

Age	Developmental Milestones	How the early years practitioner can support ch.
8 – 20 months	<p>Personal and Social Development: Making relationships</p> <p>Shows interest in the activities of others and responds differently to children and adults,</p>	<p>Share knowledge about languages with staff and parents and make a poster or book of greetings in all languages used within the setting and the community.</p>
30-50 months	<p>Personal and Social Development: Making relationships</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.</p>
8- 20 months	<p>Personal and Social Development: Managing Feelings and Behaviour</p> <p>Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.</p>	<p>Have resources including picture books and stories that focus on a range of emotions, such as 'I am happy'.</p>

<p>16 – 26 months</p>	<p>Personal and Social Development: Managing Feelings and Behaviour</p> <p>Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.</p>	<p>Choose books and stories in which characters help and support each other.</p>
<p>23 – 36 months</p>	<p>Personal and Social Development: Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. 	<p>Provide books, stories, puppets that can be used to model responding to others' feelings and being helpful and supportive to them.</p>
<p>40 – 60 months</p>	<p>Personal and Social Development: Managing Feelings and Behaviour</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others.</p>

<p>16 – 26 months</p>	<p>Communication and Language: Listening and attention</p> <p>Listens to and enjoys rhythmic patterns in rhymes and stories</p>	<p>Talk about the different sounds they hear, such as a tractor’s “chug chug” while sharing a book.</p>
<p>22 – 36 months</p>	<p>Communication and Language: Listening and attention</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Shows interest in play with sounds, songs and rhymes. 	<p>Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books.</p>
<p>30 – 50 months</p>	<p>Communication and Language: Listening and attention</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<p>Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one.</p>

<p>30 – 50 months</p>	<p>Communication and Language: Listening and attention</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Introduce ‘rhyme time’ bags containing books to take home and involve parents in rhymes and singing games.</p>
<p>Birth to 9 months</p>	<p>Communication and Language: Understanding</p> <p>Starts to understand contextual clues, e.g. familiar gestures, words and sounds.</p>	<p>Provide resources that stimulate babies’ interests such as a shiny bell, a book or a mirror.</p>
<p>16 – 26 months</p>	<p>Communication and Language: Understanding</p> <p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</p>	<p>Use pictures, books, real objects, and signs alongside your words.</p>
<p>40 – 60 months</p>	<p>Communication and Language: Understanding</p> <p>They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	<p>Use stories from books to focus children’s attention on predictions and explanations, e.g. “Why did the boat tip over?”</p>

40 – 60 months	<p>Communication and Language: Understanding</p> <p>They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.
8 to 20 months	<p>Physical Development: Moving and Handling</p> <p>Picks up small objects between thumb and fingers.</p>	Provide resources that stimulate babies to handle and manipulate things, e.g. toys with buttons to press or books with flaps to open.
22 – 36 months	<p>Physical Development: Moving and Handling</p> <p>Turns pages in a book, sometimes several at once.</p>	Provide a range of books with hard and soft pages that children can handle
8 – 20 months	<p>Literacy: Reading</p> <p>Enjoys looking at books and other printed material with familiar people.</p>	Let children handle books and draw their attention to pictures.

<p>8 – 20 months</p>	<p>Literacy: Reading</p> <p>Handles books and printed material with interest.</p>	<p>Make family books using small photo albums with photos of family members, significant people in the child’s life, familiar everyday objects.</p>
<p>Birth to 11 months</p>	<p>Literacy: Reading</p> <p>Enjoys looking at books and other printed material with familiar people.</p>	<p>Collect a range of board books, cloth books and stories to share with young babies.</p>
<p>16 – 23 months</p>	<p>Literacy: Reading</p> <p>Interested in books and rhymes and may have favourites.</p>	<p>Encourage and support children’s responses to picture books and stories you read with them.</p>
<p>16 – 23 months</p>	<p>Literacy: Reading</p> <p>Interested in books and rhymes and may have favourites.</p>	<p>Provide picture books, books with flaps or hidden words, books with accompanying story sacks.</p>

16 – 23 months	<p>Literacy: Reading</p> <p>Interested in books and rhymes and may have favourites.</p>	Use different voices to tell stories and encourage young children to join in wherever possible.
22-36 months	<p>Literacy: Reading</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p>	Create an attractive book area where children and adults can enjoy books together.
22-36 months	<p>Literacy: Reading</p> <p>Repeats words or phrases from familiar stories.</p>	Encourage children to use the stories they hear in their play.
22-36 months	<p>Literacy: Reading</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p>	Read stories that children already know, pausing at intervals to encourage them to 'read' the next word.

22-36 months	<p>Literacy: Reading</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p>	Find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props
22-36 months	<p>Literacy: Reading</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p>	Provide stories, pictures and puppets which allow children to experience and talk about how characters feel.
30 – 50 months	<p>Literacy: Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. 	<ul style="list-style-type: none"> • Share stories and poems which feature rhyme and rhythm, emphasising these elements with the children, and using repetition, combining reading with the use of instruments to emphasise rhyme and rhythm
30 – 50 months	<p>Literacy: Reading</p> <p>Shows interest in illustrations and print in books and print in the environment.</p>	<ul style="list-style-type: none"> • Provide fact and fiction books in all areas, e.g. construction area as well as the book area.

<p>30 – 50 months</p>	<p>Literacy: Reading</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<ul style="list-style-type: none"> • Provide some simple poetry, song, fiction and non-fiction books. • Read with children 1:1 and in small groups • Read familiar and non-familiar books
<p>30 – 50 months</p>	<p>Literacy: Reading</p> <ul style="list-style-type: none"> • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. 	<p>Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves.</p>

<p>30 – 50 months</p>	<p>Literacy: Reading</p> <ul style="list-style-type: none"> • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. 	<p>Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others</p>
<p>30 – 50 months</p>	<p>Literacy: Reading</p> <ul style="list-style-type: none"> • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. 	<ul style="list-style-type: none"> • Talk to the children about the books, stories and discuss with them what is happening: • Discuss with children the characters in books being read. • Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences.
<p>30 – 50 months</p>	<p>Literacy: Reading</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p>	<p>Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.</p>

30 – 50 months	<p>Literacy: Reading</p> <ul style="list-style-type: none"> • Knows information can be relayed in the form of print. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake.
8 - 20 months	<p>Mathematics: Shape, space and measure</p> <p>Recognises big things and small things in meaningful contexts.</p>	Look at books showing objects such as a big truck and a little truck; or a big cat and a small kitten.
16 – 26 months	<p>Understanding the world: People and communities</p> <ul style="list-style-type: none"> • Enjoys pictures and stories about themselves, their families and other people. • Is curious about people and shows interest in stories about themselves and their family. 	<ul style="list-style-type: none"> • Collect stories for, and make books about, children in the group, showing things they like to do. • Provide books and resources which represent children’s diverse backgrounds and which avoid negative stereotypes. • Make photographic books about the children in the setting and encourage parents to contribute to these.

<p>30 – 50 months</p>	<p>Understanding the world: People and communities</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Help children to learn positive attitudes and challenge negative attitudes and stereotypes, by sharing selected stories and books showing black heroes or disabled kings or queens or families with same sex parents,</p>
<p>30 – 50 months</p>	<p>Understanding the world: People and communities</p> <p>Shows interest in different occupations and ways of life.</p>	<p>Share books and stories with children about different cultures, ways of life and jobs</p>