

	Expected Development at 2yrs 6 months	Expected Development at 3 years old	Expected Development at 4 years old	Expected Development at 5 years old
Communication and Language	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Recognises minute details in picture books. Can select pictures of actions, e.g. 'Which one shows eating?'. Recognises general family name categories, e.g. 'baby', 'mother', 'granny'. Enjoys simple familiar stories read from picture book. Requires physical or verbal prompts in order to switch attention to looking and listening if engrossed in play. Knows full name. Recognises self in photographs once shown. <p>Speaking</p> <ul style="list-style-type: none"> Uses 200 or more recognisable words, but speech shows numerous immaturities of articulation and sentence structure. Usually intelligible to familiar carers. Talks audibly and intelligibly to self at play, concerning events happening here and now. Continues to imitate phrases (echolalia). Says a few nursery rhymes. Makes frequent comments on objects and events of interest, directed to caregivers. Continually asking questions beginning 'What?' or 'Who?'. Uses pronouns 'I', 'me' and 'you' correctly most of the time. Stuttering in eagerness common. Plays meaningfully with miniature doll's house-size toys, adding an intelligent, running commentary. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Can identify objects by function, e.g. 'Which one do we eat with?'. Understands descriptive concepts such as 'big', 'wet', 'hot', 'the same', etc. Listens eagerly to stories and demands favourites over and over again. Knows several nursery rhymes to repeat and sometimes sing. Shifts from one task to another when gaining their attention by saying the child's name, e.g. 'Jason, can you stop now? We're tidying up'. Follows instructions with three key words like: 'can you wash dolly's face?' Gives full name and sex and, sometimes, age. Shows that they understand action words by pointing to the right picture in a book, e.g. 'who's jumping?' <p>Speaking</p> <ul style="list-style-type: none"> Speech modulating in loudness and range of pitch. Large vocabulary intelligible even to strangers, but speech still contains many immature sounds, substitutions, and unconventional grammatical forms. Uses personal pronouns (I, you, me, he etc.) and plurals correctly. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Understands some abstract concepts, e.g. 'one of', 'before' and 'after', 'if'. Listens to and tells long stories, sometimes confusing fact and fantasy. Enjoys jokes and verbal incongruities (things which seem absurd/impossible). Knows several nursery rhymes which they can repeat or sing correctly. Answers simple 'why' questions. Gives full name, some of their home address and usually age. Eternally asking questions 'Why?', 'When?', 'How?', and meanings of words. <p>Speaking</p> <ul style="list-style-type: none"> Speech grammatically correct and completely intelligible. Shows only a few immature sound substitutions, usually of r-l-w-y group, p-th-f-s group or k-t sound group. May simplify consonant clusters, e.g. 'sring' for 'string'. Gives connected account of recent events and experiences. Uses sentences of 4-6 words – 'I want to play with cars' or 'what's that thing called?' Uses sentences with conjunctives like 'because', 'or', 'and', e.g. 'I like ice cream because it makes my tongue shiver'. Uses future and past tense: 'I am going to the park' and 'I went to the shop?' 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Understands time and sequence concepts and uses terms such as 'first', 'then', 'last'. Constantly asks meaning of abstract words and uses them, usually appropriately but with some errors. Delights in reciting or singing rhymes and jingles. Enjoys jokes and riddles. Gives full name, age and usually birthday. Gives home address. Loves to be read or be told stories and acts them out in detail later, alone or with friends. Defines concrete nouns by use (e.g. book for reading, spoon for stirring, ball for kicking). <p>Speaking</p> <ul style="list-style-type: none"> Speech fluent, grammatically conventional and usually phonetically correct except for confusions of s-f-th group.
Personal, Social and Emotional Development	<p>Self-Regulation</p> <ul style="list-style-type: none"> Exceedingly active, restless and resistive of restraint. Throws tantrums when thwarted and is less easily distracted. Emotionally still very dependent on adult and requires reassurance in unfamiliar situations. <p>Managing Self</p> <ul style="list-style-type: none"> Continues to have little understanding of common dangers. Eats skilfully with spoon and may use a fork. Pulls down pants when using the toilet but seldom is able to replace them. May be dry through the night, although this is extremely variable. <p>Building Relationships</p> <ul style="list-style-type: none"> More sustained role play, such as putting dolls to bed, washing clothes, driving cars, but with frequent reference to a friendly adult. Acts out common activities using substituted materials, e.g. has pretend tea parties, with gravel on plates to represent food. Watches other children at play with interest, occasionally joining in for a few minutes but, as yet, has little notion of the necessity to share playthings or adults' attention. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> General behaviour is more amenable – can be affectionate and confiding. Sometimes able to defer satisfaction of wishes to the future, e.g. 'You can play with the cars after dinner'. Settles to some activities for a while. (Often of own choosing). <p>Managing Self</p> <ul style="list-style-type: none"> Eats with a fork and spoon. Washes hands but needs adult supervision with drying. Can pull pants down and up but needs help with buttons and other fastenings. May be dry through the night, although this is very variable. Makes an effort to keep surroundings tidy. <p>Building Relationships</p> <ul style="list-style-type: none"> Vividly realised make-believe play, including invented people and objects. Sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'. Enjoys playing on the floor with bricks, boxes, toy trains and dolls, etc., alone or in company with siblings and peers. Joins in active make-believe play with other children. Shows affection for younger siblings. Likes to help adults with domestic activities including gardening, shopping, etc. Starts to enjoy the company of other children and want to play with them. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> General behaviour more independent and strongly self-willed. Inclined to challenge adult request and quarrel with playmates when wishes crossed. Needs companionship of other children; may be alternately cooperative and aggressive but understands need to argue with words rather than blows. Can generally negotiate solutions to conflicts in their play. <p>Managing Self</p> <ul style="list-style-type: none"> Eats skilfully with spoon and fork. Spreads butter on bread with a knife. Washes and dries hands. Brushes teeth. Can undress and dress except for laces, ties and back buttons. Reliably dry during the day. <p>Building Relationships</p> <ul style="list-style-type: none"> Shows sense of humour in talk and social activities. Takes part in dramatic make-believe play and dressing-up. Takes part in pretend play (e.g. being 'Mummy' or 'Daddy'?). Understands taking turns as well as sharing. Shows concern for younger siblings and sympathy for playmates in distress. Plays alongside others rather than always wanting to play alone. Takes part in other pretend play with different roles – being the Gruffalo for example. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> Developing the ability to regulate their emotions and behaviours. General behaviour more sensible, controlled, and independent with wide variability in different situations. Appreciates meaning of time in relation to daily programme, e.g. 'Daddy comes after outdoor play'. <p>Managing Self</p> <ul style="list-style-type: none"> Uses knife and fork competently. Washes and dries face and hands but needs help or supervision for the rest of their body. Can now get dressed and undressed by self. Follows tidiness routines but needs constant reminders. Shows more independence. <p>Building Relationships</p> <ul style="list-style-type: none"> Domestic and dramatic play continued alone or with playmates. Chooses own friends. Can play cooperatively with peers most of the time and understands need for rules and fair play. Sense of humour increasing. Tender and protective towards younger children and pets. Comforts playmates in distress.
Physical Development	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Runs well and climbs nursery apparatus easily. Walks upstairs confidently and downstairs holding rail, two feet to a step. Pushes and pulls large toys skilfully but may have difficulty in steering them around obstacles. Can jump with two feet together from a low step. Can stand on tiptoe if shown. Throws ball from hand somewhat stiffly at body level. Kicks large ball but gently and lopsidedly. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Builds tower of seven-plus cubes using preferred hand. Inserts square, circular, and triangular shapes in a jigsaw by recognising the shape. Begins to correct the orientation of the shapes from 33 months. Holds pencil in preferred hand, with improved tripod grasp. Imitates horizontal line and circle, and usually 'T' and 'V'. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Walks alone up stairs using alternating feet one foot to each step and can carry large toy. (using handrail). Comes down stairs two feet to a step and can carry large toy. (using handrail). Usually jumps from bottom step with two feet together. Climbs nursery apparatus with agility. Can turn around obstacles and corners while running and also while pushing and pulling large toys. Walks forwards, backwards, sideways, etc., hauling large toys with complete confidence. Obviously appreciates size and movements of own body in relation to external objects and space. Rides tricycle using pedals and can steer it round wide corners. Can stand and walk on tiptoe. Can stand momentarily on one (preferred) foot when shown. Can sit with feet crossed at ankles. Can throw a ball overhand and catch large ball on or between extended arms. Kicks ball forcibly. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Builds tower of nine or ten cubes. By 3.5 years, builds one or more little bridges using cubes/blocks; using two hands cooperatively. Threads large wooden beads on shoelace. Can close fist and wiggle thumb in imitation, right and left, e.g. when singing 'Tommy Thumb' or '2 Little Dicky Birds'. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Walks or runs alone up and down stairs, one foot to a step (in adult fashion). Walks up and down stairs using alternate feet. Navigates self skilfully, turning sharp corners, running, pushing and pulling. Climbs ladders and trees. Can stand, walk and run on tiptoe. Expert rider of tricycle, executing sharp U-turns easily. Stands on one (preferred) foot for 3–5 seconds. Able to hop on preferred foot. Arranges and picks up objects from floor by bending from waist with knees extended. Sits with knees crossed. Shows increasing skill in ball games, throwing, catching, bouncing, kicking, etc. including use of bat. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Builds tower of ten or more cubes. Builds several bridges of three within a model (on request or spontaneously). Builds three steps with six cubes after demonstration. Imitates spreading of hand and bringing thumb into opposition with each finger in turn, right and left. Holds and uses pencil in a dynamic tripod grasp with good control, like adults. Copies cross and also letters 'V', 'H', 'T' and 'O'. Draws a person with head, legs and trunk and, usually, arms and fingers. Draws a recognisable house on request or spontaneously. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Walks easily on narrow line. Runs lightly on toes. Active and skilful in climbing, sliding, swinging, digging and doing various 'stunts'. Skips on alternate feet. Can stand on one foot for 8–10 seconds, right or left. Usually able to stand on preferred foot, with arms folded. Can hop repeatedly for a distance of 2 or 3 metres on either foot. Attempts to move rhythmically to music. Grips strongly with either hand. Can bend and touch toes without flexing knees. Throws and catches a ball well, though catching with one hand does not develop until 9–10 years. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Picks up and replaces minute objects. Good control in writing and drawing with pencils and paint brushes. Builds elaborate models when shown using blocks and bricks. Can copy a square shape and, at 5½ years, a triangle shape. Also copies letters 'V', 'T', 'H', 'O', 'X', 'L', 'A', 'C', 'U' and 'Y'. Writes letters spontaneously and for a purpose, e.g. 'writing a shopping list' or 'their name'. Draws recognisable person with head, trunk, legs, arms and features. Draws house with door, windows, roof and chimney. Spontaneously produces many other pictures containing several items and usually indication of background of environment, and names before production. Can cut a strip of paper neatly. Counts fingers on one hand with index finger of other.