

Early Years Foundation Stage (EYFS) - Assessment Tool


Personal, Social and Emotional Development (PSED)

Small Steps to: Making Relationships


Document prepared by:

- Sharon McNicholas - Senior Childcare Inclusion Officer
- Alison Moor - Childcare Inclusion Officer
- Liz Bolt, Manager/SENCO - Roberttown Pre School
- Tracy Mills & Gail Shuttleworth - Home Portage Worker's
- Fiona Williams - Portage Support Worker


Personal, Social and Emotional Development: Making Relationships

	Unique Child	Small Steps	Observation Reference
 <p>(Birth to 11 months)</p>	<p>Enjoys the company of others and seeks contact with others from birth</p> <p>Gazes at faces and copies facial movements e.g. sticking out tongue, opening mouth and widening eyes</p> <p>Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements</p> <p>Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears</p>	<p>Indicates sensitivity to body contact by quietening down, crying, or body movement. Looks at person attempting to gain his attention, Goes quiet or changes body movement in response to presence of person</p> <p>Smiles. Attempts or maintains eye contact for short periods. Smiles in response to attention from adult. Smiles in response to facial expression of others</p> <p>Goes quiet. Shows by body movements, or cessation of crying, response to adult voice. Vocalises or gestures in response to attention. Smiles in response to facial expression of others</p> <p>Reaches for familiar persons. Shows recognition of family member by smiles or cessation of crying</p>	

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	<p>Responds to what carer is paying attention to e.g. following their gaze</p> <p>Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer’s face or strokes carer’s skin</p>	<p>Seeks eye contact often. Watches person moving directly in line of vision</p> <p>Hugs, pats and kisses familiar persons</p>	
 <p>(8 to 20 months)</p>	<p>Seeks to gain attention in a variety of ways, drawing others into social interaction</p> <p>Builds relationships with special people</p> <p>Is wary of unfamiliar people</p> <p>Interacts with others and explores new situations when supported by familiar person</p>	<p>Reaches for familiar persons. Reaches for, and pats at, mirror image or another infant. Seeks eye contact often vocalises or gestures to gain attention</p> <p>Responds to or participates in “peek-a-boo”. Claps hands (pat-a-cake) Waves bye-bye in imitation of adult. Raises arms “this big” in imitation of adult</p> <p>Responds by facial expression, body movements and making sounds</p> <p>Plays alone contentedly with adult facilitating and guiding. Observes and responds with others, pushing car, rolling ball. Reaches for and shows interest in manipulative game (pulls string, turns handle) with another person</p>	

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	<p>Shows interest in the activities of others and responds differently to children and adults e.g. may be more interested in watching children than adults or may pay more attention when children talk to them</p>	<p>Shows interest and explores around a child at play</p>	
 <p>(16 to 26 months)</p>	<p>Plays alongside others</p> <p>Uses a familiar adult as a secure base from which to explore independently in new environments e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious</p> <p>Plays cooperatively with a familiar adult e.g. rolling a ball back and forth</p>	<p>Accepts or tolerates presence of others during their play</p> <p>With adult encouragement will reach for objects and make small movements away</p> <p>Actively participating in play by touch, gesture or facial expression</p>	


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Personal, Social and Emotional Development: Making Relationships

	Unique Child	Small Steps	Observation Reference
 <p>(22 to 36 months)</p>	<p>Interested in others' play and starting to join in Seeks out others to share experiences</p> <p>Shows affection and concern for people who are special to them</p> <p>May form a special friendship with another child</p>	<p>Takes part in game, pushing car, rolling ball. Takes part in manipulative game (pulls string, turns handle) with adult facilitating peer interaction</p> <p>Expresses emotions and seeks adult by reaching or gesture, hands book to adult to read or share. Pulls at another person to show them action of object. Hugs or carries doll or soft toy</p> <p>Maintains attachments with special people e.g. show affection, prefers them for interaction and uses them for comfort or security</p>	


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Personal, Social and Emotional Development: Making Relationships

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 <p>(30 to 50 months)</p>	<p>Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children</p> <p>Initiates play, offering cues to peers to join them</p> <p>Keeps play going by responding to what others are saying or doing</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p>	<p>Follows play by imitating actions of other with adult facilitating children. Will participating in sharing and turn taking in play</p> <p>Inviting others into play anticipating response e.g. rolling ball across to others</p> <p>Responds by eye contact and gesture or body movements following and imitating play</p> <p>Accepting presence of others inviting and engaging with others by gesture, touch, eye contact or vocalisation</p>	

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	Unique Child	Small Steps	Observation Reference
 <p>(40 to 60+ months)</p>	<p>Initiates conversations, attends to and takes account of what others say</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others</p> <p>Takes steps to resolve conflicts with other children e.g. finding a compromise</p>	<p>Plays near and communicates with other children when working on own activity</p> <p>Sharing familiar objects and responding to others interests</p> <p>Seeks or requires adult intervention by vocalising, gesture etc</p>	

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Environment	Adult Led Activities & Experiences	Interaction & Engagement
<p>Do you have:</p> <p>Consistent Key Person</p> <p>Quiet cosy areas away from high traffic and noisy activity areas</p> <p>Treasure baskets containing a variety of natural objects</p> <p>Space to allow movement</p> <p>Activities which encourage children to share space</p> <p>A wide and varied range of resources for role play</p> <p>Opportunities to participate in sharing experiences</p>	<p>Have you tried:</p> <p>One to one time with key person, tummy time etc.</p> <p>Floor cushions, fabrics, soft toys, rugs, voiles hanging from ceiling, different ways of sectioning off quiet areas</p> <p>Sensory, “touchy-feely”, soft and hard textures, bottles, containers, large and small objects</p> <p>Placement of objects slightly out of reach to encourage movement (crawling/reaching)</p> <p>Being aware of the commonality of children’s interests</p> <p>Planning your provision around children’s interests and experiences</p> <p>Interest/talking table, circle time, sharing time</p>	<p>Do you do:</p> <p>Face to face interactions with over emphasis on facial expressions and sounds to gain a response</p> <p>Rhymes with anticipation face-to-face and giving time to respond e.g. Round-and-Round-the Garden, Peek-a-boo games</p> <p>Play with sounds, repeat their sounds e.g. blowing raspberries and their babbles</p> <p>Adult plays games, hiding under scarf etc. Modelling and engaging exploratory play Adults observe and respond to all signals and reactions</p> <p>Adult to have an enthusiastic approach using facial expressions, gestures and body language to engage the child to make movement.</p> <p>Adult to give commentary on child’s observations of peers at play</p> <p>Adult to facilitate then draw back, making sensitive interventions to support forming relationships with peers</p> <p>Actively join in and have a role in children’s play</p> <p>Planned and targeted time for small group activity</p>

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