dances to music.

Evidence and progression notes

Area of Learning	Creative Development
Focus	Being Creative – Responding to Experiences, Expressing & Communicating Ideas

	Development matters	Dates achieved	Examples
16 – 26 months	<ul style="list-style-type: none"> Express themselves through physical action and sound. Explore by repeating patterns of play. 		<ul style="list-style-type: none"> Quietens and can focus when listening carefully. Repeats patterns of play over and over. Repeats actions in order to explore what effect something has. Happy to explore an activity or object with someone else. Calls out for someone to look at something they have seen. Looks up at you as they play or create something. Shows you what they have done.

Evidence and progression notes

	Development matters	Dates achieved	Examples
22 – 36 months	<ul style="list-style-type: none"> Seek to make sense of what they see, hear, smell, touch and feel. Begin to use representation as a form of communication. 		<ul style="list-style-type: none"> Makes noises to music. Pats a drum or tambourine. Begins to differentiate colours when painting. Makes comments about smells. Begins to use representation to communicate what they feel (e.g. jumping for excitement).

Evidence and progression notes